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 ✍
Marie Garza	Principal	magarza@cps.edu
Kyla Bailenson	AP	klbailenson@cps.edu
Genese Delgado-Garcia	Teacher Leader	gdelgado-ga@cps.edu
Maria Azocar	Connectedness & Wellbeing Lead	mfazocar@cps.edu
Anna Whittles	Inclusive & Supportive Learning Lead	amwhittles@cps.edu
Adrienne Doll	Curriculum & Instruction Lead	ametcalfe@cps.edu
John Benetti	Teacher Leader	jlbenetti@cps.edu
Amalia Hernandez	LSC Member	mayin1278@icloud.com
Xeniah Malone	Student	xmalone@cps.edu
Yara Santillan	LSC Teacher & PPLC co-chair	ymsantillan@cps.edu
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	04/17/23	06/23/23
Reflection: Curriculum & Instruction (Instructional Core)	5/15/23	6/15/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/15/23	6/15/23
Reflection: Connectedness & Wellbeing	5/15/23	6/15/23
Reflection: Postsecondary Success	5/15/23	6/15/23
Reflection: Partnerships & Engagement	5/15/23	6/15/23
Priorities	6/15/23	8/15/23
Root Cause	7/13/23	8/1/23
Theory of Acton	7/20/23	8/15/23
Implementation Plans	7/13/23	8/1/23
Goals	7/13/23	8/1/23
Fund Compliance	7/20/23	8/15/23
Parent & Family Plan	7/20/23	8/15/23
Approval	8/23/23	8/23/23

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	10/20/23
Quarter 2	12/22/23
Quarter 3	3/22/24
Quarter 4	6/1/24

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

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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	*[takeaways reflecting most students; takeaways reflecting specific student groups]*https://docs.google.com/spreadsheets/d/1eJllB2RtdPUCoqRZzgN0vceMBNVbBhpHbdgqEH-6-tA/edit?usp=sharing, https://docs.google.com/document/d/1lU5O2h2uavnjrjF8Lc3GVRbR5qeUy_Sp/edit?usp=sharing&ouid=113638511808459416275&rtpof=true&sd=true ✏️	IAR (Math)
Partially	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)
Partially	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?** Trends indicate that lessons and unit level planning are at grade level standards. Based on data (STAR, IAR), many of our students are reading below grade level and lessons are presented with less rigor, depth, and breadth than the standards demand. ✏️	STAR (Math) / iReady (Reading) / iReady (Math)
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness / Distributed Leadership		Cultivate / Grades / ACCESS
Partially	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		TS Gold / Interim Assessment Data
Yes	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?** Improvement efforts currently in progress include both a reading and math coach, teachers receiving training for WILSON, and time allocated and protected for staff to examine assessments and assessment data. Our barrier to addressing the needs of student groups is time available within the school day to intervene. ✏️	

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.

Overall, our students are reading below grade level, which impedes their access to the standards' depth and breadth. Many students have gaps, possibly due to pandemic instruction. Students Students need scaffolds to access grade level content. ✏️

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	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	Most interventions are not being documented. After surveying our teachers, we can see that most teachers are unclear on MTSS expectations. ✏️	Unit/Lesson Inventory for Language Objectives (School Level Data) / MTSS Continuum / Roots Survey / ACCESS
		MTSS Integrity Memo		

Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	

MTSS Academic Tier Movement

Annual Evaluation of Compliance (ODLSS)

Quality Indicators of Specially Designed Curriculum

EL Program Review Tool

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

What is the feedback from your stakeholders?

Teachers are unclear on MTSS expectations. We currently have no specific time or structures in place as clearly identified intervention time. Our team is very proactive with the implementation of LRE and constantly monitors IEP goal progress to determine if a less restrictive setting is appropriate. ✍️

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

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 have formed an MTSS team to determine priorities and monitor progress towards those goals. We are working with our staff to determine how exploration time can also be used for targeted interventions and have training scheduled for branching minds in the fall. Teachers are also involved in cycles of data analysis to better determine groupings to focus on Tier 2 interventions. ✍️

Partially	There are language objectives (that demonstrate HOW students will use language) across the content.	

