CIWP Team & Schedules

Resources 🚀

Indicators of Quality CIWP: CIWP Team

The CIWP team includes staff reflecting the diversity of student demographics and school programs.

The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.

The CIWP team includes leaders who are responsible for implementing Foundations, those with institutional memory and those most impacted.

The CIWP team includes parents, community members, and LSC members.

All CIWP team members are meaningfully involved in the planning process for CIWP components and include other stakeholders, as appropriate for their role, with involvement along the CPS Spectrum of Inclusive Partnerships (from the CPS Equity Framework).

CIWP Team Guidance

Name ✍	Role ✍	Email ✍
Meghan Sovell	Principal	
Abraham Celio	LSC Member	
Eladio Montenegro	Parent	
Leah Augusta	AP	
Michelle Carrillo	Other-Instructional Coach and ILT Lead	
Tlaloc Rodriguez	Connectedness & Wellbeing Lead	
Brittany Cain	Connectedness & Wellbeing Lead	
Gila Hernandez	Teacher Leader	
Jessica Diaz	Teacher Leader	
Mildred Salguero	Teacher Leader	
Joanna Felsenstein	Other--MTSS Lead	
Felicita Alas	Other--ELPT	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	4/20/23	4/27/23
Reflection: Curriculum & Instruction (Instructional Core)	5/11/23	5/11/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/11/23	5/11/23
Reflection: Connectedness & Wellbeing	5/11/23	5/11/23
Reflection: Postsecondary Success	5/11/23	5/11/23
Reflection: Partnerships & Engagement	5/11/23	5/11/23
Priorities	5/13/23	5/13/23
Root Cause	5/13/23	5/13/23
Theory of Acton	5/13/23	5/13/23
Implementation Plans	5/25/23	6/10/23
Goals	6/10/23	6/10/23
Fund Compliance	6/10/23	6/10/23
Parent & Family Plan	6/10/23	6/10/23
Approval	8/9/23	8/9/23

SY24 Progress Monitoring Schedule

Indicate the SY24 dates when your CIWP team will hold progress monitoring check-ins.
As a reference, these dates will auto-populate in your implementation plans.

CIWP Progress Monitoring Meeting Dates ✍	
Quarter 1	10/19/2023
Quarter 2	1/11/2024
Quarter 3	3/7/2024
Quarter 4	5/23/2024

Indicators of a Quality CIWP: Reflection on Foundations

Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.

Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.

Stakeholders are consulted for the Reflection of Foundations.

Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

Resources 🚀

Reflection on Foundations Protocol

Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	We are getting some really good outcomes but not every student is growing a year or more each year. Additionally, not every child is getting regular access to collaborative learning tasks, or engaging and appropriately differentiated learning opportunities	IAR (Math)
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading)
Yes	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions	**What is the feedback from your stakeholders?** Families agree this is solid but could and should be better, especially in regards to how parents support this work.	STAR (Math) iReady (Reading) iReady (Math)
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		Cultivate Grades
Yes	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development		ACCESS TS Gold Interim Assessment Data
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** Staff created basic Understanding by Design units this year, and began work on a Scope and Sequence for the SY23-24. Learning targets are standards aligned as well as aligned to learning tasks.	

What student-centered problems have surfaced during this reflection?

If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

We need to ensure there is a set plan in place for instruction that is vertically aligned (Scope and Sequence), as well as evidence-based unit plans that are detailed enough to describe the instruction that is occuring in reasonable detail and that take into account the differentiation required to meet ALL learners, especially those that identify as DL, EL, or exceptionally gifted. This will require an ongoing focus on not just classroom instruction, but also our MTSS targeted instruction.

Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey	MTSS Team collaborates to create and implement strong MTSS systems and structures. Families are informed of what tiers there students are scoring in, and in what language. All staff, but especially DL teachers ensure Diverse Learner students get what they need by thoroughly implementing IEPs. Language objectives are included on each unit.	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS
		MTSS Integrity Memo		

Yes	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES / EL Placement Recommendation Tool HS
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.	

What is the feedback from your stakeholders?

Some staff say the paperwork is a burden; others say it's necessary to actually know what is working with students. Students and families are happy that we're differentiating according to student need, although some students feel stigmatized if they're not in Tier 1 or Tier G. ✏️

What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?

Continued support with MTSS, for SY24 especially Amira. Barriers to MTSS are simply time for progress monitoring MTSS. It's a lot of work without any additional prep time being added to the day by CPS. ✏️

Metrics:
- MTSS Academic Tier Movement
- Annual Evaluation of Compliance (ODLSS)
- Quality Indicators of Specially Designed Curriculum
- EL Program Review Tool

What student-centered problems have surfaced during this reflection?
If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

Our student survey responses and assessment scores show that we are on the right track with inclusive and supportive learning, but that getting all students comfortable with identifying their growth areas and planning for further growth could help students grow at a higher pace academically, and socially-emotionally. ✏️

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Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		**References**	**What are the takeaways after the review of metrics?**	**Metrics**
Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment / SEL Teaming Structure	Focus area is on students who are chronically truant or absent; some families do not grasp the harm done by absences. ✏️	% of Students receiving Tier 2/3 interventions meeting targets
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			Reduction in OSS per 100
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.			Reduction in repeated disruptive behaviors (4-6 SCC)
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.			Access to OST

Additional metrics:
- Increase Average Daily Attendance
- Increased Attendance for Chronically Absent Students
- Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
- Cultivate (Belonging & Identity)
- Staff trained on alternatives to exclusionary discipline (School Level Data)
- Enrichment Program Participation: Enrollment & Attendance
- Student Voice Infrastructure

What is the feedback from your stakeholders?

