

## 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                      |
|------------------------|--|----------------------------|
| Sylvia Orozco-Garcia   | Principal                                | sorozco-garcia@cps.edu     |
| Brandi Whitfield-Lewis | AP                                       | bbwhitfield@cps.edu        |
| Michael Vargas         | LSC Member                               | mvargas9@cps.edu           |
| Lorena Perez           | Primary Lead ILT Teacher                 | lcperez1@cps.edu           |
| Maribel Rivera         | Network 8 - Instructional Support Leader | mriviera9@cps.edu          |
| Elissa Rodriguez-Hadac | Inclusive & Supportive Learning Lead     | eahadac@cps.edu            |
| Kurt Gedig             | Curriculum & Instruction Lead            | ksgedig@cps.edu            |
| Liana Ramirez          | Connectedness & Wellbeing Lead           | lramirez9@cps.edu          |
| Elizabeth Rosales      | Teacher Leader                           | ehrosales@cps.edu          |
| Magaly Mendez          | Parent/LSC Chairperson                   | mrs.magalymendez@gmail.com |
| Maria Louisa Dominguez | Dual Language Coordinator                | mldominguez1@cps.edu       |
| Annabel Flores         | Teacher Leader                           | aflores401@cps.edu         |

## Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

| CIWP Components  | Planned Start Date | Planned Completion Date |
|--|--------------------|-------------------------|
| Team & Schedule  | 4/1/23             | 5/1/23                  |
| Reflection: Curriculum & Instruction (Instructional Core)        | 6/28/23            | 7/14/23                 |
| Reflection: Inclusive & Supportive Learning (Instructional Core) | 6/28/23            | 7/14/23                 |
| Reflection: Connectedness & Wellbeing                            | 6/28/23            | 7/14/23                 |
| Reflection: Postsecondary Success                                | 6/28/23            | 7/14/23                 |
| Reflection: Partnerships & Engagement                            | 6/28/23            | 7/14/23                 |
| Priorities   | 7/19/23            | 7/19/23                 |
| Root Cause   | 7/26/23            | 7/26/23                 |
| Theory of Action   | 8/1/23             | 8/4/23                  |
| Implementation Plans   | 8/1/23             | 8/17/23                 |
| Goals  | 8/1/23             | 8/18/23                 |
| Fund Compliance  | 8/17/23            | 9/14/23                 |
| Parent & Family Plan   | 8/1/23             | 8/11/23                 |
| Approval   | 8/17/23            | 9/14/23                 |

## 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 | 10/4/23  |
| Quarter 2 | 11/29/23 |
| Quarter 3 | 3/6/24   |
| Quarter 4 | 5/22/24  |

**Indicators of a Quality CIWP: Reflection on Foundations**

Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.  
 Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.  
 Stakeholders are consulted for the Reflection of Foundations.  
 Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

**Resources**

[Reflection on Foundations Protocol](#)

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**Curriculum & Instruction**

**Using the associated references, is this practice consistently implemented?**

**References**

**What are the takeaways after the review of metrics?**

**Metrics**

|           |  |  |
|-----------|--|--|
| Partially | All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.  | <a href="#">CPS High Quality Curriculum Rubrics</a>  |
| Partially | Students experience grade-level, standards-aligned instruction.  | <a href="#">Rigor Walk Rubric</a><br><a href="#">Teacher Team Learning Cycle Protocols</a><br><a href="#">Quality Indicators Of Specially Designed Instruction</a> |
| Yes       | Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn. | <a href="#">Powerful Practices Rubric</a><br><a href="#">Learning Conditions</a>   |
| Partially | The ILT leads instructional improvement through distributed leadership.  | <a href="#">Continuum of ILT Effectiveness</a><br><a href="#">Distributed Leadership</a>   |
| 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><br><a href="#">ES Assessment Plan Development Guide</a><br><a href="#">HS Assessment Plan Development</a>      |
| No        | Evidence-based assessment for learning practices are enacted daily in every classroom.   | <a href="#">Assessment for Learning Reference Document</a>   |

The iReady math data for K-2 shows an upward trend in the number of students in the red group reducing in the EOY assessment. However, the percentage of students in Kindergarten who are at grade level is 18.4%, 1st grade at grade level 9.7%, and 2nd grade at grade level 12.3%. The majority of students are performing one and two grade levels below. Students are not making sufficient progress with the support they are given. Similarly for iReady Reading, data indicated that not as many students were in the red category from the BOY to EOY data. At grade level percentages from kindergarten is 30.6%, 1st grade 11.7% and 2nd grade at 21.1% As such many students are still not performing at grade level, and are one to two grade levels below.

**What is the feedback from your stakeholders?**

The ILT lacked consistent representation from grade levels due to attendance of teachers or other issues, which compromised disseminating information to grade levels. Therefore Grade Level Meetings will be planned to focus on delivering consistent messaging around curriculum, standard aligned materials and expectations for implementations. Teachers will have time to bring back student work to evaluate as a team what improvements need to be made to make the best academic decisions for students. Not all teachers had or have access to a high quality curriculum that was standards-aligned and culturally responsive as some grades had to implement teacher-created lessons and materials. Teachers relied heavily on their own teacher created units which have not been updated to reflect all of the SLA Standards and the CCSS.

