

## 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
Carmen Navarro	Principal	cnavarro1@cps.edu
Hanan Matari	AP	hmatari@cps.edu
Aida L Perez	AP	alperez@cps.edu
Megan Pierucci	Teacher Leader	mmpierucci@cps.edu
Ninfa Flores	Teacher Leader	nflores2@cps.edu
Najia Sobhy	Teacher Leader	nhsobhy@cps.edu
Dawn Meyer	Teacher Leader	dmmeyer@cps.edu
Patricia Orozco-Rosas	Teacher Leader	porozco-rosas@cps.edu
Kenya Johnson	Teacher Leader	kvjohnson@cps.edu
Liliana Aceves/Rocio Porras	LSC Member	acelily81@yahoo.com/rocioporrass21@gmail.com
Vanessa Jimenez	Parent	vanessajim08@gmail.com

## Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	6/14/23	9/12/23
Reflection: Curriculum & Instruction (Instructional Core)	8/22/23	9/12/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	8/22/23	9/12/23
Reflection: Connectedness & Wellbeing	8/22/23	9/12/23
Reflection: Postsecondary Success	8/22/23	9/12/23
Reflection: Partnerships & Engagement	8/22/23	9/12/23
Priorities	8/22/23	9/12/23
Root Cause	8/22/23	9/12/23
Theory of Acton	8/22/23	9/12/23
Implementation Plans	8/22/23	9/12/23
Goals	8/22/23	9/12/23
Fund Compliance	8/22/23	9/12/23
Parent & Family Plan	8/22/23	9/12/23
Approval	9/13/23	9/13/2023

## 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	10/10/2023
Quarter 2	12/19/2023
Quarter 3	03/19/2024
Quarter 4	05/21/2024

**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](#)

[Return to Top](#)

**Curriculum & Instruction**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p><a href="#">CPS High Quality Curriculum Rubrics</a></p> <p>All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</p>	<p>2022-23 </p> <p>ELA                      Exceeded Expectations -Went up from 4% (2022) to 5% (2023)                      Met Expectations-from 22% to 33%                      Approached Expectations-29% to 28%                      Partially Met Expectations-25% to 20%                      Did Not Yet Meet Expectations-20 % to 15%</p>	<p><a href="#">IAR (Math)</a></p> <p><a href="#">IAR (English)</a></p> <p>Rigor Walk Data (School Level Data)</p>
Partially	<p><a href="#">Rigor Walk Rubric</a></p> <p><a href="#">Teacher Team Learning Cycle Protocols</a></p> <p><a href="#">Quality Indicators Of Specially Designed Instruction</a></p> <p>Students experience grade-level, standards-aligned instruction.</p>	<p>Math                      Exceeded Expectations -1%                      Met Expectations-from 13% to 13%                      Approached Expectations-24% to 26%                      Partially Met Expectations-35% to 31%                      Did Not Yet Meet Expectations-28 % to 29 %                      Star 360-Math English                      At/Above Benchmark - 44.13%                      On Watch—15.87%                      Intervention and/or Urgent Intervention—40%                      4 White students-2 on Intervention and 2 on At/Above Benchmark                      2 Black students-1 on Watch and 1 on At or Above Benchmark                      Third grade-Current Fourth Grade showing the most improvement in the Area of Urgent intervention from 30% to 690%                      Middle School showing the least growth from BOY to EOY—63.41% on Urgent Intervention                      Males are doing better than females overall-EOY- 50% vs. 38 % &amp; 16% vs. 27% Urgent Intervention</p> <p>Star 360- Math Spanish                      At/Above Benchmark—55% (from 66%)                      On Watch-23%                      Intervention/Urgent Intervention—23%                      Males are doing better than females overall—EOY 63% vs. 48% (although % increased from 7% to 13% in Urgent Intervention)                      Females-Urgent Intervention went from 8% to 3%</p> <p>Star 360-English                      At/Above Benchmark—35%                      On Watch—18%                      Intervention/Urgent Intervention—46%                      Third Grade- Current fourth graders highest growth-52%                      At/Above Benchmark                      All grades improved in the area of Urgent Intervention but 8th grade shows the greatest percentage of students in this category-38%                      Out of the 4 white students, 2 are At/Above Benchmark, 1 in Watch and 1 on Intervention                      Middle school has the lowest percentage of students At/Above Benchmark                      DL and EL/DL shows the highest percentage of students in Urgent Intervention—62% (from 76%)</p> <p>Star 360---Spanish                      Neither EL/DL-63% At/Above Benchmark                      EL-DL showed the highest positive movement in the category of Urgent Intervention-from 63% to 20%                      Third grade-Current fourth graders had the highest percentage of students in At/Above Benchmark-67%                      5 Eighth graders tested were At/Above Benchmark</p> <p>i-Ready                      Math-(Kdg. with highest percentage of Mid or Above Grade Level-63%)                      Mid or Above Grade Level-39%                      Early in Grade Level-23%                      One Grade Level Below-31%                      Two Grade Levels Below-7%</p> <p>Math-Spanish (1st and 2nd grade with a combined 91% One Grade Below)                      Mid or Above Grade Level-30%                      Early in Grade Level-27%                      One Grade Level Below-39%                      Two Grade Levels Below-4%</p> <p>Reading-English (Kdg and 1st grade with a combine 84% One Grade Level Below)                      Mid or Above Grade Level-37%                      Early in Grade Level-22%                      One Grade Level Below-36%                      Two Grade Levels Below-6%</p> <p>Reading-Spanish (Kdg. with the highest percentage of Mid or Above Grade Level-97%)                      Mid or Above Grade Level-39%                      Early in Grade Level-23%                      One Grade Level Below-31%                      Two Grade Levels Below-7%</p>	<p><a href="#">PSAT (EBRW)</a></p> <p><a href="#">PSAT (Math)</a></p> <p><a href="#">STAR (Reading)</a></p>
Partially	<p><a href="#">Powerful Practices Rubric</a></p> <p><a href="#">Learning Conditions</a></p> <p>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.</p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>Teachers need formal professional development in teaching core instruction and formative assessments. Students that are advancing should get differentiated instruction. Parents expressed that students in middle school do not get consistent homework. </p>	<p><a href="#">STAR (Math)</a></p> <p><a href="#">iReady (Reading)</a></p> <p><a href="#">iReady (Math)</a></p>
Yes	<p><a href="#">Continuum of ILT Effectiveness</a></p> <p><a href="#">Distributed Leadership</a></p> <p>The ILT leads instructional improvement through distributed leadership.</p>		<p><a href="#">Cultivate</a></p> <p><a href="#">Grades</a></p> <p><a href="#">ACCESS</a></p>

