

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
Amy Klimowski	Principal	amklimowski@CPS.EDU
Kayla McCabe	AP	Kmmmccabe@cps.edu
Erin Cahill	Teacher Leader	eecahill@cps.edu
Griselda Canas	Inclusive & Supportive Learning Lead	gcanas@cps.edu
Hana Seelig	Teacher Leader	hseelig@cps.edu
Maria Roussos	Inclusive & Supportive Learning Lead	mcroussos@cps.edu
Michele Mahoney	Teacher Leader	mmmahoney@cps.edu
Sarah Faller	Curriculum & Instruction Lead	slcrawford@cps.edu
Wendy Pattis	LSC Member	wrpattis@cps.edu
Maxwell Basano	Teacher Leader	mbasano@cps.edu
Joanne Klee	Parent	
	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	5/2/23	5/2/23
Reflection: Curriculum & Instruction (Instructional Core)	5/30/23	5/30/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/30/23	5/30/23
Reflection: Connectedness & Wellbeing	5/30/23	6/21/23
Reflection: Postsecondary Success	5/30/23	6/21/23
Reflection: Partnerships & Engagement	5/30/23	6/21/23
Priorities	6/21/23	6/22/23
Root Cause	7/13/23	7/13/23
Theory of Acton	7/13/23	7/13/23
Implementation Plans	7/24/23	7/24/23
Goals	7/24/23	7/24/23
Fund Compliance	8/1/23	8/1/23
Parent & Family Plan	8/1/23	8/1/23
Approval	9/13/23	9/13/23

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	10/18/23
Quarter 2	12/20/23
Quarter 3	3/28/24
Quarter 4	6/5/24

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](#)

[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	CPS High Quality Curriculum Rubrics	<p>We finished one year of interim assessments cycles. More work is needed to build the assessments and then backwards map the instruction aligned to the interims. More work is needed to strengthen evidence-based daily assessments including student self assessment, conferencing, and short term learning plans. We do not have a tier 1 standards-based SEL curriculum school-wide. MS service learning does not meet the service learning standards. The Race and Equity Team has not developed culturally responsive environmental recommendations nor has time and space been dedicated to revise units through a culturally responsive lense. More work is needed to meet the needs of EL students.</p> <p>What is the feedback from your stakeholders?</p> <p>Stakeholders are very pleased with the EOY data. We recognize that we have many powerful learning systems in place. We need to do three things: 1. Onboard new staff members and new students to PL and refine current PL signature practices to meet the needs of all students. 2. We need to revise current teaching practices and curriculum to be more culturally responsive. 3. More focus on EL and DL learners is needed to ensure ALL students can access the curriculum.</p> <p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. Do all students have access to rigorous tasks? (**DOK and student tasks) 2. Is the curriculum engaging and accessible to all? (**culturally responsive practices & EL learning targets & performance indicators & 504 supports) 3. How do we sustain and refine the Personalized Learning framework to maximize the growth of all students? (**all four signature practices in full implementation) <p>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?</p> <p>We saw overall growth in IAR and in all subgroups, but there is still an opportunity gap. The growth can be attributed to our cycles of learning around PL Practices and work around standards based instruction. The Race and Equity Team focused on amplifying the voices of our black and brown students.</p>	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading) STAR (Math)
Yes	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		iReady (Reading) iReady (Math)
Partially	Powerful Practices Rubric Learning Conditions		Cultivate Grades
Yes	Continuum of ILT Effectiveness Distributed Leadership		ACCESS
Partially	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development		TS Gold Interim Assessment Data
Partially	Assessment for Learning Reference Document		
<p>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.</p> <p>Students are not always being challenged to the depth of the standards consistently across all grades levels and content areas and students are not engaging at same levels across all student groups (as shown in Star and IAR correlation reports where 68% met or exceeded in Star math and 41% met or exceeded in IAR and 67% met or exceed in Star Reading and 58% met or exceed in IAR literacy); DL and EL students and Hispanic and Black student groups are making growth in both skills and depth of standards, they are still not reaching the attainment levels of the overall population. (ELA: DL (8%); EL (35%); Hispanic (47%); Black (41%) and Math: DL: (10%); EL (20%); Hispanic (26%); Black (30%).</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
Yes	MTSS Integrity Memo MTSS Continuum Roots Survey	<p>We have developed strong MTSS systems and structures especially in providing academic intervention. More work is needed to ensure the interventions delivered are research based, especially in math. Once we have a standards-based tier 1 SEL curriculum in place, more work is needed to ensure we have a stronger system of interventions for SEL. While we have strong Tier 1 instruction in place we need to ensure it meets the needs of all students including our students of color, DLs and ELs.</p> <p>What is the feedback from your stakeholders?</p> <p>More development is needed for teachers to support our EL learners including encouraging more teachers to acquire EL endorsements, increase student access to language</p>	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey
Yes	MTSS Integrity Memo		ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS)
Yes	LRE Dashboard Page		Quality Indicators of Specially Designed Curriculum EL Program Review Tool

Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
No	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
No	There are language objectives (that demonstrate HOW students will use language) across the content.	

objectives and supports. More work is needed to ensure that IEP/504 accommodations and/or modifications are evident throughout short term learning plans.

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?

An ELPT provides direct supports to EL students. We saw an increase in EL students meeting grade level expectations on IAR. Burr has almost full inclusion in place. We saw a significant decrease in DL students not meeting on IAR.

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.

EL students are not working toward language objectives within personalized learning short term learning plans causing them to struggle with access to grade level content and stay on track with English language acquisition. (Overall math is 41%; EL math is 20%; Overall reading is 58%; Overall EL is 35% on IAR and 18% of EL students reached proficiency on Access; 50% of EL students below grade level in math on iReady at BOY were at or above by EOY compared to 80% of non-EL students reaching proficiency; 75%

[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
Yes	BHT Key Component Assessment SEL Teaming Structure	We have a strong BHT and Climate and Culture Team that need to continue to refine and improve their systems and supports for students. We have a robust menu of OST programming. We plan to implement Second Step school wide during the 2023-24 school year. Teachers will need time and space to collaborate on the scope and sequence for SEL standards, and implementation and referral data for the BHT. Burr is in need of a new comprehensive attendance plan to support greater student attendance.	% 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
Partially	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
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.	What is the feedback from your stakeholders? Attendance was a barrier for students struggling to meet academic goals.	Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance Student Voice Infrastructure
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		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.

students are reporting that there is not strong peer support of their academic work as evidenced by the 5E's supportive environment prompts. students are also reported a desire for more student voice as evidenced by the Cultivate student survey

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?

Many PL practices are in place to amplify student voice, such as student led conferences, learner profiles, personalized learning paths. The Race & Equity Team has taken steps to gather student voice from Brown and Black students. There is more work to be done in these areas.

[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	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)	<p>[takeaways reflecting most students; takeaways reflecting specific student groups]</p> <p>What is the feedback from your stakeholders? We would like to see a career planning curriculum developed for middle school students, supported by the counselor</p> <p>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? The personalized learning practices support this post secondary success for middle schoolers. We see the impact through graduation rates, high pass rates for Algebra, a high percentage of students get one of their top three choices for H.S. Efforts to improve outcomes for students with IEPs include student led IEP meetings.</p>	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)
Partially	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		
No	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		
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		
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		
<p>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.</p> <p>students don't have access to career readiness curriculum and supports</p>				

[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

Yes	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	<p>We have strong parent and community partnerships that are student centered and align Burr vision and mission.</p>	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)
		Reimagining With Community Toolkit		
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.			

			Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
Yes	<p>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).</p> <p>Student Voice Infrastructure Rubric</p>	<p>What is the feedback from your stakeholders?</p> <p>We would like to increase the parent involvement during the school day, including parents into the joy of the learning experiences happening within Burr classrooms. 🍌</p>	Formal and informal family and community feedback received locally. (School Level Data)
	<p>What student-centered problems have surfaced during this reflection?</p> <p>If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>students don't always have an opportunity to share their Burr Experience and their joy of learning with their parents throughout the school day. 🍌</p>	<p>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?</p> <p>active PTO and FOB parent leaders, high participation in school events, high functioning LSC, 🍌</p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	Students experience grade-level, standards-aligned instruction.
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.

What are the takeaways after the review of metrics?

We finished one year of interim assessments cycles. More work is needed to build the assessments and then backwards map the instruction aligned to the interims. More work is needed to strengthen evidence-based daily assessments including student self assessment, conferencing, and short term learning plans. We do not have a tier 1 standards-based SEL curriculum school-wide. MS service learning does not meet the service learning standards. The Race and Equity Team has not developed culturally responsive environmental recommendations nor has time and space been dedicated to revise units through a culturally responsive lense. More work is needed to meet the needs of EL students.