**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?**

Special emphasis needs to be given to our EL/DL groups. We are trying to address gaps of knowledge and test taking strategies for our students who are among the lowest scoring percentiles. iReady, STAR 360 and other district mandated tests are areas where the DL team tries their best to support students but those assessments do not always give a positive reflection on their true growth. This past year we ensured all teachers in grades K- 5th followed Math Scope and Sequence and provided common benchmark assessments per grade levels. Assessments were standards based. 6th - 8th grade received a new Reading/SLA curriculum with professional development.

- [iAR \(Math\)](#)
- [iAR \(English\)](#)
- Rigor Walk Data (School Level Data)
- [PSAT \(EBRW\)](#)
- [PSAT \(Math\)](#)
- [STAR \(Reading\)](#)
- [STAR \(Math\)](#)
- [iReady \(Reading\)](#)
- [iReady \(Math\)](#)
- [Cultivate](#)
- [Grades](#)
- [ACCESS](#)
- [TS Gold](#)
- [Interim Assessment Data](#)

**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.

Not all students are receiving the same quality, rigor and responsiveness when it comes to instruction due to lack of curriculum and materials. Not all students are being assessed using evidence-based assessments as assessments are different across grade levels and vary across classrooms.

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**Inclusive & Supportive Learning Environment**

**Using the associated references, is this practice consistently implemented?**

**References**

**What are the takeaways after the review of metrics?**

**Metrics**

|           |  |   |
|-----------|--|---|
| Partially | School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo. | <a href="#">MTSS Integrity Memo</a><br><a href="#">MTSS Continuum</a><br><a href="#">Roots Survey</a> |
|           |  | <a href="#">MTSS Integrity Memo</a>   |

[takeaways reflecting most students; takeaways reflecting specific student groups] Teams are creating and monitoring. Teams are creating, implementing and monitoring...now we need to ensure all individuals feel comfortable in BrM. Tier 2 and 3 students' families need to be given an informational MEMO in order to switch between Tiers.

- Unit/Lesson Inventory for Language Objectives (School Level Data)
- [MTSS Continuum](#)
- [Roots Survey](#)
- [ACCESS](#)

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

**What is the feedback from your stakeholders?**

*[feedback trends across stakeholders; feedback trends across specific stakeholder groups] BrM was fairly new to our staff this year and some teachers were not implementing with fidelity. Teachers requested additional PD, however the district only offers virtual. We have a strong MTSS team which states that using BrM is going well at our school, we just need to make sure we communicate this to our parents and students.*

**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?**

*[impact on most students; impact on specific student groups] We continue to work with WIDA standards as we are a Dual Language Academy. Teachers and their coteachers plan for instruction that is supportive of language acquisition and application for all our students, EL/DL alike.*

**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.

*[problems experienced by most students; problems experienced by specific student groups] Teachers are not implementing with fidelity information into BrM. SEL interventions are not being tracked in BrM consistently. All staff does not consistently use progress monitoring of all of our students using BrM and readjusting data groups to offer additional tiered interventions when needed, after initial data groups are created.*

- [MTSS Academic Tier Movement](#)
- [Annual Evaluation of Compliance \(ODLSS\)](#)
- [Quality Indicators of Specially Designed Curriculum](#)
- [EL Program Review Tool](#)

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

| Using the associated references, is this practice consistently implemented? | References   |
|---|--|
| Partially   | <a href="#">BHT Key Component Assessment</a><br><a href="#">SEL Teaming Structure</a>  |
| Partially   | Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.   |
| Yes   | All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs. |

**What are the takeaways after the review of metrics?**

Tier 1-2 support and interventions are being halted due to lack of people on other committees, as our counselor, social worker and student advocate are on Climate and Culture, SEL and Behavioral Health. More staff at these meetings and committees would mean less responsibilities for them, and more help for the general student population.

We have all systems and supports in place, but they need attention and support.

**What is the feedback from your stakeholders?**

More teachers need to be involved in committees like Climate and Culture, so more focus can be placed on SEL efforts and Tier 1-2 Interventions and supports.

SEL lesson plans need to be included in weekly lesson plans to ensure goals are met and curriculum are being used.

Flow chart needs to be created for absentee protocol and re-entry plan.

- Metrics**
- [% 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](#)
  - [Reconnected by 20th Day, Reconnected after 8 out of 10 days absent](#)
  - [Cultivate \(Belonging & Identity\)](#)
  - Staff trained on alternatives to exclusionary discipline (School Level Data)
  - [Enrichment Program Participation: Enrollment & Attendance](#)

|  |  |   |   |
|--|--|---|---|
| No   | Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.   |   | <a href="#">Student Voice Infrastructure</a><br><br><a href="#">Reduction in number of students with dropout codes at EOY</a> |
| <b>What student-centered problems have surfaced during this reflection?</b><br>If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.   |  | <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 general classroom (Tiers 1-2) is not receiving as much support as they should be as the BHT and Climate and Culture Committee are spread very thin with emergencies and 1-on-1 interventions.<br><br>There is no intentional re-entry plan to help facilitate continued attendance of chronic absentees, nor is there an academic plan for them. | [impact on most students; impact on specific student groups] Encouraging staff to sign up for committees.<br><br>More help from staff on mentioned committees will allow more students with specific needs to be seen by the BHT, more whole-classroom supports, and more engaging Climate and Culture activities and events.<br><br>Flow chart needs to be created for absentee protocol and re-entry plan. |   |   |