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.	<a href="#">Customized Balanced Assessment Plan</a> <a href="#">ES Assessment Plan Development Guide</a> <a href="#">HS Assessment Plan Development</a>			<a href="#">TS Gold</a> <a href="#">Interim Assessment Data</a>
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	<a href="#">Assessment for Learning Reference Document</a>		<p><b>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?</b></p> <p>Teachers will get ARC professional development from peers and ARC coaches. Teachers will get professional development with the new math curriculum. As part of the non-negotiables, teachers have been informed to assign standard based homework that support the day's lesson. We will continue working with grade levels to review formative assessments and their alignment to lessons and standards.</p>	
<p><b>What student-centered problems have surfaced during this reflection?</b>                  If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>Students do not receive consistent tier 1 instruction, timely feedback, and formative assessments that mirror chapter tests. As per the 5Essentials, the Supportive Environment measure is weak, although when looking closely at the numbers the majority of the students feel supported in the school. Many times the curriculum and the lesson plans created are not responsive to who the students are and all the knowledge that they bring with them. Cultivate data shows that many students do not feel motivated to learn.</p>					

[Return to Top](#) **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	<a href="#">MTSS Integrity Memo</a> <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a>	<p>MTSS Continuum revealed a need to improve in 3 areas:                      Systems and Structures:                      - Clearly defined member roles and responsibilities                      - Consistent meetings set                      - Plan for full implementation of Branching Minds</p> <p>Teaming &amp; Meeting Quality:                      - Facilitate MTSS collaborative meetings with objectives and clear agendas                      - Structure pre-planned meeting to include ILT, Service Related Team, BHT                      - A need to monitor Tier 1 small group instruction</p> <p>High quality, well-documented student support &amp; support plans:                      - Support plans need to be developed and identified to receive tiered supports that are developed within Branching Minds</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)  <a href="#">MTSS Continuum</a>  <a href="#">Roots Survey</a>  <a href="#">ACCESS</a>  <a href="#">MTSS Academic Tier Movement</a>  <a href="#">Annual Evaluation of Compliance (ODLSS)</a>  <a href="#">Quality Indicators of Specially Designed Curriculum</a>  <a href="#">EL Program Review Tool</a></p>
No	<a href="#">MTSS Integrity Memo</a>		
Yes	<a href="#">LRE Dashboard Page</a>		
Partially	<a href="#">IDEA Procedural Manual</a>		
Partially	<a href="#">EL Placement Recommendation Tool ES</a> <a href="#">EL Placement Recommendation Tool HS</a>		
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.	<p><b>What is the feedback from your stakeholders?</b></p> <p>Feedback from our teachers included the request to have professional development and training for successful use of the Branching Minds Platform. Some of our teachers were familiar with how to enter a goal in the platform, but they mentioned needing support in recording any progress monitoring evidence in the platform. Teachers also request support in creating a SMART Goal for students that will address their students' needs. Teachers have also expressed the need for support in teaching our newcomer students and addressing their academic needs. Students were surveyed in the 2022-2023 schoolyear and indicated their desire to get more student choice from their teachers when it comes to their learning environments. As per the Cultivate survey, there was not significant change in the metrics:</p> <p><b>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?</b></p> <p>To address students' desire for student choice, teachers began to implement student choice in classroom assignments and assessments. As a result, students began to take more ownership over their environment. In order to address teachers' request for clarity on using the Branching Minds Platform, the MTSS Specialist for ISP schools provided an overview/refresher training during teacher inservice in August. Also, the school interventionist has started to meet with teachers individually to go over any concerns regarding the use of Branching Minds in relation to MTSS. In order to address the needs of our ELs, we provided cohort training of ELD Modules to our staff and encouraged teachers to get their ESL certification so, we can have an ESL certified teacher in every classroom. We also provided push-in support to those classrooms that needed an ESL-certified teacher.</p>	
<p><b>What student-centered problems have surfaced during this reflection?</b>                  If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>The lack and absence of consistent implementation of interventions and the lack or absence of progress monitoring within the Branching Minds Platform.</p>			