Some people are still not clear on adult lift for appropriate behavior from students. Some staff and families want a more traditional model, which is not backed up by research or lived experience at Orozco. ✏️

Reduction in number of students with dropout codes at EOY

What student-centered problems have surfaced during this reflection?
If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

Some staff (BHT, Culture and Climate Team) have been working hard to nesure our students feel connected and cared for, but not everyone has received the training they need to make this work live in every area of the school. Additionally, not enough work has occurred on engaging students and families with this work.

What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?

We're getting trained in Concious Discipline to reduce our misconducts. Barriers are parental involvement. Not all check emails and voicemails regularly; not all are on ParentSquare. We will work with PAC and BAC, and individual families, to work on these barriers.

Postsecondary Success

Postsecondary only applies to schools serving 6th grade and up. If your school does not serve any grades within 6th-12th grade, please skip the Postsecondary reflection.

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)		References	What are the takeaways after the review of metrics?	Metrics
N/A	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	We do this but it would be nice if we could have a longer homeroom to spend more time on it. This is not allowed because of lenght of class requirements by CPS.	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track
No	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate 9th and 10th Grade On Track
Yes	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit	**What is the feedback from your stakeholders?** Want to get middle school curriculum back up to accelerated one year or more for Tier 1.	Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).			
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** Creating a Scope and Sequence and revising unit plans for Tier 1 acceleration are in plcae. Barrier is how much time it takes to put together units and lessons from the amount of materials provided by Skyline (it's not a "here is your lesson plan" style curriculum.	
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager		

What student-centered problems have surfaced during this reflection?
If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

Students aren't getting a gifted education if our Tier 1 curriculum is not accelerated.

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References
Yes	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit
Partially	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric

What are the takeaways after the review of metrics?

Orozco tried a mix of in-person and online engagement opportunities, and heard families would like even more offered--grade level or grade band mixers beginning of year, discussions/circles for parents of grade levels experiencing conflict).
Some teachers are good at two-way engagement and some do more talking to parents than engaging with. We will start the year with parent interviews to model what engagement looks like and provide school time for teachers to get to know their students and their families.

Metrics

Cultivate

5 Essentials Parent Participation Rate

5E: Involved Families

5E: Supportive Environment

Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.)
(School Level Data)

Level of parent engagement in the ODLSS Family Advisory Board
(School Level Data)

Formal and informal family and community feedback received locally.
(School Level Data)

What is the feedback from your stakeholders?

More opportunities for parents to come together, more attendance by admin at BAC and PAC meetings. Let Student Voice decide what they want to do (they did not want to do CIWP but did want to start a recycling program--both were granted.

What student-centered problems have surfaced during this reflection?
If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

Need to engage Student Voice early and often--not right before something is due or needed.

What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?

Principal to attend one BAC and PAC a quarter. AP to attend not all, but regularly. Barriers are compliance requirements given by CPS, but we should be able to overcome with realistic expectations and communication.

Select the Priority Foundation to
pull over your Reflections here =>

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	Students experience grade-level, standards-aligned instruction.
Yes	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Yes	The ILT leads instructional improvement through distributed leadership.
Yes	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

We are getting some really good outcomes but not every student is growing a year or more each year. Additionally, not every child is getting regular access to collaborative learning tasks, or engaging and appropriately differentiated learning opportunities

What is the feedback from your stakeholders?

Families agree this is solid but could and should be better, especially in regards to how parents support this work.

What student-centered problems have surfaced during this reflection?

We need to ensure there is a set plan in place for instruction that is vertically aligned (Scope and Sequence), as well as evidence-based unit plans that are detailed enough to describe the instruction that is occuring in reasonable detail and that take into account the differentiation required to meet ALL learners, especially those that identify as DL, EL, or exceptionally gifted. This will require an ongoing focus on not just classroom instruction, but also our MTSS targted instruction.

What, if any, related improvement efforts are in progress? What is the impact? Do any of our efforts address barriers/obstacles for our student groups furthest from opportunity?

Staff created basic Understanding by Design units this year, and began work on a Scope and Sequence for the SY23-24. Learning targets are standards aligned as well as aligned to learning tasks.

Determine Priorities

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What is the Student-Centered Problem that your school will address in this Priority?

Students...

particularly our Diverse Learner students, are not all performing on grade level. We believe this is due to staff not knowing how to differentiate, or being provided time to plan and then there not being structures to hold staff accountable for said planning.