[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><br><br>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).  | We are in year 3 of implementation of Success Bound and have been implemented with fidelity. We also have Naviance and each student is provided with the opportunity to use the Individualized Learning Plans in the program. Now teachers are using the programs and teaching it with 80 to 90% fidelity. The counselor transitioned the role to the Middle Schools Teachers. The counselor can verify how many of the teachers completed the Naviance task and surveys. 6th - 8th grade all students need an Individualized Learning Plan. The Counselor also works with the students for High School Planning. We need to emphasize college and career readiness starting in the younger grades. We need to start doing Success Bound with the 3rd - 5th grade, we can make a plan with the teachers - this is a Tier 1 program. We are also using the Junior Achievement career and financial management programs per grade levels on a yearly basis. This is a program we will continue.  | <a href="#">Graduation Rate</a><br><br><a href="#">Program Inquiry: Programs/participation/attainment rates of % of ECCE</a><br><br><a href="#">3 - 8 On Track</a><br><br><a href="#">Learn, Plan, Succeed</a><br><br><a href="#">% of KPIs Completed (12th Grade)</a><br><br><a href="#">College Enrollment and Persistence Rate</a> |
| Yes   | <a href="#">Individualized Learning Plans</a><br><br>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>   |
| Partially   | <a href="#">Work Based Learning Toolkit</a><br><br>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><br><br>As a school we need to create an awareness of the importance of the Middle School learning plan for all the grades and build post-secondary learning/career opportunities into our curriculum starting in primary grades. Over the last 3 years, 6-8th is using Naviance more and more. Success Bound has been embedded with all teachers with the help of our school counselor.  | <a href="#">Cultivate (Relevance to the Future)</a><br><br>Freshmen Connection Programs Offered (School Level Data)   |
| N/A   | Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).   |  |   |
| N/A   | <a href="#">ECCE Certification List</a><br><br>Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).   |  |   |
| N/A   | <a href="#">PLT Assessment Rubric</a><br><br>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). | <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><br><br>We need to work to create a career and college culture starting in the primary grades with school-wide events. These events can focus on quarterly speakers, resources or options to expand awareness. Older students need to go to visit college and universities, have military programs come in and add in people in the neighborhood programs. Have grade levels become different colleges. Plan and or invite different professionals to come in and speak to all student bodies. Encourage staff to have college days to highlight universities. Focus on Career and College with a balance for all students. Be very intentionally about speakers. Use banners from different colleges to highlight the schools. Have teacher highlight other fields they have done prior to the career they are in now. Have ways for different pathways to be highlighted at our school. |   |
| N/A   | <a href="#">Alumni Support Initiative One Pager</a><br><br>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).  |  |   |

**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.  
 One problem that has surfaced for our students is that all of our students K-8 grade do not have exposure to all of the career fields, college and trades available to them. We do not have a concrete plan for other students than 6th - 8th grades.

## Partnership & Engagement

| Using the associated references, is this practice consistently implemented?  | References   | What are the takeaways after the review of metrics?  | Metrics   |
|--|--|--|---|
| Yes  | <p>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.</p>                  | <p>Calmecca does proactively foster relationships with families by inviting them to serve on the PAC, BAC and cultivate invitations to the LSC. We are also bringing in the Volunteer Programs to support Parent engagement. We have long-standing partnerships with CASA and Changing Worlds which brings identity and culture through the Mural, Folklorico, Mariachi after school programs. We celebrate culture and family engagement through recognition of identity such as Day of the Dead, Day of the Child and Mexican Mother's Day. We have also become more inclusive of celebrating Black History, Chinese New Year and Hispanic Heritage month and inviting our families to come in and be a part of those celebrations. We celebrate our parents and volunteers at an end of the year ceremony (Pancake Breakfast). Our work is being led more by our Student Voice Committee but we need more from them.</p> <p>We may need to invest in programs that help support student/family engagement as well as increase academics. We should consider investigating CBOs that provide tutoring during the day, mentoring, yoga, dance, garden, etc for enhancement of community and student engagement. We need to have opportunities to survey the staff, community and families to determine what our areas of needs are.</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>   |
| Partially  | <p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>  | <p><a href="#">Reimagining With Community Toolkit</a></p>  | <p><a href="#">5E: Supportive Environment</a></p> <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> |
| Partially  | <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 &amp; CIWP).</p> | <p><a href="#">Student Voice Infrastructure Rubric</a></p> <p><b>What is the feedback from your stakeholders?</b></p> <p>We do have a Student Voice Committee for 5th - 8th grade and a student member on the LSC. Student Voice has been a part of planning spirit weeks and moving forward will be a part of our SEL Committee (communicate - over the income and be a part of the tracking for improvement)</p>   | <p>Formal and informal family and community feedback received locally. (School Level Data)</p>  |
| <p><b>What student-centered problems have surfaced during this reflection?</b><br/>If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</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>Creating student voice for all grade levels with a committee or Student Council Group. Younger students are not as involved as the older students. Older students need more volunteer projects.</p> |  | <p>What, if any, related improvement efforts are in progress? We need to be more mi</p>  |   |

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

|           |  |
|-----------|--|
| Partially | 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.  |
| Yes       | Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn. |
| Partially | 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.             |
| No        | Evidence-based assessment for learning practices are enacted daily in every classroom.   |

What are the takeaways after the review of metrics?