What is the feedback from your stakeholders?

Stakeholders are very pleased with the EOY data. We recognize that we have many powerful learning systems in place. We need to do three things: 1. Onboard new staff members and new students to PL and refine current PL signature practices to meet the needs of all students. 2. We need to revise current teaching practices and curriculum to be more culturally responsive. 3. More focus on EL and DL learners is needed to ensure ALL students can access the curriculum.

Guiding Questions:

1. Do all students have access to rigorous tasks? (**DOK and student tasks)
2. Is the curriculum engaging and accessible to all? (**culturally responsive practices & EL learning targets & performance indicators & 504 supports)

What student-centered problems have surfaced during this reflection?

Students are not always being challenged to the depth of the standards consistently across all grades levels and content areas and students are not engaging at same levels across all student groups (as shown in Star and IAR correlation reports where 68% met or exceeded in Star math and 41% met or exceeded in IAR and 67% met or exceed in Star Reading and 58% met or exceed in IAR literacy); DL and EL students and Hispanic and Black student groups are making growth in both skills and depth of standards, they are still not reaching the attainment levels of the overall population. (ELA: DL (8%); EL (35%); Hispanic (47%); Black (41%) and Math: DL: (10%); EL (20%); Hispanic (26%); Black (30%).

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 saw overall growth in IAR and in all subgroups, but there is still an opportunity gap. The growth can be attributed to our cycles of learning around PL Practices and work around standards based instruction. The Race and Equity Team focused on amplifying the voices of our black and brown students.

Return to Top Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

Students are not being challenged to the depth of the standards consistently across all grades levels and content areas and Hispanic and Black students need a more culturally responsive curriculum to maximize engagement (as shown in Star and IAR correlation reports where 68% met or exceeded in Star math and 41% met or exceeded in IAR and 67% met or exceed in Star Reading and 58% met or exceed in IAR literacy); DL and EL students and Hispanic and Black student groups are making growth in both skills and depth of standards, they are still not reaching the attainment levels of the overall population. (ELA: DL (8%); EL (35%); Hispanic (47%); Black (41%) and Math: DL: (10%); EL (20%); Hispanic (26%); Black (30%)



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...

While the focus on skill building in short term learning plans and a personalized learning experience have led to growth in overall and targeted student outcomes, we can identify that unit plans and student learning tasks currently have room for growth in full depth of standards (including strategic and extended thinking). We can also identify that we currently engage certain students more than others and don't always provide the cultural responsiveness for diverse student body at Burr - especially Latinx and Black students and English Learners or Diverse Learners (based on 22-23 data)



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....

engage in cycles of inquiry around the rigor of student tasks that are also culturally responsive to identity, relationships, and community in our personalized learning approach, and we regularly use collaborative time to analyze student tasks for depth of knowledge and student learning outcomes using protocols that include not only probes for overall outcomes but for our targeted student groups (English Learners, Diverse Learners, Hispanic, and Black students)



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....

an increased capacity for the teachers and leaders to identify DOK level of student tasks and implement tasks at the DOK level intended in learning plans by utilizing research-based best practices for inquiry and engagement



which leads to...

an increase in all students engaging in rigorous tasks that meet the depth of the standards as part of their personalized learning that reflects students' cultural identities, leading to an increase in overall student outcomes and targeted growth for English Learners, Diverse Learners, Black and Hispanic students. 🙌

[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 🙌
 Personalized Learning Team; ILT; GLTs; Race & Equity Team

Dates for Progress Monitoring Check Ins
 Q1 10/18/23 Q3 3/28/24
 Q2 12/20/23 Q4 6/5/24