[Return to Top](#) **Connectedness & Wellbeing**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
	<a href="#">BHT Key Component Assessment</a>	<p>0 - 25% of intervention plans completed.                      301 Tier 2 or Tier 3 students are missing intervention plans                      2 students listed with active plans</p> <p>OSS increased from 6% in 2021-2022 to 15% in 2022-2023. The</p>	<p><a href="#">% of Students receiving Tier 2/3 interventions meeting targets</a></p>

Jump to...	<a href="#">Curriculum &amp; Instruction</a>	<a href="#">Inclusive &amp; Supportive Learning</a>	<a href="#">Connectedness &amp; Wellbeing</a>	<a href="#">Postsecondary</a>	<a href="#">Partnerships &amp; Engagement</a>
Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	<a href="#">SEL Teaming Structure</a>	length of time for OSS did not exceed more than 2 days. ISS decreased from 48% in 2021-2022 to 18% in 2022-2023 There was a 15% decrease in overall suspensions from 2021-2022 and 2022-2023		<a href="#">Reduction in OSS per 100</a>
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		SY2021-22 shows the number of ISS was 16 and OSS was 2 SY2022-23 shows the number of ISS was 6 and OSS was 5 Data indicates we increased in the area of using other actions or strategies resulting in non-suspension from 18 in 2021-2022 to 24 in 2022-2023		<a href="#">Reduction in repeated disruptive behaviors (4-6 SCC)</a>
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.		Student attendance rates show a decrease from 93.4% in 2020-2021 to 89.6% in 2021-2022 and then an increase to 90.1 % in 2022-2023 EOY Chronic Absenteeism shows an increase from 17% in 2020-2021 to 36% in 2021-2022 and a slight decrease to 35% in 2022-2023 Year-to-date data shows an increase for At Risk of Chronic Absenteeism for both 2021-2022 and 2022-2023		<a href="#">Access to OST</a>
Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		Cultivate- Belonging-There was a -6 fchange from last year in 58% students feel that they are motivated to learn, 41% feel somewhat or little motivated to lean; 65% feel that they belong in their classroom and 31% feel that they somewhat or little. I feel like my classmates accept me for who I am: 66% Completely/Mostly true; 33% Somewhat, A little/ Not at All I feel connected to my classmates: 59% Completely True/Somewhat True; 41% Somewhat/A little true/Not At All true I feel connected to my classmates: 65 % Completely True/Mostly True; 36% Somewhat/A little true/Not At All True Identity Safety: Although the majority of the students responded positively to this question, there are clusters of students that are not feeling positive about this measure		<a href="#">Increase Average Daily Attendance</a>
Yes	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.		<b>What is the feedback from your stakeholders?</b> The topic of belonging, identity, motivation should be discussed with the students (small groups/individuals) more frequently so that we can learn about why many students are not feeling motivated and they belong. Our school can benefit from a SEL in our middle school grades where students can engage in SEL topics such conflict resolution, empathy, perseverance, moods and attitudes, and positive relationships. Students also have access to counselor upon request or if a concern comes up. A needs assessment is sent out to student 4th-8th grade by the counseling team in hopes to address the needs of our students. Any trends that come about, groups are then organized.		<a href="#">Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</a>
Yes	Although, the 5Essentials and Cultivate results show students areas as neutral or weak, when looking closely at the numbers the majority of the students feel supported, connected and/safe in school. We need to pay close attention to the students that are struggling both academically and socially so that interventions can be put in place accordingly.		<b>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?</b> The 5Essentials and Cultivate surveys are being presented and discussed with the teachers. The new BHT team will support with the students that need more instense support. We will continue working with Dr. Collins regarding the topics of racism, biases and identity to continue learning how to support students connectedness and wellbeing. Counselors are actively working on and in the process of completeing necessary trainings for supporting students with a variety of social emotional needs. As a result of these training and the SEL needs of our school, students will have access to join group and/or individual counseling sessions and if necessary, recieve additional supports.		<a href="#">Cultivate (Belonging &amp; Identity)</a>  Staff trained on alternatives to exclusionary discipline (School Level Data)  <a href="#">Enrichment Program Participation: Enrollment &amp; Attendance</a>  <a href="#">Student Voice Infrastructure</a>  <a href="#">Reduction in number of students with dropout codes at EOY</a>

[Return to Top](#) **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	<a href="#">College and Career Competency Curriculum (C4)</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).	1) Success Bound is taught weekly in grades 6-8, where students are given opportunities to explore careers of interest, matching their skills and interests to careers. as well as set and update career goals. 2) Student in grades 6-8 are responsible for completeing a variety of ILP's in the SchoolLinks platform (their post secondary pathway). 6th grade students complete ILP tasks in areas of Identity and Life Vision (Find your Path Assessment), Academic Success (Learning Style Assessment), and High School Application Process (Find a HS in your community). 7th grade students complete ILS tasks in areas of Postsecondary Pathways (Top skills) and the High School Application Process (HS fit factors and Create a HS list). 8th grade students complete ILS tasks in areas of High School Application Process (Review HS list with counselor) and Preparing for the next phase (Praparing for HS in 8th grade). 3-8th Grade ON-TRACK DATA: 457 student on track out of 740 total students (62%).	<a href="#">Graduation Rate</a>  <a href="#">Program Inquiry: Programs/participation/attainment rates of % of ECCC</a>  <a href="#">3 - 8 On Track</a>  <a href="#">Learn, Plan, Succeed</a>  <a href="#">% of KPIs Completed (12th Grade)</a>  <a href="#">College Enrollment and Persistence Rate</a>
Yes	<a href="#">Individualized Learning Plans</a> Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).		<a href="#">9th and 10th Grade On Track</a>
Yes	<a href="#">Work Based Learning Toolkit</a> 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).	<b>What is the feedback from your stakeholders?</b> 3) Our middle school students are exposed to career awareness and career explorations through Success Bound. In 6th grade, students research by using the	<a href="#">Cultivate (Relevance to the Future)</a>