The iReady math data for K-2 shows an upward trend in the number of students in the red group reducing in the EOY assessment. However, the percentage of students in Kindergarten who are at grade level is 18.4%, 1st grade at grade level 9.7%, and 2nd grade at grade level is 12.3%. The majority of students are performing one and two grade levels below. Students are not making sufficient progress with the support they are given. Similarly for iReady Reading, data indicated that not as many students were in the red category from the BOY to EOY data. At grade level percentages from kindergarten is 30.6%, 1st grade 11.7% and 2nd grade at 21.1%. As such many students are still not performing at grade level, and are one to two grade levels below.

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What student-centered problems have surfaced during this reflection?

Not all students are receiving the same quality, rigor and responsiveness when it comes to instruction due to lack of curriculum and materials. Not all students are being assessed using evidence-based assessments as assessments are different across grade levels and vary across classrooms.

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?

Special emphasis needs to be given to our EL/DL groups. We are trying to address gaps of knowledge and test taking strategies for our students who are among the lowest scoring percentiles. iReady, STAR 360 and other district mandated tests are areas where the DL team tries their best to support students but those assessments do not always give a positive reflection on their true growth. This past year we ensured all teachers in grades K- 5th followed Math Scope and Sequence and provided common benchmark assessments per grade levels. Assessments were standards based. 6th - 8th grade received a new Reading/SLA curriculum with professional development.

Return to Top Determine Priorities

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

**Students...**  
Tier 1 instruction lacks a scope and sequence in ELA/SLA with common formative assessments, standards and goals in Kindergarten - Fifth Grade classrooms. Not all students are receiving the same quality, rigor and responsiveness when it comes to instruction due to lack of targeted universal curriculum/materials in ELA/SLA in Kindergarten - Fifth grade classrooms. Students need additional support in ELA/SLA with Tier 2 reading interventions as evidenced by i-Ready and Star 360 data, as well as classroom observations. Not all students are being assessed using evidence-based assessments as assessments are different across grade levels and vary across classrooms.

Resources:

[Determine Priorities Protocol](#)

**Indicators of a Quality CIWP: Determine Priorities**  
Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.  
Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).  
For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.  
Priorities are determined by impact on students' daily experiences.

Return to Top Root Cause

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

**As adults in the building, we...**  
We will: 1. Use data to inform instructional decisions. 2. Develop intentional lesson plans based on grade level standards. 3. Create differentiated supports for both intervention and enrichment opportunities. 5. Create opportunities for teacher teams to have vertical and horizontal collaboration to analyze data and plan for instruction. 6. Receive training on unpacking standards and creating standards aligned tasks and assessments. 7. Receive training on interpreting data and how to use it to inform next steps.

Resources:

[5 Whys Root Cause Protocol](#)

**Indicators of a Quality CIWP: Root Cause Analysis**  
Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.  
The root cause is based on evidence found when examining the student-centered problem.  
Root causes are specific statements about adult practice.  
Root causes are within the school's control.

Return to Top Theory of Action

What is your Theory of Action?

**If we....**  
faithfully implement a core ELA/SLA K-5 curriculum which promotes attainment of the three core goals of dual language program, has a high quality scope and sequence aligned new CCSS/SLA standards with embedded assessments and opportunities for differentiation... curriculum with our students with high quality, standard aligned, instructional core curriculum, with time to plan and get professional

Resources:

**Indicators of a Quality CIWP: Theory of Action**  
Theory of Action is grounded in research or evidence based practices.

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

development vertically and horizontally If we find a curriculum that is standards-based and promotes attainment of the three core goals of dual language education then we see our program has a process

then we see....

students engaged in core curriculum and interventions, teachers differentiating instruction, implementing supports, and adjusting their instruction based off data, which will result in a higher number of students achieving mastery on standards - based classroom assignments and achieving growth on assessments.

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

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

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

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

which leads to...

an increased amount of students reading in Spanish and English on grade level as evidenced by interim assessments, and formative/summative data. We will also see a higher number of students performing at or near grade level as evidenced by interim curriculum assessments, consistent growth on iReady and STAR360 and or an increase at/above grade level on iReady and 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**