	SY24 Implementation Milestones & Action Steps 🙌	Who 🙌	By When 🙌	Progress Monitoring
Implementation Milestone 1	Students will engage in personalized, meaningful, rigorous tasks that meet the depth of the standards as 100% of teachers will engage in cycles of learning around developing rigorous student tasks aligned to the full depth and breadth of the standard as measured by task analysis criteria, leading to improvement in students' ability to transfer knowledge and skill to the depth of the standards as measured by interim assessments.	GLTs, ILT, PLT, Humanities Dept., Math Dept.	May	Select Status
Action Step 1	DOK: Plan/Learn: BOY PD focus on DOK, review of resources explaining rigor of student tasks; Vertical planning and task analysis within students' Short-term Learning Plans on whole staff PD days	GLTs, departments	Week 0 in August and then ongoing	Select Status
Action Step 2	Instructional Schedules and PL Framework: Plan/Learn Review instructional block schedules within content areas and Personalized Learning framework to ensure time is allotted for application work, math talks, literature discussions, etc	GLTs, PL Coordinator	Week 0 in August and then ongoing	Select Status
Action Step 3	Rigorous student tasks - Plan/Learn: In GLTs and on bi-annual half day planning day with sub coverage to backwards map for student tasks aligned to priority standards in the interim assessment; Do: Teacher implements lesson with the student task; Study: GLT analysis of student learning outcomes with student task; department analysis of tasks and standards based grading on PD days throughout the year; Share/Act: Share outcomes with students in PL conferencing, adjust instruction as needed to support student personalized learning goals	GLTs, ILT, PL Coordinator	December, May	Select Status
Action Step 4	Interim Assessments - Plan/Learn half day planning to review and revise as needed to match current year standards and tasks; Do: Administer across 3-8 core content areas; Study: collaboratively analyze results using protocol; Share/Act: Share results with stakeholders including data in their learner profiles; adjust PD plan as needed to support goals for student transfer of standards knowledge and skills at grade level	GLTs,	November, February	Select Status
Action Step 5	Peer Observations around rigor tasks - Plan/Learn norms, protocols, schedule; Do: Rounds of observation, notetaking aligned to the Personalized learning framework while observing; Study: Collaborative analysis of observation and trends identified, problem-solving around challenging aspects to managing the rigor of the task; Share/Act: Share trends school-wide and adjust PD plan as needed to support goals for rigorous tasks	PL	December, May	Select Status
Action Step 6	Form Reading PLC- Using the anchor text in grades K-5 of 'Shifting the Balance' to align our literacy block to the science of reading research	3-5 Humanities teachers	May	Select Status
Action Step 7				Select Status
Implementation Milestone 2	All students will be engaged in personalized learning that is inclusive, identity affirming, and culturally responsive leading to a decrease in opportunity gaps for students in our Latinx and Black student groups as 100% of teachers and support staff will engage in a cycle of learning around equitable instruction and culturally relevant practices	ILT, GLT, Climate	May	Select Status
Action Step 1	Culturally Responsive Practices: Plan/Learn: Using the CPS Instructional Equity Rubric and the HILL model checklist to evaluate current units of instruction; Do: Identify gaps in CRE within our units and make improvements; Study: Observe and document changes in student engagement with curricular adjustments made; Act/Share: Share adjustments and outcomes with other teams, with students, share practices with each other	ILT, GLTs	December, May	Select Status
Action Step 2	"Unearthing Joy": Engage in book study using "Unearthing Joy" as an anchor text for goal to become more culturally responsive in our practices	ILT, GLTs	May	Select Status
Action Step 3	Quarterly review of grades and attendance overall and within targeted student groups using protocol, set action steps or commitments as a result of analysis, progress monitor at each quarter on those commitments	GLT	October, December, March, June	Select Status
Action Step 4	Amplifying Student Voice: Plan/Learn: Teachers and middle school students will analyze Student Voice data collected and determine student priorities and plan for student participation in school activities and events; Do: Students provide input on school events/activities and participate in committees planning for them; Study: Analyze Cultivate data for student voice improvements; Act/Share: Share progress on student voice with all GLTs and with stakeholders through personalized learning conferences and profiles	Climate Team, GLTs	October, January, June	Select Status
Action Step 5				Select Status

Implementation Milestone 3	Personalized Learning Framework: All students will have learner profiles, lead their conferences, progress monitor their learning path, and create short term learning plans as 100% of teachers will engage in cycle of learning around the personalized learning framework that strengthens tailored and authentic learning in place and improves social/emotional learning and learner agency	PL	May	Select Status
Action Step 1	Second Step implementation: All K-8 classrooms will engage in explicit SEL instruction using Second Step as a the curricular resource aligned to Responsive Classroom and Personalized Learning levels of autonomy	PL	September	Select Status
Action Step 2	Peer Observations: All teachers will engage in quarterly peer observations, gathering evidence of the Personalized Learning Framework and it's effectiveness related to CIWP priorities for rigorous tasks and culturally relevant and engaging instrucion.	PL	October, December, March, May	Select Status
Action Step 3	Create Learner Profiles for 100% of students, and update regularly between teacher, student, and trusted collaborator to build relationships and inform instruction; Personalized Learner Profiles will have evidence to define students' levels of autonomy	PL	ongoing	Select Status
Action Step 4	Conferencing: 100% of students will have a routine conferencing schedule with their teachers, and will be able to schedule "additional" conferences as desired. All students will regularly take the lead on their conferences by setting the purpose and/or developing the agenda topics.	PL	ongoing	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