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 need more instruction in foundational skills. Students need more instruction in English and Spanish.
Student are below grade level in reading and math on the IAR.
Students receive inconsistent support for tiered interventions, supports and/or services
MTSS team makes limited adjustments to the core curriculum and/or schedule, based on analyses of assessment data trends ✍️

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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**

Partially	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

Overall, this an area of strength for APMA. Our BHT plans out activities and lessons and all staff members implement. We have various healing centered supports available and our mental health professionals are readily available to support our students and families. ✍️

% of Students receiving Tier 2/3 interventions meeting targets

Reduction in OSS per 100

Reduction in repeated disruptive behaviors (4-6 SCC)

Access to OST

Increase Average Daily Attendance

Increased Attendance for Chronically Absent Students

Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	

Reconnected by 20th Day, Reconnected after 8 out of 10 days absent

What is the feedback from your stakeholders?

We need to make small changes to our routines in this area but overall this is an area of strength for APMA. ✍️

Cultivate (Belonging & Identity)

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.	

Staff trained on alternatives to exclusionary discipline (School Level Data)

Enrichment Program Participation: Enrollment & Attendance

Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		[Student Voice Infrastructure](#) [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.	**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?**
Some students still experience chronic absenteeism or truancy and we need to continue to push our thinking on how to support them. ✏️	BHT/Climate and Culture team meets regularly. We have already met to make plans and points of contact for students who have lower than expected attendance for the upcoming school year. ✏️

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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**
Yes	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 are currently meeting all applicable metrics in this priority. Foster collaboration with Hibbard Math team to determine algebra readiness and what curricular moves should take place in 5/6 ✏️	[Graduation Rate](#) [Program Inquiry: Programs/participation/attainment rates of % of ECCC](#) [3 - 8 On Track](#) [Learn, Plan, Succeed](#) [% of KPIs Completed (12th Grade)](#) [College Enrollment and Persistence Rate](#) [9th and 10th Grade On Track](#) [Cultivate (Relevance to the Future)](#) Freshmen Connection Programs Offered (School Level Data)
Yes	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](#)		
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?** ✏️ We are currently meeting all applicable metrics in this priority. Collaboration with counselor from Hibbard to review Success Bound goals for 6th grade and how to bridge from 6th to 7th grade.	
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?**	
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](#)	Our teams continue to meet to plan structures that allow us to meet all metrics. ✏️	

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.
N/A ✏️

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	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	Our school has formed many partnerships that benefit our students, staff, and families. We have different ways and activities that involve families but an area of growth for us would be ensuring student voice in all areas. ✍️	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)
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		Formal and informal family and community feedback received locally. (School Level Data)
No	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 is the feedback from your stakeholders?** Feedback from stakeholders includes ensuring that student voices are throughout the school. ✍️	

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.

Although administration and staff regularly hear from students and take concerns/suggestions under consideration, there is not a formalized way for students to share, lead, or impact the day to day school operations.
Students transition from another school for 7th grade and it takes time to hear their voice ✍️

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?

In the upcoming school year, APMA would like to form a Student Voice Committee.
Collaboration with Hibbard 6th grade teachers and staff to strengthen college and career readiness. ✍️

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.
Partially	Students experience grade-level, standards-aligned instruction.
Partially	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.
Partially	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.
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

[takeaways reflecting most students; takeaways reflecting specific student groups]https://docs.google.com/spreadsheets/d/1eJllB2RtdPUCoqRZzgN0vceMBNVbBhpHbdgqEH-6-tA/edit?usp=sharing.
https://docs.google.com/document/d/1lU5O2h2uavnjrjF8Lc3GVRbR5qeUy_Sp/edit?usp=sharing&ouid=113638511808459416275&rtpof=true&sd=true

What is the feedback from your stakeholders?