Resources: 🚀

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.

Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).

For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.

Priorities are determined by impact on students' daily experiences.

Root Cause

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What is the Root Cause of the identified Student-Centered Problem?

As adults in the building, we...

Do not do enough instructional planning--there is no scope and sequence, some teachers have bare minimum units or go off of a curriculum but do not revise according to the students in front of them. Adults also do not differentiate enough according to data, or own their iReady and Star360 data.

Resources: 🚀

[5 Why's Root Cause Protocol](#)

Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.

The root cause is based on evidence found when examining the student-centered problem.

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

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What is your Theory of Action?

If we....

If we...provide staff with professional development and clear structures and expectations for instructional planning

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

Theory of Action is grounded in research or evidence based practices.

then we see....	Theory of Action is an impactful strategy that counters the associated root cause.
all staff able to develop comprehensive and differentiated units and lessons ✍️	Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.
	Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"
	All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.
which leads to...	
every student growing at least one grade level each year. ✍️	

Return to Top | **Implementation Plan**

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.

Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.

Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.

Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.

Action steps are inclusive of stakeholder groups and priority student groups.

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍️

ILT

Dates for Progress Monitoring Check Ins

Q1	10/19/2023	Q3	3/7/2024
Q2	1/11/2024	Q4	5/23/2024

	SY24 Implementation Milestones & Action Steps ✍️	Who 👆	By When ✍️	Progress Monitoring
Implementation Milestone 1	By first two days of Aug PD, CIWP/ILT team will develop and facilitate training on Understanding by Design Stage 3 Unit Plans	ILT	8/22/23	Select Status
Action Step 1	Design training for ILT on Stage 3 UbD	Diaz and Salguero	6/9/23	Completed
Action Step 2	Decide on paid planning time over summer to develop PD	Sovell	6/9/23	Completed
Action Step 3	Design and practice the PD, facilitate the PD	ILT	8/9/23	Completed
Action Step 4	Unit 1 and 2 feedback workshop	ILT	9/15/23	Completed
Action Step 5	Design a session for teachers to learn distinguished unit planning, highlighting differentiated instruction.	ILT	2/9/24	Select Status
Implementation Milestone 2	By end of August PD, 100% of teachers will complete their first unit plan inc. stage 3, and workshop with guidelines in their grade level/content team.	ILT	8/25/23	Select Status
Action Step 1	Create and facilitate a unit plan session including guidelines on the last day of school so teachers know expectations for SY24 units	Diaz and Salguero	6/9/23	Completed
Action Step 2	Create portions of PD/separate sessions on best practices for planning for ELs and DLs	Morales and Alas	8/17/23	Delayed
Action Step 3	Unit 1 workshop with guidelines w a peer	Diaz and Sovell	8/17/23	Completed
Action Step 4	Review each unit along with the Guidelines to ensure growth up to Craftperson or Master	ILT, all teachers	6/10/24	In Progress
Action Step 5	Continue Self-Assessments/Start, Stop, Continue surveys to determine staff support needs, and plan sessions during PD days to support them	ILT	6/10/24	In Progress
Implementation Milestone 3	By November 100% of teachers will efficiently progress monitor Tier 2 and Tier 3 student interventions in Branching Minds and be able to plan for push ins and pull outs via learning stations	See below	11/17/23	Select Status
Action Step 1	Plan and facilitate June session on MTSS Guidelines and station learning so staff are aware of expectations and how to plan for MTSS pull outs (students being pulled out should get important Tier 1 instruction before they go to interventions)	Felsenstein and MTSS Team	6/9/23	Completed
Action Step 2	Plan and facilitate Aug session on MTSS Guidelines and station learning after unit plan session to assist staff with effective, student-focused planning	Felsenstein and Sovell	8/17/23	Completed
Action Step 3	Review of staff work in Branching Minds along with feedback on how to be even more effective. Those not yet meeting expectations will get targeted learning plans with their admin liaison or MTSS lead	Felsenstein	6/10/2024	In Progress
Action Step 4	Observations of ELA and/or Math instruction to see if aligned to station learning expectations.	MTSS team, all teachers	6/10/24	Not Started
Action Step 5				Select Status
Implementation Milestone 4	Engagement opportunities for families so parents are fully involved in student learning.	ILT sub teams	11/17/23	Select Status
Action Step 1	Create a Learning Menu for staff w examples and scaffolded into mild/medium/spicy so staff is aware of ways to engage families for each unit	ILT sub-team	8/17/23	Completed
Action Step 2	Every unit having a family project component (watch a documentation as a family and record takeaways, Ss sharing with parents what they learned on an organizer, go to the museum and do an activity)	ILT sub-team	8/17/23	In Progress
Action Step 3	Planning for families on how we are hoping to engage them, to get feedback so we can properly engage parents	ILT sub-team	8/17/23	Delayed
Action Step 4	Planning for families on how we are hoping to engage them, to get feedback so we can properly engage parents	ILT sub-team	11/17/23	Not Started
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Scope and sequence and unit plans are thoroughly written and include clear, detailed differentiation for students above and below grade level. All staff using Branching Minds to progress monitor interventions, with fidelity.	✏️
SY26 Anticipated Milestones	Outreach done to 100% of parents to engage them with instruction and student growth	✏️

Goal Setting

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Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data).

Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).

Goals seek to address priorities and opportunity gaps by embracing the principles of Targeted Universalism.

There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.

Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.

Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

Resources: 🚀

IL-EMPOWER Goal Requirements

For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:
-The CIWP includes a reading Performance goal
-The CIWP includes a math Performance goal
-The goals within the reading, math, and any other IL-EMPOWER goals include numerical targets
-Schools designated as Targeted Support identify the student groups named in the designation within the goals above and any other IL-EMPOWER goals

Performance Goals

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	Numerical Targets [Optional] ✏️		
					SY24	SY25	SY26
95% of students meeting grade level attainment in English, and 90% of students meeting grade level attainment in Math, by 2026 in IAR	Yes	IAR (Math)	Overall	27% for Math, 42% for Eng (lower in lower...	55% for Math, 65% for Eng	75% for Math, 85% for Eng	90% for Math, 95% for Eng
			Students with an IEP	0	25%	45%	60%
100% of students growing one year or more as measured by iReady or Star360	Yes	Other	Overall	83/167 grew one year in ELA, and 91/167 grew in Math an...	60% of students growing one year on Star360 in...	80% of students growing one year on Star360 in...	100% of students growing one year on Star360 in...
			Overall	28/77 grew one year in ELA, and 23.5/77 grew one year in...	60% of students growing one year on iReady in...	80% of students growing one year on iReady in...	100% of students growing one year on iReady in...

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✏️	Specify your practice goal and identify how you will measure progress towards this goal. ✏️		
	SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	100% of unit plans are updated utilizing the Orozco Unit Plan Guidelines Rubric		
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	100% of teachers have met Master level on Unit Guidelines by end of SY24		
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	Peer observations show 100% of teachers are doing station learning during MTSS time so that students who are pulled out are not missing necessary Tier 1 instruction, and those not being pulled out are still getting instruction that will grow them 1 year or more during the year		

SY24 Progress Monitoring

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Resources: 🚀

Below are the goals for this Theory of Action that were created above. CIWP Teams will use this section to progress monitor the goals on a quarterly basis.

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4

95% of students meeting grade level attainment in English, and 90% of students meeting grade level attainment in Math, by 2026 in IAR	IAR (Math)	Overall	27% for Math, 42% for Eng	55% for Math, 65% for Eng	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	0	25%	Select Status	Select Status	Select Status	Select Status
100% of students growing one year or more as measured by iReady or Star360	Other	Overall	83/167 grew one year in FLA and	60% of students growing	Select Status	Select Status	Select Status	Select Status
		Overall	28/77 grew one year in FLA and	60% of students growing	Select Status	Select Status	Select Status	Select Status

<div align="center">Practice Goals   Progress Monitoring</div>

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	100% of unit plans are updated utilizing the Orozco Unit Plan Guidelines Rubric	Select Status	Select Status	Select Status	Select Status
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	100% of teachers have met Master level on Unit Guidelines by end of SY24	Select Status	Select Status	Select Status	Select Status
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	Peer observations show 100% of teachers are doing station learning during MTSS time so that students who are pulled out are not missing necessary Tier 1 instruction, and those not being pulled out are still getting instruction that will grow them 1 year or more during the year	Select Status	Select Status	Select Status	Select Status

Select the Priority Foundation to pull over your Reflections here =>

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
Yes	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

MTSS Team collaborates to create and implement strong MTSS systems and structures. Families are informed of what tiers there students are scoring in, and in what language. All staff, but especially DL teachers ensure Diverse Learner students get what they need by thoroughly implementing IEPs. Language objectives are included on each unit.

What is the feedback from your stakeholders?

Some staff say the paperwork is a burden; others say it's necessary to actually know what is working with students. Students and families are happy that we're differentiating according to student need, although some students feel stigmatized if they're not in Tier 1 or Tier G.

What student-centered problems have surfaced during this reflection?

Our student survey responses and assessment scores show that we are on the right track with inclusive and supportive learning, but that getting all students comfortable with identifying their growth areas and planning for further growth could help students grow at a higher pace academically, and socially-emotionally.

What, if any, related improvement efforts are in progress? What is the impact? Do any of our efforts address barriers/obstacles for our student groups furthest from opportunity?

Continued support with MTSS, for SY24 especially Amira. Barriers to MTSS are simply time for progress monitoring MTSS. It's a lot of work without any additional prep time being added to the day by CPS.

Determine Priorities

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What is the Student-Centered Problem that your school will address in this Priority?

Students...

Students, particularly DLs, are not growing one year as measured by iReady and Star360. See other template for all details: https://docs.google.com/spreadsheets/d/1RAGSv28LZykblWi5PqyUNjPXEP-jV-2_-6G8wO3zsVI/edit?usp=sharing

Resources: 🚀

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.

Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).