	(6th-12th).			<p>website "my next move" and other resources to identify potential careers that connect with their interests and values. 7th graders will utilize Roadtrip Nation to envision career options based on personal interests by engaging with stories of people who are living out different career dreams. They will complete an ILP task in SchoolLinks to identify the educational requirements for at least three different careers by conducting online research. Additionally, they will use the knowledge gained about careers to design their dream job. 8th grade students will utilize College Majors 101 website to obtain and research potential college majors and courses of study that connect to their careers of interest. Also, they will be able to identify the courses that they can study in high school and college that will support various career paths by engaging in a small group activity. Finally, students will participate in a career fair sponsored by cis (community in schools).</p> <p><b>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?</b></p> <p><i>[Impact on most students; impact on specific student groups]</i> 📌</p>	<p>Freshmen Connection Programs Offered (School Level Data)</p>
Select Rating	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).				
Select Rating	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	<a href="#">ECCE Certification List</a>			
Select Rating	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).	<a href="#">PLT Assessment Rubric</a>			
Select Rating	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).	<a href="#">Alumni Support Initiative One Pager</a>			

**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.

Lesson and program implementation consistency and fidelity by teachers. Absent students (make-up lessons?). Are all students completing ILPs in Naviance (SchoolLinks). 📌

[Return to Top](#) **Partnership & Engagement**

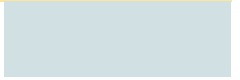
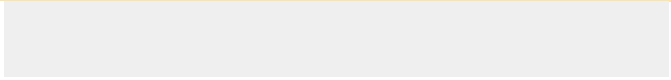
Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<a href="#">Spectrum of Inclusive Partnerships</a>	<p>1) Based upon the 5 Essentials Survey results, we are strong in Family Involvement. However, we need to improve our connectiveness with the community. 2) Our calendar of events supports our communication with families. We also use REMIND and Robocall to reach out to the community regarding events being held at the school. 3.) Approximately 35 parents regularly attend the BAC and PAC meetings held monthly. We have presentations on topics such as SEL topics for families, workshops on bilingual and special education, and also presenters from the different community resources available. 4.) Teachers report the school has created opportunities for parents to participate in developing academic programs and influencing school curricula. 5.) Teachers also report parents are active participants in their child's schooling. They stated that approximately 49% of the parents volunteer to support the school. Azuela has a Parent Book Club where parents read different texts of various genres. The parents meet every Friday morning to discuss the readings while using Best Practices that we implement in our classrooms ( collaborative conversations, Thinking Maps). Our school hosts different events such as STEM/Science night, Literacy Night, Multicultural Assembly, Math Night to encourage families to participate.</p> <p><b>What is the feedback from your stakeholders?</b></p> <p>The school is providing clubs and activities based upon student interests and student surveys. We also have a student council that promotes leadership within our school. The LSC has a student member who contributes to the goals of the school. In addition, our students take the CULTIVATE survey that gathers data about perspectives on learning experiences for students in grades 5-8. The data is used by teachers to make necessary changes to instruction and classroom environments to impact students' performance.</p>	<p><a href="#">Cultivate</a></p> <p><a href="#">5 Essentials Parent Participation Rate</a></p> <p><a href="#">5E: Involved Families</a></p> <p><a href="#">5E: Supportive Environment</a></p>
Yes	<a href="#">Reimagining With Community Toolkit</a>		<p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
Yes	<a href="#">Student Voice Infrastructure Rubric</a>		

**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.

Based on the 5 Essentials Survey, Azuela is rated as weak but the students. The measures of academic professionalism, student teacher trust, and safety were all rated weak.. Peer support for academic professionalism was rated as neutral. 40% of the students who took this survey reported not feeling safe in the bathroom and 36% of the students not feeling safe outside of school. These two measures contributed to this area being rated weak. 86% of the staff feel safe or mostly safe in the classroom. 76% feel safe traveling between home and school. 68% feel safe or mostly safe in the hallways. 📌

**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?**

Students are escorted to the bathroom by their classroom teachers. When a student has an emergency, they are then escorted to the restroom by a staff member. Students are not allowed to bring any objects with them into the bathroom. A monitoring system was created. A sign in /out sheet was placed at each bathroom for teachers to enter their classroom number and the in and out time they used the bathroom. This will help identify the students who make messes in the bathrooms and notify us of any accidents occurred at that time. The impact is that if there are an altercations, it can be controlled by a staff member immediately. 📌



Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of metrics?