SY25 Anticipated Milestones	Application of identity, skill, intellect, criticality, and joy in unit plans	
SY26 Anticipated Milestones	[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]	

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](#).
 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
Within three years, 70% of Burr students will meet/exceed grade level expectations in literacy achievement as measured by the IAR annually; 55% of African American students will meet/exceed and 60% of Latinx students will meet/exceed	No	IAR (English)	African American	41%	46%	51%	55%
			Latinx	47%	52%	57%	60%
Within three years, 55% of Burr students will meet/exceed grade level expecations in mathematics as measured by the IAR annually; 45% of African American students will meet/exceed and 40% of Latinx students will meet/exceed	No	IAR (Math)	African American	30%	35%	40%	45%
			Latinx	26%	31%	36%	40%

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.	100% of unit plans will have standards based objectives and provide evidence of student accessing high levels of DOK. Observations (admin pop ins, peer observations and network rigor walks) will be used to observe and see 100% of	100% of unit plans will have standards based tasks and provide evidence of student accessing high levels of DOK. Observations (admin pop ins, peer observations and network rigor walks) will be used to observe and see 100% of	100% of unit plans will have integrated SEL standards based tasks and provide evidence of student accessing high levels of DOK. Middle school unit plans will have integrated service learning standards.

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.	Using the HILL model, 100% of teachers will have conducted an equity audit on their unit plans 60% of teachers will use student voice to help co-create and lead the four signature PL practices	Using the HILL model, 100% of teachers will use equity data collected to revise their unit plans 80% of teachers will use student voice to help co-create and lead the four signature PL practices	Using the HILL model, 100% of teachers will complete ongoing revisions to ensure all units are equitable. 100% of teachers will use student voice to help co-create and lead the four
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	100% of teachers will provide evidence of rigorous tasks and assessments aligned to the standards assessed in the interim assessments. Students will demonstrate mastery through their learner profile artifacts and/or PLPs	100% of students will demonstrate mastery through their learner profile artifacts AND PLPs	100% of students will be able to demonstrate and explain their mastery levels through their learner profile artifacts AND PLPs to stakeholders

[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
Within three years, 70% of all students will meet/exceed grade level expectations in literacy achievement as measured by the IAR annually; 55% of African American students will meet/exceed and 60% of Latinx students will meet/exceed grade level expectations in mathematics as measured by the IAR annually; 45% of African American students will meet/exceed and 40% of Latinx students will meet/exceed	IAR (English)	African American	41%	46%	Select Status	Select Status	Select Status	Select Status
		Latinx	47%	52%	Select Status	Select Status	Select Status	Select Status
	IAR (Math)	African American	30%	35%	Select Status	Select Status	Select Status	Select Status
		Latinx	26%	31%	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.	100% of unit plans will have standards based objectives and provide evidence of student accessing high levels of DOK. Observations (admin pop ins, peer observations and network rigor walks) will be used to observe and see 100% of classrooms using	Select Status	Select Status	Select Status	Select Status
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.	Using the HILL model, 100% of teachers will have conducted an equity audit on their unit plans 60% of teachers will use student voice to help co-create and lead the four signature PL practices	Select Status	Select Status	Select Status	Select Status
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	100% of teachers will provide evidence of rigorous tasks and assessments aligned to the standards assessed in the interim assessments. Students will demonstrate mastery through their learner profile	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
Yes	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
No	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
No	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

We have developed strong MTSS systems and structures especially in providing academic intervention. More work is needed to ensure the interventions delivered are research based, especially in math. Once we have a standards-based tier 1 SEL curriculum in place, more work is needed to ensure we have a stronger system of interventions for SEL. While we have strong Tier 1 instruction in place we need to ensure it meets the needs of all students including our students of color, DLs and ELs.

What is the feedback from your stakeholders?

More development is needed for teachers to support our EL learners including encouraging more teachers to acquire EL endorsements, increase student access to language objectives and supports. More work is needed to ensure that IEP/504 accommodations and/or modifications are evident throughout short term learning plans.