For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.

Priorities are determined by impact on students' daily experiences.

Root Cause

Return to Top

What is the Root Cause of the identified Student-Centered Problem?

As adults in the building, we...

need to use our newly created instructional plans while also differentiation according to student need (both for those students above and below grade level) to ensure all students grow at least one year each year they are at Orozco.

Resources: 🚀

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.

The root cause is based on evidence found when examining the student-centered problem.

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

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What is your Theory of Action?

If we....

engage students/staff/parents in student ownership & collaboration work including workshops,

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

Theory of Action is grounded in research or evidence based practices.

then we see....	Theory of Action is an impactful strategy that counters the associated root cause.
staff/parents modeling, engaging, and supporting students in data-driven conversations demonstrating individualized growth, ✍️	Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.
	Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"
	All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.
which leads to...	
every student taking ownership of their learning. ✍️	

Return to Top   **Implementation Plan**

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.

Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.

Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.

Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.

Action steps are inclusive of stakeholder groups and priority student groups.

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍️

ILT, MTSS

Dates for Progress Monitoring Check Ins

Q1	10/19/2023	Q3	3/7/2024
Q2	1/11/2024	Q4	5/23/2024

	SY24 Implementation Milestones & Action Steps ✍️	**Who** ✍️	**By When** ✍️	**Progress Monitoring**
Implementation Milestone 1	By spring 2024 RCPU, 100% of teachers will engage all students in progress monitoring towards an individualized learning goal in at least one subject.	MTSS Team and Teachers	4/18/24	Select Status
Action Step 1	All Tier G, Tier 1, Tier 2, and Tier 3 students have an individualized learning goal based on universal screener and diagnostic data & needs.	MTSS team	11/17/23	Delayed
Action Step 2	Create student data folders & portfolios to show growth and have students monitor & explain their learning	All teachers	12/22/23	In Progress
Action Step 3	Teacher training in giving data chats and provide presentation to teach students how to look at their data & provide ready-to-go data folders per grade band.	MTSS team	8/17/23	Completed
Action Step 4	Teachers will take self-assessment to determine their skill & confidence levels in empowering students to talk about their data, strengths, and needs.	MTSS team	12/22/23	Not Started
Action Step 5				Select Status
Implementation Milestone 2	By June 2026, 100% of teachers will guide students to set and reach individualized learning goals for themselves.	See action step boxes	6/10/26	Select Status
Action Step 1	Teacher training on shifting from teacher-centered to student-centered learning & collaborative learning	ILT	8/17/23	Completed
Action Step 2	Teachers will share out at GLMs how many students they've had data chats with, how the process is going, and what support they need	GL Leads, teachers	6/10/24	Select Status
Action Step 3	Teachers will provide student choice menu (from MTSS team) for students to present their growth towards goals	Teachers and MTSS team	6/10/24	Select Status
Action Step 4	Teachers send home student-data folder copy, and keep school student-data folder copy and instruct students on leading data-driven conversation with parents; folders are checked back in with parent signature.	Teachers	6/10/24	Select Status
Action Step 5	Teachers provide prompts to students, based on sentence stems	Teachers/ILT	6/11/25	Select Status
Implementation Milestone 3	By June 2025, 60% of parents/guardians (i.e. family units) will engage in workshops to support students in data-driven conversations.	See action step boxes	6/10/25	Select Status
Action Step 1	Target how many/which parents are not signed up in Parent Square and monitor pick-up/drop-off times to sign parents up	Gonzalez with SECAs	11/1/23	Not Started
Action Step 2	Parent-centered engagement - roundtable/talking circle discussion for parents to discuss student learning engagement best practices (what works to support their children academically)	PAC/BAC	4/30/25	Not Started
Action Step 3	Prepare parents through a parent workshop to understand what is in the data folders & how to engage in data chats	GL Leads, MTSS team	9/23/23	Delayed
Action Step 4	Follow-up on initial parent data chat workshop with bi-monthly sessions & self-assessment to model best practices and discuss how implementation is developing	MTSS team with some teachers and parents	6/11/25	Not Started
Action Step 5	Post on Parent Square and/or school bulletin boards to showcase best practices & model student-led data chats	Carrillo, parent mentors, and/or parents	6/11/25	Not Started
Implementation Milestone 4	By spring 2026 RCPU, 85% of students will engage in data-driven, academic learning goal-based conversations with their peers, teachers, and parents.	See action step boxes	4/1/26	Select Status
Action Step 1	Students will self-reflect & explain their universal screener data, diagnostic data, strengths & needs, in collaboration with teachers, in Reading and Math.	Teachers, MTSS Lead, Coach, ELPT	1/26/24	Not Started
Action Step 2	Students presenting their own goals through student choice (i.e. in writing, in 1:1 student-teacher conversations, FlipGrid, etc.) and acknowledging when they reach their goals	Students and teachers with ILT	6/11/24	Not Started

Action Step 3	Students take home student-data folder and lead data-driven conversation with parents; bring folder back with parent signature.	Students, teachers, and parents with ILT	6/7/25	Not Started
Action Step 4	Students lead RCPU conferences to outline learning goal growth and connect to grades/skill mastery	students and teachers with ILT	April 2025	Not Started
Action Step 5	Students take self-assessment to determine their skill & confidence levels in talking about their data, strengths, and needs.	ILT	6/8/26	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Parts engaging in and supporting Data Chat and Student Growth Goal work, as measured by teacher-parent communication numbers and students turning in work done with families	✍
SY26 Anticipated Milestones	Students leading Report Card Pick Up.	✍

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Goal Setting

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data).

Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).

Goals seek to address priorities and opportunity gaps by embracing the principles of Targeted Universalism.

There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.

Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.

Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

IL-EMPOWER Goal Requirements

For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:
-The CIWP includes a reading Performance goal
-The CIWP includes a math Performance goal
-The goals within the reading, math, and any other IL-EMPOWER goals include numerical targets
-Schools designated as Targeted Support identify the student groups named in the designation within the goals above and any other IL-EMPOWER goals

Performance Goals

					Numerical Targets [Optional] 🚀		
Specify the Goal ✍	**Can this metric be frequently monitored?**	**Metric**	**Student Groups (Select 1-2)**	**Baseline** ✍	**SY24**	**SY25**	**SY26**
100% of teachers will have individualized learning goals set up for students with a data folder in Reading and Math by November 2023.	Yes	Other	Select Group or Overall	0	100	100	100
			Select Group or Overall	0	100	100	100
Students self-assessments on Student Ownership of Learning priorities will grow with each administration.	Yes	Other	Overall	0	85	95	100
			Students with an IEP	0	75	90	100

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍	Specify your practice goal and identify how you will measure progress towards this goal. ✍		
	SY24	**SY25**	**SY26**
C&I:4 The ILT leads instructional improvement through distributed leadership.	PD aligned to staff needs 100% of the time, as determined by staff assessment surveys.	PD aligned to staff needs 100% of the time, as determined by staff assessment surveys.	PD aligned to staff needs 100% of the time, as determined by staff assessment surveys.
C&I:2 Students experience grade-level, standards-aligned instruction.	100% of teachers participate in high-quality PD on Student Ownership of Learning priorities including data chats, SMART goals, etc.	100% of teachers participate in high-quality PD on Student Ownership of Learning priorities including data chats, SMART goals, etc.	100% of teachers participate in high-quality PD on Student Ownership of Learning priorities including data chats, SMART goals, etc.
Select a Practice			

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SY24 Progress Monitoring

Resources: 🚀

Below are the goals for this Theory of Action that were created

above. CIWP Teams will use this section to progress monitor the goals on a quarterly basis.

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
100% of teachers will have individualized learning goals set up for students with a data folder in Reading and Math by November 2023.	Other	*Select Group or Overall*	0	100	*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Select Group or Overall	0	100	*Select Status*	*Select Status*	*Select Status*	*Select Status*
Students self-assessments on Student Ownership of Learning priorities will grow with each administration.	Other	Overall	0	85	*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Students with an IEP	0	75	*Select Status*	*Select Status*	*Select Status*	*Select Status*

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:4 The ILT leads instructional improvement through distributed leadership.	PD aligned to staff needs 100% of the time, as determined by staff	*Select Status*	*Select Status*	*Select Status*	*Select Status*
C&I:2 Students experience grade-level, standards-aligned instruction.	100% of teachers participate in high-quality PD on Student Ownersh	*Select Status*	*Select Status*	*Select Status*	*Select Status*
Select a Practice		*Select Status*	*Select Status*	*Select Status*	*Select Status*

Select the Priority Foundation to pull over your Reflections here =>

Connectedness & Wellbeing

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

Focus area is on students who are chronically truant or absent; some families do not grasp the harm done by absences.

What is the feedback from your stakeholders?

Some people are still not clear on adult lift for appropriate behavior from students. Some staff and families want a more traditional model, which is not backed up by research or lived experience at Orozco.

What student-centered problems have surfaced during this reflection?

Some staff (BHT, Culture and Climate Team) have been working hard to nesure our students feel connected and cared for, but not everyone has received the training they need to make this work live in every area of the school. Additionally, not enough work has occurred on engaging students and families with this work.

What, if any, related improvement efforts are in progress? What is the impact? Do any of our efforts address barriers/obstacles for our student groups furthest from opportunity?

We're getting trained in Concious Discipline to reduce our misconducts. Barriers are parental involvement. Not all check emails and voicemails regularly; not all are on ParentSquare. We will work with PAC and BAC, and individual families, to work on these barriers.

Determine Priorities

Return to Top

What is the Student-Centered Problem that your school will address in this Priority?

Students...

Students are not clear on expectations and do not always receive appropriate supports at all, or from certain staff. See other template for all details:
https://docs.google.com/spreadsheets/d/1RAGSv28LZykblWi5PqyUNjPXEP-jV-2_-6G8wO3zsVI/edit?usp=sharing

Resources:

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.

Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).

For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.

Priorities are determined by impact on students' daily experiences.