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.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

2022-23  
ELA  
Exceeded Expectations -Went up from 4% (2022) to 5% (2023)  
Met Expectations-from 22% to 33%  
Approached Expectations-29% to 28%  
Partially Met Expectations-25% to 20%  
Did Not Yet Meet Expectations-20 % to 15%

Math  
Exceeded Expectations -1%  
Met Expectations-from 13% to 13%  
Approached Expectations-24% to 26%  
Partially Met Expectations-35% to 31%  
Did Not Yet Meet Expectations-28 % to 29 %  
Star 360-Math English  
At/Above Benchmark - 44.13%  
On Watch-15.87%  
Intervention and/or Urgent Intervention-40%  
4 White students-2 on Intervention and 2 on At/Above Benchmark  
2 Black students-1 on Watch and 1 on At or Above Benchmark  
Third grade-Current Fourth Grade showing the most improvement in the Area of Urgent intervention from 30% to 6.90%  
Middle School showing the least growth from BOY to EOY-63.41% on Urgent Intervention  
Males are doing better than females overall-EOY- 50% vs. 38 % & 16% vs. 27% Urgent Intervention

Star 360- Math Spanish  
At/Above Benchmark-55% (from 66%)  
On Watch-23%  
Intervention/Urgent Intervention-23%  
Males are doing better than females overall-EOY 63% vs. 48% (although % increased from 7% to 13% in Urgent Intervention)  
Females-Urgent Intervention went from 8% to 3%

Star 360-English  
At/Above Benchmark-35%  
On Watch-18%  
Intervention/Urgent Intervention-46%  
Third Grade- Current fourth graders highest growth-52% At/Above Benchmark  
All grades improved in the area of Urgent Intervention but 8th grade shows the greatest percentage of students in this category-38%  
Out of the 4 white students, 2 are At/Above Benchmark, 1 in Watch and 1 on Intervention  
Middle school has the lowest percentage of students At/Above Benchmark  
DL and EL/DL shows the highest percentage of students in Urgent Intervention-62% (from 76%)

Star 360---Spanish  
Neither EL/DL-63% At/Above Benchmark  
EL-DL showed the highest positive movement in the category of Urgent Intervention-from 63% to 20%  
Third grade-Current fourth graders had the highest percentage of students in At/Above Benchmark-67%  
5 Eighth graders tested were At/Above Benchmark

i-Ready  
Math-(Kdg. with highest percentage of Mid or Above Grade Level-63%)  
Mid or Above Grade Level-39%  
Early in Grade Level-23%  
One Grade Level Below-31%  
Two Grade Levels Below-7%

Math-Spanish (1st and 2nd grade with a combined 91% One Grade Below)  
Mid or Above Grade Level-30%  
Early in Grade Level-27%  
One Grade Level Below-39%  
Two Grade Levels Below-4%

Reading-English (Kdg and 1st grade with a combine 84% One Grade Level Below)  
Mid or Above Grade Level-37%  
Early in Grade Level-22%  
One Grade Level Below-36%  
Two Grade Levels Below-6%

Reading-Spanish (Kdg. with the highest percentage of Mid or Above Grade Level-97%)  
Mid or Above Grade Level-39%  
Early in Grade Level-23%  
One Grade Level Below-31%  
Two Grade Levels Below-7%

What is the feedback from your stakeholders?

Teachers need formal professional development in teaching core instruction and formative assessments. Students that are advancing should get differentiated instruction. Parents expressed that students in middle school do not get consistent homework.

What student-centered problems have surfaced during this reflection?

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?

Students do not receive consistent tier 1 instruction, timely feedback, and formative assessments that mirror chapter tests. As per the 5Essentials, the Supportive Environment measure is weak, although when looking closely at the numbers the majority of the students feel supported in the school. Many times the curriculum and the lesson plans created are not responsive to who the students are and all the knowledge that they bring with them. Cultivate data shows that many students do not feel motivated to learn.

Teachers will get ARC professional development from peers and ARC coaches. Teachers will get professional development with the new math curriculum. As part of the non-negotiables, teachers have been informed to assign standard based homework that support the day's lesson. We will continue working with grade levels to review formative assessments and their alignment to lessons and standards.

[Return to Top](#) **Determine Priorities**

Resources:

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

[Determine Priorities Protocol](#)

Students... struggle with clear and in depth explanation (verbal and written) of the skill/topic that they are learning.

**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?**

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

As adults in the building, we... are not consistently modeling and differentiating the lesson so that the students have a clear and deep understanding of what they are learning and be able to write/speak about it, explain their thinking and use/apply their learning across subject areas.

**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?**

Resources:

If we... consistently model and differentiate tier 1 instruction; create lessons and formative assessments that are standard based, continuously progress monitor through the revision of data, provide powerful culturally responsive practices

**Indicators of a Quality CIWP: Theory of Action**  
 Theory of Action is grounded in research or evidence based practices.  
 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... students engaged, both in discourse and in writing; teachers modeling and differentiating lessons, formative assessments that mirror standards and final chapter tests

which leads to... increasing overall students' ELA and math growth by 10% and attainment by 7% both in the standardized and diagnostic assessments (as measured by 2024 IAR and EOY i-Ready, Star 360).