Trends indicate that lessons and unit level planning are at grade level standards. Based on data (STAR, IAR), many of our students are reading below grade level and lessons are presented with less rigor, depth, and breadth than the standards demand.

What student-centered problems have surfaced during this reflection?

Overall, our students are reading below grade level, which impedes their access to the standards' depth and breadth. Many students have gaps, possibly due to pandemic instruction. Students Students need scaffolds to access grade level content.

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?

Improvement efforts currently in progress include both a reading and math coach, teachers receiving training for WILSON, and time allocated and protected for staff to examine assessments and assessment data. Our barrier to addressing the needs of student groups is time available within the school day to intervene.

Return to Top   **Determine Priorities**

Resources: 🚀

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

Students...

Students have difficulty accessing grade level content due to language barriers, and lack of foundational skils in both math and reading

[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.

Return to Top   **Root Cause**

Resources: 🚀

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

As adults in the building, we...

As adults in the building, we sometimes overscaffold in order to meet students where they are which can sometimes lead to the depth and breadth of standards not being met.

[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.

Return to Top   **Theory of Action**

What is your Theory of Action?

If we....

If we design tasks and assignments that require critical thinking, problem-solving, and creativity

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

Jump to...   Priority   TOA   Goal Setting   Progress
Reflection   Root Cause   Implementation Plan   Monitoring   Select the Priority Foundation to
pull over your Reflections here =>

Curriculum & Instruction

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.

then we see....

student agency, achievement and growth ✍️

which leads to...

more students working at and towards the depth and breadth of the grade level standards. ✍️

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/Admin

Dates for Progress Monitoring Check Ins

Q1	10/20/23	Q3	3/22/24
Q2	12/22/23	Q4	6/1/24

SY24 Implementation Milestones & Action Steps ✍️	Who 👍	By When ✍️	Progress Monitoring
Implementation Milestone 1 — 100% of learning targets address grade level standard	Teachers	6/1/24	Select Status
Action Step 1 — Math and literacy coach engage teachers in using assessments to backwards map lessons	Teachers	6/1//24	Select Status
Action Step 2 — Admin engage science and social studies teachers in using assessments to backwards map lessons	Teachers	6/1/24	Select Status
Action Step 3 — Teachers align learning targets to match rigor of grade level standards	Teachers	6/1/24	Select Status
Action Step 4 — Admin and Coaches support teacher use of daily task data to monitor progress toward standards	Teachers	6/1/24	Select Status
Action Step 5 —			Select Status
Implementation Milestone 2 — All teacher teams use protocols for task and assessment analysis	Teachers	6/1/24	Select Status
Action Step 1 — understand the blueprint for interim assessments	Teachers	12/22/23	Select Status
Action Step 2 — compare scope and sequence to blue print	Teachers	3/22/24	Select Status
Action Step 3 — highlight priority standards	Teachers	3/22/24	Select Status
Action Step 4 — Understand the IAR using protocol	Teachers	10/20/2023	Select Status
Action Step 5 —			Select Status
Implementation Milestone 3 — ILT leads 2 co-labs with teacher teams	ILT	3/22/24	Select Status
Action Step 1 — Determine cycles of learning connected to assessment and standards	ILT	10/20/2023	Select Status
Action Step 2 — Create professional learning for teams	ILT	10/20/2023	Select Status
Action Step 3 — Lead and participate with teams in professional learning during principal directed team meetings	ILT	3/22/24	Select Status
Action Step 4 — Visit classrooms using Learning Walk Rubric	ILT	6/1/24	Select Status
Action Step 5 —			Select Status
Implementation Milestone 4 — A team of teachers representing each content participate in Skyline Training	Teachers	6/1/24	Select Status
Action Step 1 — teachers commit to being skyline teacher leader	Teachers	10/20/23	Select Status
Action Step 2 — teacher leaders attend training throughout school year	Teachers	10/20/23	Select Status
Action Step 3 — teacher leaders attend summer training as possible	Teachers/admin	6/1/24	Select Status
Action Step 4 — Create a plan for Skyline leads to access materials and administer assessments	Teachers/admin	3/22/24	Select Status
Action Step 5 —			Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Teachers will continue to engage in professional learning about different types of assessment and feedback. Teachers will continue cycles of learning to analyze multiple data points to determine inform instruction aligned with standards. Teachers will build on their own learning related to assessment structure and format and will create differentiated assessments at the summative and performance task levels.	✍️