Root Cause

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What is the Root Cause of the identified Student-Centered Problem?

As adults in the building, we...

do not all share the same language and mindset when it comes to behavior management. We need to get on the same page and understand the hows and whys of Restorative Practices so that all students are taught the social skills, and provided the social and emotional interventions as well as given appropriate consequences, to ensure they are upstanding citizens in the Orozco community.

Resources:

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.

The root cause is based on evidence found when examining the student-centered problem.

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

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What is your Theory of Action?

If we....

train teacher/staff/parents in responsive practices (conscious discipline and restorative practices)

Resources:

Indicators of a Quality CIWP: Theory of Action

Theory of Action is grounded in research or evidence based practices.

then we see....	
everyone understanding schoolwide behavior management implementation and how it is connected to discipline and building relationships	✍

Theory of Action is an impactful strategy that counters the associated root cause.

Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.

Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"

All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

which leads to...	
improved positive behavior and a safe community.	✍

Implementation Plan

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Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.

Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.

Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.

Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.

Action steps are inclusive of stakeholder groups and priority student groups.

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍
BHT and ILT

Dates for Progress Monitoring Check Ins

Q1	10/19/2023	Q3	3/7/2024
Q2	1/11/2024	Q4	5/23/2024

	SY24 Implementation Milestones & Action Steps ✍	Who ✍	By When ✍	Progress Monitoring
Implementation Milestone 1	By August (PD week) or EOY, 100% of teachers & staff will be trained in Conscious Discipline and responsive practices	Staff	06/10/24	In Progress
Action Step 1	BOY Conscious Discipline training done by District trainer (preferred), or Orozco staff	Sovell	08/17/23	Completed
Action Step 2	Collecting data of training completion and reporting to culture and climate team	Culture and Climate Team	06/10/24	In Progress
Action Step 3	Put completion rates in principal newsletter	Sovell	06/10/24	Not Started
Action Step 4	PD sessions throughout the year for staff and teachers which includes surveys to check for understanidng of responsive practices	BHT, C&C, ILT	06/10/24	In Progress
Action Step 5				Select Status
Implementation Milestone 2	By EOY SY23/24, 100% of students will have an understading of responsive practices for building community and as a follow up for any challenging situations as needed.	See action step boxes	6/10/24	In Progress
Action Step 1	Peer conference students leaders facilitate a ROAR pep rally to review common responsive language and behavior rewards (panther points, quartely vip)	Carrillo/Amaro and SEL Team	10/1/23	In Progress
Action Step 2	Community building in homerooms under a structured classroom time (talking circles, team-building activities)	Homeroom Teachers	9/22/23	In Progress
Action Step 3	BOY Conscious Discipline practices lesson in homerooms (what is it, how it works at Orozco)	Homeroom Teachers	6/10/24	In Progress
Action Step 4	Survey students to check for understandng of responsive practices	Cain and Rodriguez	6/10/24	Not Started
Action Step 5	Expand peer conference student leaders (recruit new 6th graders) and identify K-5 classroom leaders to help peer conference student leaders	Cain and Rodriguez	6/7/2024	Not Started
Implementation Milestone 3	By EOY SY23/24, 30% of Parents will receive responsive practices training	Staff	6/10/24	In Progress
Action Step 1	BOY parent/family interviews to gain insight on student homelife to gain home and school connection	Classroom teachers	8/25/23	Completed
Action Step 2	BAC/PAC/BHT/SEL holding parent training for responsive practices (this includes CD, the steps of consquences and common language)	BAC, PAC, BHT, SEL	6/10/24	In Progress
Action Step 3	Videos and handouts for parents about responsive practices	BHT, ILT	12/22/23	Delayed
Action Step 4	Parent surveys and giving mulitple modes of filling out the survey (qr codes, parent square links,paper survey). Possible incentive for taking surveys	ILT	6/10/24	Delayed
Action Step 5	completion rates of training, spreadsheet (example self reporting or all staff completion),survey	BHT	6/10/24	Delayed
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	100% of parents aware that Restorative Practices are done at Orozco. 100% of parents able to define or describe Restorative Practices and how they different from and similar to traditional discipline. Measured by Parent Survey	✍

SY26 Anticipated Milestones	Peer Conference becomes an efficient, collaborative way to support students with conflict. 100% of lower level conflicts (level 1, 2, and 3) resolved through peer conference unless there is a reason not to (IEP, etc.) 100% of teachers using Conscious Discipline to help regulate students and help studnets regulate themselves, as measured through SDRs, and overall ICT rates decreasing.

Goal Setting

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Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data).

Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).

Goals seek to address priorities and opportunity gaps by embracing the principles of Targeted Universalism.

There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.

Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.

Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

Resources:

IL-EMPOWER Goal Requirements

For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:
-The CIWP includes a reading Performance goal
-The CIWP includes a math Performance goal
-The goals within the reading, math, and any other IL-EMPOWER goals include numerical targets
-Schools designated as Targeted Support identify the student groups named in the designation within the goals above and any other IL-EMPOWER goals

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	**SY25**	**SY26**
By the end of SY 2023-24, we will see a decrease in Student Discipline Referrlas by at least 20% as evidenced by the implementation in Responsive Practices.	Yes	Reduction in number of ICTs in Aspen	Overall	116	93 (20% reduction from SY23)	84 (10% reduction from SY24)	80 (5% reduction from SY25)
			Select Group or Overall				
By midyear of SY 2023-24, we will see 100% of teachers and staff understanding and implementing responsive practices	Yes	Survey	Overall	n/a	100% of teachers Strongly agree or agree to		
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	**SY25**	**SY26**
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	100% of students agree or strongly agree on EOY survey to check for understanding of responsive practices		
P&E:1 The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	By the end of SY 2023-24, we will see an increase of 30% of parents understanding responsive practices		
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	100% of teachers will participate in PD to be trained in responsive practices		

SY24 Progress Monitoring

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Resources:

Below are the goals for this Theory of Action that were created above. CIWP Teams will use this section to progress monitor the goals on a quarterly basis.

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
By the end of SY 2023-24, we will see a decrease in Student Discipline Referrlas by at least 20% as evidenced by the implementation in Responsive Practices.	Reduction in number of ICTs in Aspen	Overall	116	93 (20% reduction from SY23)	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

By midyear of SY 2023-24, we will see 100% of teachers and staff understanding and implementing responsive practices	Survey	Overall	n/a	100% of teachers Strongly	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals		**Progress Monitoring**			
Identified Practices	**SY24**	**Quarter 1**	**Quarter 2**	**Quarter 3**	**Quarter 4**
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	100% of students agree or strongly agree on EOY survey to check f	Select Status	Select Status	Select Status	Select Status
P&E:1 The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	By the end of SY 2023-24, we will see an increase of 30% of parent	Select Status	Select Status	Select Status	Select Status
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	100% of teachers will participate in PD to be trained in responsive p	Select Status	Select Status	Select Status	Select Status

If Checked:

Complete
IL-Empower
Section below

☐ **Our school receives school improvement funding through Title I, Part A, 1003 (IL-Empower)**

This CIWP serves as your School Improvement Plan, which is required for schools in school improvement status (comprehensive or targeted) as identified by the Illinois State Board of Education (ISBE). The following section, "IL-Empower," addresses grant requirements, assurances, and alignment across your CIWP, grant budget, and state designation.

If Checked:

No action needed

☑ **Our school DOES NOT receive school improvement funding through Title I, Part A, 1003 (IL-Empower).
(Continue to Parent & Family Plan)**

Select a Goal

Select a Goal

Select a Goal

Parent and Family Plan

If Checked:	☑	**Our school is a Title I school operating a Schoolwide Program**
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.
If Checked:	☐	**Our school is a non-Title I school that does not receive any Title I funds.** **(Continue to Approval)**
No action needed		

SCHOOL & FAMILY ENGAGEMENT POLICY

ESSA, Title I, Part A law requires schools to develop a parent and family policy that reflects their commitment to develop best engagement practices and maximizes meaningful consultation. Checking the boxes below indicates that your school understands and complies with each requirement listed.

- ☑ The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.
- ☑ At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.
- ☑ Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.
- ☑ 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.
- ☑ 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.
- ☑ 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.
- ☑ 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.
- ☑ Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- ☑ 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.

SCHOOL & FAMILY COMPACT

Your school shall jointly develop, with parents, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. Checking off the statements below indicates your school will develop a compact that complies with each requirement. Compact statements will be housed at the school and shared with all parents.

- ☑ 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.
- ☑ The school will hold parent-teacher conferences.
- ☑ The school will provide parents with frequent reports on their children's progress.
- ☑ The school will provide parents reasonable access to staff.
- ☑ The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.
- ☑ The parents will support their children's learning.
- ☑ The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

The overarching goal for Title I Parent & Family Engagement funds is to increase student academic achievement through parental and family engagement and supporting skills development. In the box below, identify the academic priority areas around which your parent engagement & skills development will be aligned. As a reminder, use of your funds must occur in consultation with parents.

The academic priority areas around our parent engagment and skills development will be aligned are as follows: 1) Parent knowledge of curriculum and differeniated learning, 2) Parent engagement and support with student ownership of learning, and 3) Parent engagement with the Orozco Restorative Practices program.

In order to maintain compliance with the use of Title I Parent & Family Engagement funds, please review and check each box below to indicate that your school understands and complies with the requirements following. We will…

- ☑ Spend Parent & Family Engagement Funds in a timely manner (Average 10%/month)
- ☑ Collaborate with parents, prioritizing PAC officers, to decide on Title I expenditures
- ☑ Assure that funds impact the majority of parents or focus on parents with students most at academic risk
- ☑ Provide up to date monthly fund reports to PAC officers
- ☑ Maintain a binder with the original documents related to PAC meetings, presentations, fund expenditures and other evidence of collaboration
- ☑ Provide support to PAC officers including but not limited to consultation about fund usage, meeting set-up, information dissemination, and organizational support