[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**   
 Dr. Motari, Najia Sobhy, Megan Pierucci, Carmen Navarro

**Dates for Progress Monitoring Check Ins**  
 Q1 10/10/2023 Q3 03/19/2024  
 Q2 12/19/2023 Q4 05/21/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
<b>Implementation Milestone 1</b>	100% of teachers attend PD on tier 1 instruction	ILT and grade level teams	November 1, 2023	<input type="text" value="Not Started"/>
<b>Action Step 1</b>	Provide Math PD and coaching	Jennifer Leimberer	Ongoing	<input type="text" value="Select Status"/>
<b>Action Step 2</b>	Provide ELA PDs and coaching	Grade level teacher teams	Monthly	<input type="text" value="Select Status"/>
<b>Action Step 3</b>	Safe Practice of instructional strategy learned (of curriculum)	ILT and grade teacher teams	Quarterly	<input type="text" value="Select Status"/>
<b>Action Step 4</b>	Peer observation & Reflection (non-negotiables)	All teachers	Quarterly	<input type="text" value="Select Status"/>
<b>Action Step 5</b>	Peer observations-Identify look fors for classrooms visits (in preparation for rigor walks)	ILT and grade teacher teams	October 31, 2024	<input type="text" value="Select Status"/>
<b>Implementation Milestone 2</b>	Rigor walks	ILT		<input type="text" value="Select Status"/>
<b>Action Step 1</b>	Review and discussed rigor walks/walkthrough protocols with teachers	ILT and grade level teams	Januar 12, 2024	<input type="text" value="Select Status"/>
<b>Action Step 2</b>	Create schedule for rigor walks	ILT and grade level teams	1/12/2024	<input type="text" value="Select Status"/>
<b>Action Step 3</b>				<input type="text" value="Select Status"/>
<b>Action Step 4</b>				<input type="text" value="Select Status"/>
<b>Action Step 5</b>				<input type="text" value="Select Status"/>
<b>Implementation Milestone 3</b>	Professional development on universal tier 1/core instruction	ILT	October 6, 2024	<input type="text" value="Select Status"/>



Action Step 1	Monthly professional readings on core/tier 1 instruction best practices	Ms. Navarro, Dr. Matari and Ms. Perez	Monthly	Select Status
Action Step 2	Peer classroom visits to see implementation of identified practice	ILT	Quarterly	Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
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**

<b>SY25 Anticipated Milestones</b>	100% of the teachers are proficient using and implementing all the subject areas curriculums, positively impacting students' academic growth and attainment.	
<b>SY26 Anticipated Milestones</b>	100% of the teachers are effectively modeling and differentiating lessons and formative assessments mirror standards' expectations, positively impacting students' growth and attainment.	

**Return to Top** **Goal Setting**

**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 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
90% of students in 3rd-8th grade show at least 10% growth in math measured by STAR 360 MOY and EOY and 7% attainment in IAR	Yes	STAR (Math)	Overall	BOY 24 STAR 360 & 2023 IAR	more than 25% of sts meet/exceed expectations in math IAR	More than 32% of students meet/exceed expectations	More than 39% of sts meet/exceed expectations
			English Learners	BOY 24 STAR 360 & 2023 IAR	more than 25% of sts meet/exceed expectations in math IAR	More than 32% of students meet/exceed expectations	More than 39% of sts meet/exceed expectations
	Yes	STAR (Reading)	Overall	BOY 24 STAR 360 & 2023 IAR	More than 40% of sts meet/exceed expectations in IAR ELA	More than 47% of students meet/exceed expectations	More than 55% of sts meet/exceed expectations in IAR ELA
			English Learners	BOY 24 STAR 360 & 2023 IAR	More than 40% of sts meet/exceed expectations in IAR ELA	More than 47% of students meet/exceed expectations	More than 55% of sts meet/exceed expectations in IAR ELA

**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.	Develop and implement a plan that focus on school and classroom inner core: identity and community. Collect data and reflect on the process. All teachers are modeling and differentiating lessons	Refine the plan and add a new focus - relationships and cultural responsiveness.	Create a school culture and environment that provides the conditions for students to learn and exceed.
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.	All teachers provide standard based and differentiated instruction to all students to meet their needs and improve their foundational skills.	All teachers provide accelerated standards aligned instruction that are culturally responsive to students heratige.	All teachers provide high quality and differentiated instruction that advances students' learning that is aligned to grade level standards.

Select a Practice

Return to Top 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
90% of students in 3rd-8th grade show at least 10% growth in math measured by STAR 360 MOY and EOY and 7% attainment in IAR	STAR (Math)	Overall	BOY 24 STAR 360 & 2023 IAR	more than 25% of sts meet/exceed expectations in math IAR	<span style="border: 1px solid #ccc; border-radius: 5px; padding: 2px 5px; font-size: x-small;">Select Status</span>	<span style="border: 1px solid #ccc; border-radius: 5px; padding: 2px 5px; font-size: x-small;">Select Status</span>	<span style="border: 1px solid #ccc; border-radius: 5px; padding: 2px 5px; font-size: x-small;">Select Status</span>	<span style="border: 1px solid #ccc; border-radius: 5px; padding: 2px 5px; font-size: x-small;">Select Status</span>
		English Learners	BOY 24 STAR 360 & 2023 IAR	more than 25% of sts meet/exceed expectations in math IAR	<span style="border: 1px solid #ccc; border-radius: 5px; padding: 2px 5px; font-size: x-small;">Select Status</span>	<span style="border: 1px solid #ccc; border-radius: 5px; padding: 2px 5px; font-size: x-small;">Select Status</span>	<span style="border: 1px solid #ccc; border-radius: 5px; padding: 2px 5px; font-size: x-small;">Select Status</span>	<span style="border: 1px solid #ccc; border-radius: 5px; padding: 2px 5px; font-size: x-small;">Select Status</span>
	STAR (Reading)	Overall	BOY 24 STAR 360 & 2023 IAR	More than 40% of sts meet/exceed expectations in IAR ELA	<span style="border: 1px solid #ccc; border-radius: 5px; padding: 2px 5px; font-size: x-small;">Select Status</span>	<span style="border: 1px solid #ccc; border-radius: 5px; padding: 2px 5px; font-size: x-small;">Select Status</span>	<span style="border: 1px solid #ccc; border-radius: 5px; padding: 2px 5px; font-size: x-small;">Select Status</span>	<span style="border: 1px solid #ccc; border-radius: 5px; padding: 2px 5px; font-size: x-small;">Select Status</span>
		English Learners	BOY 24 STAR 360 & 2023 IAR	More than 40% of sts meet/exceed expectations in IAR ELA	<span style="border: 1px solid #ccc; border-radius: 5px; padding: 2px 5px; font-size: x-small;">Select Status</span>	<span style="border: 1px solid #ccc; border-radius: 5px; padding: 2px 5px; font-size: x-small;">Select Status</span>	<span style="border: 1px solid #ccc; border-radius: 5px; padding: 2px 5px; font-size: x-small;">Select Status</span>	<span style="border: 1px solid #ccc; border-radius: 5px; padding: 2px 5px; font-size: x-small;">Select Status</span>