Instructional Leadership/MTSS Teams

**Dates for Progress Monitoring Check Ins**

Q1 10/4/23 Q3 3/6/24  
Q2 11/29/23 Q4 5/22/24

**SY24 Implementation Milestones & Action Steps**

**Who**

**By When**

**Progress Monitoring**

|                                   |   |   |                            |             |
|-----------------------------------|---|---|----------------------------|-------------|
| <b>Implementation Milestone 1</b> | 80% of teachers will effectively implement core curriculum in Tier 1 instruction.   | Teachers and Admin/Coaches                                | Quarter 2 2023             | In Progress |
| <b>Action Step 1</b>              | 100% of teachers will attend Week 0 professional development and implementation training  | Teachers and Admin/Coaches                                | August 2023 - Week 0       | Completed   |
| <b>Action Step 2</b>              | 80% of teachers will attend on-going professional training for curriculum implemen  | Teachers and Admin/Coaches                                | August 2023 - May 2024     | In Progress |
| <b>Action Step 3</b>              | Admin/ or assigned coaches will review and provide weekly feedback on teachers lesson/unit plans to ensure use of the core curriculum during GLTs, on weekly basis  | Admin & Coaches   | September 2023 - May 2024  | In Progress |
| <b>Action Step 4</b>              | ILT/Coaches and Admin conduct (internal) learning walks to observe, collect data, provide feedback during GLTs on implementation of core curriculum, monthly  | Admin & Coaches   | September 2023 - May 2024  | In Progress |
| <b>Action Step 5</b>              | Admin and Coaches will build in time for team/teacher reflection in either Flex Day   | Admin & Coaches   | October 2023 - May 2024    | In Progress |
| <b>Implementation Milestone 2</b> | 80% of teachers will participate in Data - Driven cycles using curriculum common formative assessments in Grade Level Meetings a minimum of one time per month  | Admin/Coaches and ILT with Teachers                       | October 2023 - May 2024    | Not Started |
| <b>Action Step 1</b>              | 80% of teachers will bring student work samples to grade level meetings to analyze. The remaining 20% will get tiered coaching support for how to analyze student work.   | Coaches/Admin and Teachers                                | Quarter two                | Not Started |
| <b>Action Step 2</b>              | Admin and coaches will use protocols such as See It Name It Do It with 100% of the teachers to unpack standards, determine mastery of students and analyze student misconceptions in Grade Level Meetings once per month. | Admin and Coaches   | October 2023 - May 2024    | Not Started |
| <b>Action Step 3</b>              | 80% of teachers will create re-teaching plans using student work for tiered instruction and or regrouping for interventions. The remaining 20% will get support from coaches on how to regroup students using data.       | Coaches/Admin and Teachers                                | October 2023 - May 2024    | Not Started |
| <b>Action Step 4</b>              | Coaches/Admin and Teachers will review 100% of the priority groups of student achievement level data in flex/day and or grade level meetings quarterly.   | Coaches/Admin and Teachers                                | October 2023 - May 2024    | Not Started |
| <b>Action Step 5</b>              | ILT/LSC, Grade Level Teams and Student Voice will participate in 2 data reviews as part of year one implementation of curriculum  | Admin Teams, ILT/LSC, Grade Level Teams and Student Voice | December 2023 and May 2024 | Not Started |
| <b>Implementation Milestone 3</b> | 80% of teachers will use progress monitoring assessment tools to measure student attainment and growth. Teachers will use small group instruction to meet students individualized academic needs.                         | Teachers, Admin and Coaches                               | Quarter two, three & four  | Not Started |
| <b>Action Step 1</b>              | 80% of teachers will review and monitoring BOY and EOY data from i-Ready and Star 360 to create small group to target increase academic achievement at flex day or grade level meeting                                    | Teachers and Admin  | October 2023 - May 2024    | Not Started |
| <b>Action Step 2</b>              | 80% of teachers will document in BrM interventions for students who fall below 70% threshold on selected anchor standards   | Teachers and Admin  | October 2023 - May 2024    | Not Started |
| <b>Action Step 3</b>              | 80% of teachers will attend professional development/flex day pd or glm quarterly on analyzing interim and CFA (Common Formative Assessments)   | Teachers and Admin  | October 2023 - May 2024    | Not Started |
| <b>Action Step 4</b>              | 100% of teachers will receive IXL - Week 0 tier intervention PD   | Teachers/Admin  | August 2023                | Completed   |
| <b>Action Step 5</b>              | Instructional Leadership and MTSS Teams will analyze data from Star 360 and iReady assessments to discuss tier levels of students and share at a Flex Day and/or Grade level meeting.                                     | ILT/MTSS and Teachers                                     | Quarter 2 - 4              | Not Started |
| <b>Implementation Milestone 4</b> |   |   |                            | Not Started |
| <b>Action Step 1</b>              |   |   |                            | Not Started |

|               |  |  |  |             |
|---------------|--|--|--|-------------|
| Action Step 2 |  |  |  | Not Started |
| Action Step 3 |  |  |  | Not Started |
| Action Step 4 |  |  |  | Not Started |
| Action Step 5 |  |  |  | Not Started |

**SY25-SY26 Implementation Milestones**

|                                    |   |  |
|------------------------------------|---|--|
| <b>SY25 Anticipated Milestones</b> | <p>100% of teachers effectively implementing the new core curriculum with fidelity resulting in standards based aligned instruction. 100% of teachers are implementing a high quality, standards-aligned Tier 1 culturally relevant curriculum</p> <p>100% teachers are routinely differentiating instruction to meet the varied instructional needs of students</p> <p>Student proficiency will increase by 20% from previous year based on end of the year formative, summative, and large scale assessments</p> <p>Teacher Team Leaders are facilitating data driven Learning Cycles with grade level, grade band, and content band colleagues for all core content areas to monitor progress and make decisions around effective instructional practices for their content area</p>   |  |
| <b>SY26 Anticipated Milestones</b> | <p>An increased amount of students reading in Spanish and English on grade level as evidenced by interim assessments, and formative/summative data. 100% of teachers are implementing a high quality, standards-aligned Tier 1 culturally relevant curriculum</p> <p>100% teachers are routinely differentiating instruction to meet the varied instructional needs of students</p> <p>Student proficiency will increase by 30% from previous year based on end of the year formative, summative, and large scale assessments</p> <p>Teacher Team Leaders are facilitating data driven Learning Cycles with grade level, grade band, and content band colleagues for all core content areas to monitor progress and make decisions around effective instructional practices for their content area</p> <p>50% of students will demonstrate increased content knowledge by participating in content based projects citywide, locally, and/or schoolwide</p> <p>50% of students will show growth toward grade level standards to move away from needing tier 3 support, the other 20% of students will receive intense targeted interventions with built in progress monitoring</p> |  |