What student-centered problems have surfaced during this reflection?

EL students are not working toward language objectives within personalized learning short term learning plans causing them to struggle with access to grade level content and stay on track with English language acquisition. (Overall math is 41%; EL math is 20%; Overall reading is 58%; Overall EL is 35% on IAR and 18% of EL students reached proficiency on Access; 50% of EL students below grade level in math on iReady at BOY were at or above by EOY compared to 80% of non-EL students reaching proficiency; 75% of EL students who were below grade level on iReady in reading at BOY were at or above by EOY compared to 84% of non-EL students reaching proficiency. DL students are struggling to access grade level tasks consistently even with accommodations and/or modifications written in IEPs and 504s and as a result are showing the highest range of opportunity gap among our student groups (overall math is 41%, DL math is 18%; Overall reading is 58%, DL reading is 26%)

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?

An ELPT provides direct supports to EL students. We saw an increase in EL students meeting grade level expectations on IAR. Burr has almost full inclusion in place. We saw a significant decrease in DL students not meeting on IAR.

[Return to Top](#)

Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

El students are not working toward language objectives within personalized learning short term learning plans causing them to struggle with access to grade level content and stay on track with English language acquisition. (Overall math is 41%; EL math is 20%; Overall reading is 58%; Overall EL is 35% on IAR and 18% of EL students reached proficiency on Access; 50% of EL students below grade level in math on iReady at BOY were at or above by EOY compared to 80% of non-EL students reaching proficiency; 75% of EL students who were below grade level on iReady in reading at BOY were at or above by EOY compared to 84% of non-EL students reaching proficiency. DL students are struggling to access grade level tasks consistently even with accommodations and/or modifications written in IEPs and 504s and as a result are showing the highest range of opportunity gap among our student groups (overall math is 41%, DL math is 18%; Overall reading is 58%, DL reading is 26%)



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...

We identify learning objectives aligned to standards and use balanced assessment consistently across grade level and content areas which leads to current gains in overall achievement success, however, we do not include language objectives or model performance indicators for English Learners consistently in short term learning plans, and do not always include accommodations and modifications needed for students with 504s or IEPs. We can improve our use of high-leverage instructional strategies to support access to grade-level curriculum for all students.



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....

learn and research best practices to strengthen personalized learning plans and learning tasks to reflect appropriate language objectives and performance indicators for EL students and accommodations for EL and DL students, that will support our ELs and DLs access to grade level instruction.



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...

teachers implementing strategies that will support student access to tasks and assessments within student short term learning plans that allow all students to practice and demonstrate mastery through different modalities within homogeneous and heterogeneous groupings; and an increase of implemented supports aligned to EL students' ELP levels and DL students' IEPs and 504s



which leads to...

EL and DL students engaging fully in grade level rigorous tasks, leading conferences that include reflection on the accommodations and modifications they need to meet their goals, and demonstrating mastery of standards on classroom assessments. 📌

[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; ILT; Personalized Learning; GLT;

Dates for Progress Monitoring Check Ins
 Q1 10/18/23 Q3 3/28/24
 Q2 12/20/23 Q4 6/5/24