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.	Develop and implement a plan that focus on school and classroom inner core: identity and community. Collect data and reflect on the process. All teachers are modeling and differentiating lessons	<span style="border: 1px solid #ccc; border-radius: 5px; padding: 2px 5px; font-size: x-small;">Select Status</span>	<span style="border: 1px solid #ccc; border-radius: 5px; padding: 2px 5px; font-size: x-small;">Select Status</span>	<span style="border: 1px solid #ccc; border-radius: 5px; padding: 2px 5px; font-size: x-small;">Select Status</span>	<span style="border: 1px solid #ccc; border-radius: 5px; padding: 2px 5px; font-size: x-small;">Select Status</span>
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.	All teachers provide standard based and differentiated instruction to all students to meet their needs and improve their foundational skills.	<span style="border: 1px solid #ccc; border-radius: 5px; padding: 2px 5px; font-size: x-small;">Select Status</span>	<span style="border: 1px solid #ccc; border-radius: 5px; padding: 2px 5px; font-size: x-small;">Select Status</span>	<span style="border: 1px solid #ccc; border-radius: 5px; padding: 2px 5px; font-size: x-small;">Select Status</span>	<span style="border: 1px solid #ccc; border-radius: 5px; padding: 2px 5px; font-size: x-small;">Select Status</span>
Select a Practice		<span style="border: 1px solid #ccc; border-radius: 5px; padding: 2px 5px; font-size: x-small;">Select Status</span>	<span style="border: 1px solid #ccc; border-radius: 5px; padding: 2px 5px; font-size: x-small;">Select Status</span>	<span style="border: 1px solid #ccc; border-radius: 5px; padding: 2px 5px; font-size: x-small;">Select Status</span>	<span style="border: 1px solid #ccc; border-radius: 5px; padding: 2px 5px; font-size: x-small;">Select Status</span>

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.
No	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.
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Partially	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?

MTSS Continuum revealed a need to improve in 3 areas:  
**Systems and Structures:**  
 - Clearly defined member roles and responsibilities  
 - Consistent meetings set  
 - Plan for full implementation of Branching Minds

**Teaming & Meeting Quality:**  
 - Facilitate MTSS collaborative meetings with objectives and clear agendas  
 - Structure pre-planned meeting to include ILT, Service Related Team, BHT  
 - A need to monitor Tier 1 small group instruction

**High quality, well-documented student support & support plans:**  
 - Support plans need to be developed and identified to receive tiered supports that are developed within Branching Minds  
 - Tiered support based on universal screener and intervention resources utilized within the Branching Minds platform

What is the feedback from your stakeholders?

Feedback from our teachers included the request to have professional development and training for successful use of the Branching Minds Platform. Some of our teachers were familiar with how to enter a goal in the platform, but they mentioned needing support in recording any progress monitoring evidence in the platform. Teachers also request support in creating a SMART Goal for students that will address their students' needs. Teachers have also expressed the need for support in teaching our newcomer students and addressing their academic needs. Students were surveyed in the 2022-2023 schoolyear and indicated their desire to get more student choice from their teachers when it comes to their learning environments. As per the Cultivate survey, there was not significant change in the metrics:

What student-centered problems have surfaced during this reflection?

The lack and absence of consistent implementation of interventions and the lack or absence of progress monitoring within the Branching Minds Platform.

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?

To address students' desire for student choice, teachers began to implement student choice in classroom assignments and assessments. As a result, students began to take more ownership over their environment. In order to address teachers' request for clarity on using the Branching Minds Platform, the MTSS Specialist for ISP schools provided an overview/refresher training during teacher inservice in August. Also, the school interventionist has started to meet with teachers individually to go over any concerns regarding the use of Branching Minds in relation to MTSS. In order to address the needs of our EL's, we provided cohort training of ELD Modules to our staff and encouraged teachers to get their ESL certification so, we can have an ESL certified teacher in every classroom. We also provided push-in support to those classrooms that needed an ESL-certified teacher.