[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 |
| All teachers provide Tier 1 instruction including DL and EL students   | Yes <input type="checkbox"/>             | MTSS Academic Tier Movement  | Overall <input type="text"/>                 | Learning Walks                             |                              |      |      |
|  |  |  | Select Group or Overall <input type="text"/> |  |                              |      |      |
| All teachers will progress monitor to decrease the number of students within Tier 2 and 3 who are "below" or "far below" grade level on the iReady or Star 360 and 3-8 off track data reports. | Yes <input type="checkbox"/>             | % of Students receiving Tier 2 and 3 interventions to meet targets | Overall <input type="text"/>                 | BrM/Star 360, iReady and off-track reports |                              |      |      |
|  |  |  | Select Group or Overall <input type="text"/> |  |                              |      |      |

**Practice Goals**

| Identify the Foundations Practice(s) most aligned to your practice goals.  | Specify your practice goal and identify how you will measure progress towards this goal.                        |  |  |
|--|---|--|--|
|  | SY24  | SY25   | SY26   |
| C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.  | Consistent cadence of professional learning and instructional planning meetings to support knowledge of content | Staff will use research-based protocols to support professional learning and analysis of data to support teaching and learning with progress monitoring. | Staff will engage in analyzing student work samples that demonstrate an alignment of standards and lessons that are culturally relevant.   |
| C&I:4 The ILT leads instructional improvement through distributed leadership.  | Teachers/Coaches will receive distributive leadership coaching to support coaching skillset and feedback cycle. | The admin/coaches and ILT team will create a professional development calendar to support the needs of the staff members to lead the work.               | Teachers will engage in progress monitoring based on the strategies taught in order to adjust teaching and learning where needed.          |
| C&I:5 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. | Create a data analysis cycle that supports a balanced assessment system   | Create an assessment calendar that supports standards based instruction.   | Peer to peer observations to support the teaching and learning in each classroom, providing real time and relevant feedback to colleagues. |



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 teachers provide Tier 1 instruction including DL and EL students   | MTSS Academic Tier Movement  | Overall                     | Learning Walks                     |      | Select Status | Select Status | Select Status | Select Status |
|  |  | Select Group or Overall     |                                    |      | Select Status | Select Status | Select Status | Select Status |
| All teachers will progress monitor to decrease the number of students within Tier 2 and 3 who are "below" or "far below" grade level on the iReady or Star 360 and 3-8 off track data reports. | % of Students receiving Tier 2 and 3 interventions to meet targets | Overall                     | BrM/Star 360, iReady and off-track |      | Select Status | Select Status | Select Status | Select Status |
|  |  | Select Group or Overall     |                                    |      | Select Status | Select Status | Select Status | Select Status |

**Practice Goals**

**Progress Monitoring**

| Identified Practices   | SY24  | Quarter 1        | Quarter 2     | Quarter 3     | Quarter 4     |
|--|---|------------------|---------------|---------------|---------------|
| C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.  | Consistent cadence of professional learning and instructional planning meetings to support knowledge of content | Limited Progress | Select Status | Select Status | Select Status |
| C&I:4 The ILT leads instructional improvement through distributed leadership.  | Teachers/Coaches will receive distributive leadership coaching to support coaching skillset and feedback cycle. | On Track         | Select Status | Select Status | Select Status |
| C&I:5 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. | Create a data analysis cycle that supports a balanced assessment system   | Limited Progress | Select Status | Select Status | Select Status |

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

|           |  |
|-----------|--|
| Partially | Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.   |
| Partially | Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.   |
| Yes       | All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs. |
| No        | Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.   |

What are the takeaways after the review of metrics?

Tier 1-2 support and interventions are being halted due to lack of people on other committees, as our counselor, social worker and student advocate are on Climate and Culture, SEL and Behavioral Health. More staff at these meetings and committees would mean less responsibilities for them, and more help for the general student population.

We have all systems and supports in place, but they need attention and support.

What is the feedback from your stakeholders?

More teachers need to be involved in committees like Climate and Culture, so more focus can be placed on SEL efforts and Tier 1-2 Interventions and supports.

SEL lesson plans need to be included in weekly lesson plans to ensure goals are met and curriculum are being used.

Flow chart needs to be created for absentee protocol and re-entry plan.

What student-centered problems have surfaced during this reflection?

The general classroom (Tiers 1-2) is not receiving as much support as they should be as the BHT and Climate and Culture Committee are spread very thin with emergencies and 1-on-1 interventions.

There is no intentional re-entry plan to help facilitate continued attendance of chronic absentees, nor is there an academic plan for them.

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?

*[Impact on most students; impact on specific student groups]* Encouraging staff to sign up for committees.

More help from staff on mentioned committees will allow more students with specific needs to be seen by the BHT, more whole-classroom supports, and more engaging Climate and Culture activities and events.

Flow chart needs to be created for absentee protocol and re-entry plan.

Return to Top Determine Priorities

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

Students...  
 are not able to learn when they are not engaged or in attendance due to health and safety issues that they face in their daily lives.

Resources: [Determine Priorities Protocol](#)

**Indicators of a Quality CIWP: Determine Priorities**  
 Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.  
 Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).  
 For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.  
 Priorities are determined by impact on students' daily experiences.

Return to Top Root Cause

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

As adults in the building, we...  
 implement student-centered socioemotional curriculum with fidelity across all grade levels. Viewing, addressing, and supporting students as individuals with specific and unique needs.

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

**Indicators of a Quality CIWP: Root Cause Analysis**  
 Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.  
 The root cause is based on evidence found when examining the student-centered problem.  
 Root causes are specific statements about adult practice.  
 Root causes are within the school's control.