	SY24 Implementation Milestones & Action Steps 📌	Who 📌	By When 📌	Progress Monitoring
Implementation Milestone 1	By the end of the 23/24 SY, 100% of teachers will plan and implement instruction that includes WIDA standards, language objectives, and model performance indicators using students' ELP and classroom assessments to inform scaffolds for access, improving EL outcomes on classroom assessments of standards mastery	ELPT, PL, ILT, GLT	May	Select Status
Action Step 1	Build capacity of staff to understand Access test and scores, ELP levels, and WIDA terminology.	ELPT	August-September	Select Status
Action Step 2	Engage teams in analysis of Access data and application for collaborative planning for Units and STLPs, including aligned language objectives	ELPT and PL coordinator	August-September	Select Status
Action Step 3	Review structure of content blocks. Intentionally plan time for heterogenous groupings that will strategically build student proficiencies within the personalized learning framework.	ILT and GLTs	August-September	Select Status
Action Step 4	Identify key assessments in Unit plans and collaboratively modify for ELP levels	ELPT and GLT	ongoing	Select Status
Action Step 5	Use the CPS Instructional Equity Rubric for reviewing curriculum and practices for our English Learners, identifying areas for improvement and areas of current strength and adjusting plans to meet the criteria	ILT and GLTs	ongoing	Select Status
Implementation Milestone 2	By the end of the 23/24 SY, 100% of teachers will plan and implement instruction that includes research based instructional strategies to help accommodate and modify assessments and learning plans to inform scaffolds for access, improving DL outcomes on classroom assessments of standards mastery	LBS1 Team, PL, ILT, social worker, ELPT	May	Select Status
Action Step 1	Build capacity of staff to understand IEP and 504 documents, aligned accommodations and modifications, and best practices to support Diverse Learners	LBS1s and RSP along with Gen. Ed. teachers	August-September	Select Status
Action Step 2	Engage teams in analysis of IEP and 504 plans and application for collaborative planning for Units and STLPs, including accommodations and modifications within student tasks and assessments. Ongoing updates when new documents become finalized.	LBS1s and PL Coordinator	September and ongoing	Select Status
Action Step 3	Review structure of content blocks. Intentionally plan and implement time for heterogenous groupings that will strategically build student proficiencies within personal learning framework.	ILT and GLTs	January	Select Status
Action Step 4	Identify key assessments in Unit plans and collaboratively modify for DL's	ELPT and GLT	ongoing	Select Status
Action Step 5	Use the CPS Instructional Equity Rubric for reviewing curriculum	ILT and GLTs	ongoing	Select Status
Action Step 6	Collaborative planning between teachers and social worker, reviewing 504s, including accommodations, implementation within lesson plans and student led conference on using their accommodation	social worker, GLTs	December, May	Select Status
Action Step 7				Select Status
Implementation Milestone 3				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
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones 📌

SY26 Anticipated Milestones



[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
Within three years, 70% of Burr students will meet/exceed grade level literacy expectations as measured on the annual IAR test; 45% of English Learners will meet/exceed expectations and students with an IEP who do not meet expectations will decrease from 36% to 25% grade level literacy expectations	No	IAR (English)	English Learners	32%	37%	42%	45%
			Students with an IEP	36% (goal to decrease)	32%	28%	25%
Within three years, 55% of Burr students will meet/exceed grade level mathematics expectations as measured on the annual IAR test; 35% of English Learners will meet/exceed and students with IEP who do not meet expectations will decrease from 40% to 32% grade level	No	IAR (Math)	English Learners	21%	26%	31%	35%
			Students with an IEP	40% (goal to decrease)	37%	34%	32%

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:7 There are language objectives (that demonstrate HOW students will use language) across the content.	100% of teachers will have language objectives embedded in literacy and math by MOY. By EOY 100% of teachers will be offering supports and specific EL strategies aligned to their language objectives.	100% of teachers will be offering personalized supports and specific EL strategies aligned to their language objectives and ACCESS scores.	EL students are able to identify the supports needed and be able to articulate in their PL documents.
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	Co-Planning for STLPs will reflect accommodations. By EOY 100% of STLPs will include accommodations.	By EOY 100% of conference notes will reflect discussion of progress with IEP goals and reflection on accommodations.	Teachers expect that 100% of students with IEPs and 504s are able to identify their preferred supports needed and be able to articulate them in their PL documents.
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
Within three years, 70% of Burr students will meet/exceed grade level literacy expectations as measured on the annual IAR test; 45% of English Learners will meet/exceed expectations and students with an IEP who do not meet expectations will decrease from 36% to 25% grade level literacy expectations	IAR (English)	English Learners	32%	37%	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	36% (goal to decrease)	32%	Select Status	Select Status	Select Status	Select Status
Within three years, 55% of Burr students will meet/exceed grade level		English Learners	21%	26%	Select Status	Select Status	Select Status	Select Status

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>				Inclusive & Supportive Learning Environment						
Reflection	Root Cause	Implementation Plan													
Students will meet/exceed grade level mathematics expectations as measured on the annual IAR test; 35% of English Learners will meet/exceed and students with IEP who do not meet expectations will decrease from 40% to 32% grade level			IAR (Math)	Students with an IEP	40% (goal to decrease)	37%		Select Status	Select Status	Select Status	Select Status				

Identified Practices	Practice Goals	Progress Monitoring			
		Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	SY24 100% of teachers will have language objectives embedded in literacy and math by MOY. By EOY 100% of teachers will be offering supports and specific EL strategies aligned to their language objectives.	Select Status	Select Status	Select Status	Select Status
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	Co-Planning for STLPs will reflect accommodations. By EOY 100% of STLPs will include accommodations.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status