Curriculum & Instruction

SY26 Anticipated Milestones

All teachers maintain consistency between formative and summative assessments, as well as the feedback provided to students, ensuring alignment with the defined learning targets and objectives. Different access points will be provided for students based on language proficiency levels and IEP information, ensuring that all students have access to standards aligned learning.

Goal Setting

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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

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍	SY24	SY25	SY26
On the Spring survey 75% of students will indicate that they receive feedback that helps them improve their work	Yes	Cultivate	Overall	65	75		
			English Learners				
Increase students showing progress toward mastery of standards on interim assessments from interim 1 to 3	Yes	Interim Assessment Data	Overall				
			English Learners				

Numerical Targets [Optional] ✍

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:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	In SY 24, teachers will begin to look at different structures and formats of assessment, along with ways to provide feedback, to assess for grade level standards. We will measure this using the area of "Feedback for Growth" on the Cultivate survey.	In SY 25, teachers will implement varied assessment techniques and formats, along with varied ways of providing feedback to students. Varied assessments will be implemented at the summative/performance task level of units. We will measure this practice goal using the area of "Feedback for Growth" on the Cultivate survey.	In SY 26, teachers will implement varied assessment techniques and formats, along with varied ways of providing feedback to students. Varied assessments will be implemented at the summative/performance task level of units as well as the lesson level. Assessments will be differentiated based on language proficiency level along with IEP indicators. We will measure this practice goal using the area of "Feedback for Growth" on the Cultivate survey.
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT will develop protocols and norms to share with teachers to begin cycles of learning revolving around looking at tasks relative to grade level standards and student performance levels. We will measure this by looking at our meeting schedule and professional learning plan to ensure we are protecting time for this work.	The ILT will share protocols and norms with content area teams so that each team can begin cycles of learning through protocols that best fit their content area and wonderings about student performance. Content area teams will look at tasks relative to grade level standards and student performance levels. We will measure this by looking at number of meetings devoted to data analysis within our professional learning plan and will allocate time throughout the year for these analysis meetings.	Teacher teams will create protocols and norms in order to analyze both qualitative and quantitative data pieces for individual students. Teacher teams will look at tasks to grade level standards and student performance levels. We will measure this by looking at number of meetings devoted to data analysis within our professional learning plan and will allocate time throughout the year for these analysis meetings.

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

Curriculum & Instruction

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
On the Spring survey 75% of students will indicate that they receive feedback that helps them improve their work	Cultivate	Overall	65	75	Select Status	Select Status	Select Status	Select Status
		English Learners			Select Status	Select Status	Select Status	Select Status
Increase students showing progress toward mastery of standards on interim assessments from interim 1 to 3	Interim Assessment Data	Overall			Select Status	Select Status	Select Status	Select Status
		English Learners			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:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	In SY 24, teachers will begin to look at different structures and formats of assessment, along with ways to provide feedback, to assess for grade level standards. We will measure this using the area of "Feedback for Growth" on the Cultivate survey.	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT will develop protocols and norms to share with teachers to begin cycles of learning revolving around looking at tasks relative to grade level standards and student performance levels. We will measure this by looking at our meeting schedule and professional learning plan to ensure we are protecting time for this work.	Select Status	Select Status	Select Status	Select Status
		Select Status	Select Status	Select Status	Select Status

Jump to...	Priority	TOA	Goal Setting	Progress
Reflection	Root Cause	Implementation Plan		Monitoring

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?