Return to Top Theory of Action

What is your Theory of Action?

If we....  
 faithfully implement the SEL curriculum across grade levels and once a month designated Focus Friday social emotional activities

Resources: [Indicators of a Quality CIWP: Theory of Action](#)  
 Theory of Action is grounded in research or evidence based practices.

then we see....

student engagement, an environment that cultivates respect and kindness, increase in student attendance and increased staff and student morale.



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

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

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

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

which leads to...

students and staff feeling safe, secure and respected school environment which is conducive to student learning. Students will be able to self regulate their emotions more successfully.



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## 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.

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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

### Dates for Progress Monitoring Check Ins

Q1 10/4/23

Q3 3/6/24

Q2 11/29/23

Q4 5/22/24

### SY24 Implementation Milestones & Action Steps

### Who

### By When

### Progress Monitoring

|                                   | SY24 Implementation Milestones & Action Steps   | Who                                 | By When            | Progress Monitoring |
|-----------------------------------|---|-------------------------------------|--------------------|---------------------|
| <b>Implementation Milestone 1</b> | Staff will implement a SEL curriculum to 80% fidelity   | All Staff                           | End of Semester 1  | Select Status       |
| <b>Action Step 1</b>              | Admin team will identify SEL curriculum to be implemented at each grade level   | Admin & Coaches                     | End of Semester 1  | Completed           |
| <b>Action Step 2</b>              | 100% of staff will be provided SEL PD during a flex day, Professional Development and or grade level meeting  | BHT and Admin Team                  | End of Semester 1  | In Progress         |
| <b>Action Step 3</b>              | Admin and Coaches will ensure SEL lessons are evident in the weekly lesson plans.   | Admin & Coaches                     | End of Q1          | In Progress         |
| <b>Action Step 4</b>              | Monitor and provide feedback on SEL lesson plans  | Admin & Coaches                     | End of Semester 1  | In Progress         |
| <b>Action Step 5</b>              | Admin and or BHT will observe SEL lessons in classroom quarterly  | Admin and BHT Team                  | End of Semester 1  | In Progress         |
| <b>Implementation Milestone 2</b> | Create an attendance plan to improve student attendance and SEL   | Admin Team, CIWP and SEL Committee  | End of Q1          | In Progress         |
| <b>Action Step 1</b>              | Create a committee to establish a protocol  | Admin Team, CIWP and SEL Comm       | End of Q1          | In Progress         |
| <b>Action Step 2</b>              | Define school expectations for tier 1-3 - Create celebrations to honor attendance quarterly   | Admin Team, CIWP and SEL Comm       | End of Q1          | In Progress         |
| <b>Action Step 3</b>              | Create a re-entry plan for chronic attendance cases   | Admin Team, CIWP and SEL Comm       | End of Q1          | In Progress         |
| <b>Action Step 4</b>              | Parental engagement/ commitment   | Admin Team, CIWP and SEL Comm       | End of Q1          | In Progress         |
| <b>Action Step 5</b>              | Hold Town Hall grade level meetings during Focus Friday   | Admin Team                          | October - May 2024 | In Progress         |
| <b>Implementation Milestone 3</b> | Coordinate and establish a Student Voice Program  | SEL/BHT/Admin Team                  | End of Q1          | In Progress         |
| <b>Action Step 1</b>              | Promote self advocacy by including student voice to execute surveys of the student body   | Student Voice/SEL and BHT Committee | End of Semester 1  | In Progress         |
| <b>Action Step 2</b>              | Establish priorities or areas of need based on student surveys  | Admin and BHT Teams                 | Semester 2         | Not Started         |
| <b>Action Step 3</b>              | Identify school partners for tier 1, 2, and 3   | Admin and BHT Teams                 | End of Semester 2  | In Progress         |
| <b>Action Step 4</b>              | Fortify parental partnership with BPNC and 2 other additional organizations   | Admin and BHT Teams                 | End of Semester 2  | In Progress         |
| <b>Action Step 5</b>              |   |                                     |                    | Select Status       |
| <b>Implementation Milestone 4</b> | Classroom Behavior Management Plan  |                                     |                    | In Progress         |
| <b>Action Step 1</b>              | 100% of teachers will be made aware of criteria of Classroom Behavior Management Plan during Week 0 - and first 5 weeks of school   | Admin and BHT team                  | August - Sept 2024 | In Progress         |
| <b>Action Step 2</b>              | 100% of teachers will receive training on using the behavior ABC or champs protocol   | Admin and BHT team                  | End of Semester 1  | In Progress         |
| <b>Action Step 3</b>              | 80% of the teachers will create/establish grade-band classroom management systems and structure plan and implement the plan with fidelity.  | classroom teachers                  | End of Semester 1  | Not Started         |
| <b>Action Step 4</b>              | Dean will create a flowchart to guide staff through the behavior referral procedure to address Tier 1 classroom management interventions, Tier 2 and Tier 3 process. 80% of teachers will receive week 0 PD on Calmecca Behavior Flowchart. | Admin and BHT team                  | End of Quarter 1   | In Progress         |
| <b>Action Step 5</b>              | Admin will check in with teachers and staff during grade level meetings to gauge the efficiency of the Behavior Plan  | Admin and BHT team                  | Q2 - Q4            | Not Started         |

**SY25 Anticipated Milestones**  
 By 2026, student attendance will increase by 10%, parental engagement will increase by 10%, as measured by the Cultivate survey results, the 5E results, the parent and student surveys from after/before school enrollment forms, and sign-in sheets from participation of parent/student activities.