[Return to Top](#)

Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

Ensure student intervention plans have been created and implemented with fidelity. Use the Branching Minds platform to monitor the data entry of all intervention plans created for the students. Ensure intervention goals included in the plans are specific and measurable.



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?

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

As adults in the building, we...

As adults in the building, we have been inconsistent with creating student intervention plans. There is a lack of monitoring interventions. Student goals need to be more specific and measurable. New staff members need training on how to select strategies that target a specific skill.



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

Resources:

What is your Theory of Action?

If we....

strengthen our MTSS infrastructure and process for Tier 2 & Tier 3, and provide working sessions to explain the process and expectations to all stakeholders, use the PSP to collaborate with team members, and create a system to monitor the student progress and adjustments as needed.



Indicators of a Quality CIWP: Theory of Action

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

all staff implementing and documenting interventions with fidelity and consistency, continually progress monitor with fidelity, and include parents as partners in the learning process.



which leads to...  
 a school-wide system where 100% of our students show academic and social-emotional improvement.

[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**   
 Patricia Orozco, Aida Perez, Kenya Johnson, Dawn Meyer, Ninfa Flores, Carmen Navarro

**Dates for Progress Monitoring Check Ins**  
 Q1 10/10/2023 Q3 03/19/2024  
 Q2 12/19/2023 Q4 05/21/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
<b>Implementation Milestone 1</b>	All teachers will know and follow the established MTSS process and protocols with fidelity.	Grade Level	September 29, 2023	Select Status
<b>Action Step 1</b>	Establish team with clearly defined roles, create MTSS calendar, Provide PD (ongoing)	ILT, Interventionist	During GLM	Select Status
<b>Action Step 2</b>	All teachers have received training on the Branching Minds platform and teachers are entering interventions consistently.	Grade Level teams	During PD week	Select Status
<b>Action Step 3</b>	Provide MTSS information during open house, include an MTSS section on the newsletter and website, MTSS Parent Teacher Conferences, and provide MTSS information at the BAC and PAC Parent Meetings.	Teacher teams, Interventionist, ILT	Ongoing	Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	All students are positively responding to the interventions			Select Status
<b>Action Step 1</b>	Every five weeks during grade level meetings as per MTSS Calendar Service Related Team will meet with teachers to discuss data	Service Related team and Interventionist	Every 5 weeks	Select Status
<b>Action Step 2</b>	All MTSS providers collaborate weekly regarding the implementation and response to intervention.	MTSS Leads, Interventionist, Grade Level Teams	Biweekly	Select Status
<b>Action Step 3</b>	Progress monitoring will take place weekly using the Branching Mind	MTSS Leads, Interventionist, Grade Level Teams	Biweekly	Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

**SY25-SY26 Implementation Milestones**

<b>SY25 Anticipated Milestones</b>	100% of teachers are entering the interventions in Branching Minds as per MTSS protocol, 100% of the teachers are collaborating with MTSS providers to ensure that the correct interention is being given to the students.	
<b>SY26 Anticipated Milestones</b>	100% of the teachers understand and follow the MTSS process with fidelity and are activite participants in determining best intervensions for student learning	

[Return to Top](#) **Goal Setting**

**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](#).

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



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 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
All students will show improvement academically and social/emotionally a measured by Branching Tier Movement Report and diagnostic assessments.	Yes	MTSS Academic Tier Movement	Overall	70%	75%	80%	100
			Overall	70%	75%	80%	100
All teachers will create supportive intervention plans based on students' needs,consistently implement and document all information in Branching Minds as measured by the percentage of students receiving Tier 2/3 intervention meeting targets.	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall	70%	80%	90%	100
			English Learners	70%	80%	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
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.	Using the MTSS Academic Tier Movement report 75% of the students will show tier movement	Using the MTSS Academic Tier Movement report 75% of the students will show tier movement	Using the MTSS Academic Tier Movement report report 100% of the students will show tier movement.
Select a Practice			
Select a Practice			

[Return to Top](#)

**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
All students will show improvement academically and social/emotionally a measured by Branching Tier Movement Report and diagnostic assessments.	MTSS Academic Tier Movement	Overall	80%	75%	Select Status	Select Status	Select Status	Select Status
		Overall	70%	75%	Select Status	Select Status	Select Status	Select Status
All teachers will create supportive intervention plans based on students' needs,consistently implement and document all information in Branching Minds as measured by the percentage of students receiving Tier 2/3 intervention meeting targets.	% of Students receiving Tier 2/3 interventions meeting targets	Overall	70%	80%	Select Status	Select Status	Select Status	Select Status
		English Learners	70%	80%	Select Status	Select Status	Select Status	Select Status

**Practice Goals**

**Progress Monitoring**

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
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.	Using the MTSS Academic Tier Movement report 75% of the student	Select Status	Select Status	Select Status	Select Status
Select a Practice		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)**



<input type="text" value="Select a Goal"/>					
<input type="text" value="Select a Goal"/>					
<input type="text" value="Select a Goal"/>					

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.

## Parent and Family Plan

If Checked:	<input checked="" type="checkbox"/>	<b>Our school is a Title I school operating a Schoolwide Program</b> 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.
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		
If Checked:	<input type="checkbox"/>	<b>Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)</b>
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.

Azuela parents will continue to receive workshops and training in the areas of ELA and Math. During the Coffee and Donuts with the Principal meetings, the Principal invite a teacher to present to the parents and teach them a strategy (math, ELA) that will help children understand more the a topic and/or skill. 

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