Partially	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.
Partially	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.
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

Most interventions are not being documented. After surveying our teachers, we can see that most teachers are unclear on MTSS expectations.

What is the feedback from your stakeholders?

Teachers are unclear on MTSS expectations. We currently have no specific time or structures in place as clearly identified intervention time. Our team is very proactive with the implementation of LRE and constantly monitors IEP goal progress to determine if a less restrictive setting is appropriate.

What student-centered problems have surfaced during this reflection?

Students need more instruction in foundational skills. Students need more instruction in English and Spanish.
Student are below grade level in reading and math on the IAR.
Students receive inconsistent support for tiered interventions, supports and/or services
MTSS team makes limited adjustments to the core curriculum and/or schedule, based on analyses of assessment data trends

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 have formed an MTSS team to determine priorities and monitor progress towards those goals. We are working with our staff to determine how exploration time can also be used for targeted interventions and have training scheduled for branching minds in the fall. Teachers are also involved in cycles of data analysis to better determine groupings to focus on Tier 2 interventions.

Determine Priorities

Return to Top

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

Students...

Students are not receiving documented intervention, language, and acceleration supports tho ✍

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...

As adults in the building, we intervene as students need, but are not consistently reviewing progress monitoring data or documenting to determine next steps. ✍

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 review at regular intervals multiple data points for students and conduct root cause analysis ✍

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

Inclusive & Supportive Learning Environment

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.

then we see....

students moving between tiers

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...

students receiving real time intervention, differentiation, and acceleration with documented progress monitoring and expected outcomes.

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 ✍️

MTSS

Dates for Progress Monitoring Check Ins

| Q1 | 10/20/23 | Q3 | 3/22/24 |
| Q2 | 12/22/23 | Q4 | 6/1/24 |

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	Reconvene diverse MTSS Team to engage with data analysis and lead teacher teams in task/data analysis.	MTSS Team	January 1, 2024	*Select Status*
Action Step 1	Recruit teachers to join MTSS team and set meeting cadence	Admin Team	September 1, 2023	*Select Status*
Action Step 2	Develop protocol for analyzing multiple data points to determine student progress towards grade level standards	MTSS Team	October 1, 2023	*Select Status*
Action Step 3	Analyze qualitative and quantative data on a regular basis in cycles of learning	MTSS Team, Teacher Teams	October 1, 2023	*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 2	Clearly define MTSS time within schedule and provide structures for different tiers of support.	MTSS Team	September 1, 2023	*Select Status*
Action Step 1	Work with staff to determine best fit of MTSS and Exploration hour	Admin Team	August 1, 2023	*Select Status*
Action Step 2	Clearly define language of instruction in all content areas and provide professional development around tiers of support for ELs	Admin Team	September 1, 2023	*Select Status*
Action Step 3	Create schedule for MTSS Interventionist to provide direct services	Admin Team	September 1, 2023	*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 3	Interventions and progress monitoring will be documented within Branching Minds.	MTSS Team	January 1, 2024	*Select Status*
Action Step 1	Provide professional learning for all staff to understand what types of data are available withing Branching Minds	Admin Team	August 17th, 2023	*Select Status*
Action Step 2	Provide more intensive training to interventionist and others documenting Tier 3	Admin Team	January 1, 2024	*Select Status*
Action Step 3	Provide ongoing training so that all staff can log Tier 2 and Tier 3 interventions	Admin Team/MTSS team	September 1, 2024	*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 4	Teachers across all content areas will use cycles of data analysis to determine small group structure and appropriate supports for students on an ongoing basis.	All Staff	June 1, 2024	*Select Status*
Action Step 1	Teachers will engage with Branching Minds to begin looking at initial student data	All Staff	June 1, 2024	*Select Status*
Action Step 2	Teacher leaders/teams will engage in data/task analysis protocols to determine small groups for instruction.	All Staff	June 1, 2024	*Select Status*
Action Step 3	Teacher will use classroom data to determine which students need support/enrichment and to create small groups	All Staff	April 1st, 2024	*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	The work of the MTSS team would continue and rather than requiring the MTSS team to lead the work of data and task analysis, content area teams will be able to do that independently. In addtion, we will continue providing professional development so that people beyond the interventionist are conducting and documenting in Branching Minds.	✍️