**SY26 Anticipated Milestones**  
 By 2026, Calmecca School teams will provide an equity based MTSS Framework, implemented with fidelity; which is strategy based with SEL lessons regarding behavioral practices for setting [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 |
| The connectedness of the students with chronic attendance concerns will improve, causing students to want to attend school regularly.                            | Yes                                      | Increase Average Daily Attendance                              | Overall                     |          |                              |      |      |
|  |  |  | Select Group or Overall     |          |                              |      |      |
| Students will be identified within different tiers in order to identify what SEL supports are needed based on their individualized academic and behavioral data. | Yes                                      | % of Students receiving Tier 2/3 interventions meeting targets | Overall                     |          |                              |      |      |
|  |  |  | Select Group or Overall     |          |                              |      |      |

**Practice Goals**

| Identify the Foundations Practice(s) most aligned to your practice goals.  | Specify your practice goal and identify how you will measure progress towards this goal.   |  |  |
|--|--|--|--|
|  | SY24   | SY25   | SY26   |
| C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.   | 80% of teachers and staff will understand the SEL standards and how to apply them into their daily teaching and learning.  | 100% of teachers and staff will understand the SEL standards and how to apply them into their daily teaching and learning. | 90% of teachers and staff will show evidence of SEL implemented structures within their daily curriculum       |
| C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.   | Bi-weekly cadence of meetings for the BHT committee to discuss and collect data on the basic SEL needs of students will ensure 75% of students are receiving personalized attention to address | The percentage of students within Tier 3, needing SEL supports will decrease by 10%, moving into Tier 2.                   | The percentage of students within Tier 3 needing SEL supports will decrease by 10%, moving into Tier 2 or out. |
| C&W:3 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. | 50% of students will begin to use SEL strategies that are taught to better support their social and emotional needs when they feel challenged.   | The percentage of students who are able to use SEL strategies to support their needs will increase by 10%.                 | Discipline reports for students exhibiting behavioral infractions will decrease by 10%.                        |

[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     |
|---|------------------------|-----------------------------|----------|------|------------------|---------------|---------------|---------------|
| The connectedness of the students with chronic attendance concerns will | Increase Average Daily | Overall                     |          |      | Limited Progress | Select Status | Select Status | Select Status |

|                            |                            |                                     |                              |                                     |  |
|----------------------------|----------------------------|-------------------------------------|------------------------------|-------------------------------------|--|
| <a href="#">Jump to...</a> | <a href="#">Priority</a>   | <a href="#">TOA</a>                 | <a href="#">Goal Setting</a> | <a href="#">Progress Monitoring</a> | Select the Priority Foundation to pull over your Reflections here => |
| <a href="#">Reflection</a> | <a href="#">Root Cause</a> | <a href="#">Implementation Plan</a> |                              |                                     |  |

## Connectedness & Wellbeing

|  |  |                         |  |  |               |               |               |               |
|--|--|-------------------------|--|--|---------------|---------------|---------------|---------------|
| improve, causing students to want to attend school regularly.  | Attendance   | Select Group or Overall |  |  | Select Status | Select Status | Select Status | Select Status |
| Students will be identified within different tiers in order to identify what SEL supports are needed based on their individualized academic and behavioral data. | % of Students receiving Tier 2/3 interventions meeting targets | Overall                 |  |  | On Track      | Select Status | Select Status | Select Status |
|  |  | Select Group or Overall |  |  | Select Status | Select Status | Select Status | Select Status |

### Practice Goals

### Progress Monitoring

| Identified Practices   | SY24  | Quarter 1        | Quarter 2     | Quarter 3     | Quarter 4     |
|--|---|------------------|---------------|---------------|---------------|
| C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.   | 80% of teachers and staff will understand the SEL standards and     | On Track         | Select Status | Select Status | Select Status |
| C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.   | Bi-weekly cadence of meetings for the BHT committee to discuss      | On Track         | Select Status | Select Status | Select Status |
| C&W:3 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. | 50% of students will begin to use SEL strategies that are taught to | Limited Progress | 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)**



|                      |  |  |  |  |  |
|----------------------|--|--|--|--|--|
| <p>Select a Goal</p> |  |  |  |  |  |
| <p>Select a Goal</p> |  |  |  |  |  |
| <p>Select a Goal</p> |  |  |  |  |  |

## Parent and Family Plan

If Checked:



### Our school is a Title I school operating a Schoolwide Program

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:



### Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)

No action needed

### SCHOOL & FAMILY ENGAGEMENT POLICY

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

- The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.
- At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.
- Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.
- Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.
- Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.
- Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.
- Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.
- Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.


### SCHOOL & FAMILY COMPACT

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

- The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.
- The school will hold parent-teacher conferences.
- The school will provide parents with frequent reports on their children's progress.
- The school will provide parents reasonable access to staff.
- The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.
- The parents will support their children's learning.
- The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

### PARENT & FAMILY ENGAGEMENT BUDGET

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

The allocation of Title I funds will be utilized to ensure the parents take an active leadership role to address students academic achievement in a variety of ways. First the PAC committee will be formed and this group of parents will survey the parents to know what workshops topics to provide during the school year. The committee will meet with admin to review data from survey and determine the topics that will be presented throughout the school year to empower parents to support their child's academic needs. The parent Title I funds will be spent on consultants for the monthly workshops and refreshments for each workshop. 

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