Inclusive & Supportive Learning Environment

SY26 Anticipated Milestones	All staff members providing interventions and supports will log both Tier 2 and Tier 3 interventions and progress monitoring in Branching Minds. Teaching teams will continue regular task and data analysis cycles.	✏️

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
80% of students receiving Tier 3 interventions are meeting their targets as documented in Branching Minds	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall	25	50	75	80
			Select Group or Overall				
Teachers conduct cycles of learning to reflect on both qualitative and quantitative data pieces to determine next steps instructionally including identifying students in need of Tier 2 and Tier 3 supports. This may include academic or social emotional Tier 2 and 3 supports.	Yes	3 - 8 On Track	Overall	0	75	90	100
			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:2 Students experience grade-level, standards-aligned instruction.	Our practice goal is to convene our MTSS team with a regular cadence to develop protocols and norms to share with teachers to begin cycles of learning revolving around looking at data. We will measure this by looking at our meeting schedule and professional learning plan to ensure we are protecting time for this work.	Our practice goal is for our teacher teams to be able to implement this work independent of the MTSS team. We will measure this by meeting agendas for planning time and our professional learning plan to ensure we are protecting time for this work.	In SY26, our MTSS team will dive deeper into equity work and how that can have a positive impact on our MTSS practices. We would also like to build in practices that allow for students to self refer for different MTSS structures.
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Our practice goal is for our full staff to be trained in how to use the Branching Minds platform and to be familiar with the available data within it. This will be measured by tracking which teachers are attending and completing Branching Minds professional development.	Our practice goal is for our full staff to use BM to document all Tier 3 interventions and progress monitoring. We will measure this by looking at data within BM that is aligned with what MTSS team determines is needed for each student.	Our practice goal is for our full staff to use Branching Minds to document all Tier 2 and Tier 3 interventions and progress monitoring. We will measure this by looking at data within BM that is aligned with what the MTSS team determines is needed for each student.
Select a Practice			

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

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

Inclusive & Supportive Learning Environment

					Select Status	Select Status	Select Status	Select Status
80% of students receiving Tier 3 interventions are meeting their targets as documented in Branching Minds	% of Students receiving Tier 2/3 interventions meeting targets	Overall	25	50	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
to reflect on both qualitative and quantiative data pieces to determine next steps instructionally including identifying students in need of Tier 2 and Tier 3 supports. This may include academic or social emotional Tier 2	3 - 8 On Track	Overall	0	75	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:2 Students experience grade-level, standards-aligned instruction.	Our practice goal is to convene our MTSS team with a regular cade	Select Status	Select Status	Select Status	Select Status
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Our practice goal is for our full staff to be trained in how to use the E	Select Status	Select Status	Select Status	Select Status
Select a Practice		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

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.**
No action needed		**(Continue to Approval)**

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.

Preserving and increasing native language fluency while increasing English language fluency. Focus on improving reading comprehension, vocabulary, and language skills. Encourage parents to read with their children, discuss reading materials, and provide a supportive environment for reading. Engage parents in activities that involve math discussions, real-world applications, and interactive problem-solving exercises. Support emotional intelligence, empathy, and interpersonal skills. Encourage parents to create a nurturing environment that promotes self-awareness, relationship-building, and emotional regulation.

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