CIWP Team & Schedules

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 ✍
Barton Dassinger	Principal	BADassinger@cps.edu
Rosa Rodriguez	AP	RRodriguez176@cps.edu
Joseph Rosen	AP	JARosen2@cps.edu
Dinorah Lozano	ELPT	DPLozano@cps.edu
Marisela Moscinski	counselor	MCorona@cps.edu
Amanda Ruch	Teacher Leader	ARuch@cps.edu
	Select Role	
	Select Role	
	Select Role	
	Select Role	
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule		
Reflection: Curriculum & Instruction (Instructional Core)		
Reflection: Inclusive & Supportive Learning (Instructional Core)		
Reflection: Connectedness & Wellbeing		
Reflection: Postsecondary Success		
Reflection: Partnerships & Engagement		
Priorities		
Root Cause		
Theory of Acton		
Implementation Plans		
Goals		
Fund Compliance		
Parent & Family Plan		
Approval		

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	
Quarter 2	
Quarter 3	
Quarter 4	

Indicators of a Quality CIWP: Reflection on Foundations

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

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

Stakeholders are consulted for the Reflection of Foundations.

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

Resources 🚀

Reflection on Foundations Protocol
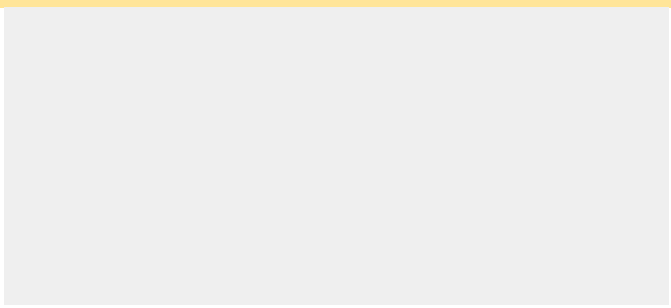

Curriculum & Instruction

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Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes — All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	Growth was average to above average on i-Ready and IAR in both reading and math. ✏️	IAR (Math)
Yes — Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric; Teacher Team Learning Cycle Protocols; Quality Indicators Of Specially Designed Instruction		IAR (English); Rigor Walk Data (School Level Data); PSAT (EBRW); PSAT (Math); STAR (Reading)
Yes — Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric; Learning Conditions	**What is the feedback from your stakeholders?** Well qualified and certified staff delivers high quality standards based instruction to students every day. Teachers use assessments to inform instruction. ✏️	STAR (Math); iReady (Reading); iReady (Math)
No — The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness; Distributed Leadership		Cultivate; Grades; ACCESS
Yes — School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan; ES Assessment Plan Development Guide; HS Assessment Plan Development		TS Gold; Interim Assessment Data
Partially — Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** Improvement efforts include: implementation of EL Education curriculum, Skyline Curriculum for science, and Math vertical alignment. Pairing available staff with newly arrived students. There is time for teachers to plan: summer, grade level, vertical, etc. We hired an ELA Coach to support instructional improvements. ✏️	

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.

It has been challenging to address all the needs of unexpected mid-year enrollment of students from other countries. ✏️

Inclusive & Supportive Learning Environment

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Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
No — School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo; MTSS Continuum; Roots Survey	Students with IEPs receive instruction aligned to their IEPs. EL students have certified teachers. Chavez has the 10th highest proportion of bilingual certified teachers in CPS. Student assignment failure rates have decreased in the upper grades over the last three years. Teacher equitable grading practices have resulted in fewer students with Ds and Fs. ✏️	Unit/Lesson Inventory for Language Objectives (School Level Data); MTSS Continuum; Roots Survey; ACCESS
No — School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo		MTSS Academic Tier Movement; Annual Evaluation of Compliance (ODLSS)
Yes — Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page	**What is the feedback from your stakeholders?** Need for more structured and organized system for MTSS. Need for more p.d. on MTSS and Branching Minds. ✏️	Quality Indicators of Specially Designed Curriculum; EL Program Review Tool

		References
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
No	There are language objectives (that demonstrate HOW students will use language) across the content.	

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?

Early and aggressive hiring to make sure we have qualified teachers for DL and EL students. Ensuring that DL teachers have parallel instructional materials plus any other instructional materials and training that they need.

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.

It has been challenging to address all the needs of unexpected mid-year enrollment of students from other countries.

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Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented? | **References** | **What are the takeaways after the review of metrics?** | **Metrics**

Attendance dropped. Student suspensions increased.

		References		Metrics
Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment SEL Teaming Structure		% of Students receiving Tier 2/3 interventions meeting targets
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students
Yes	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.			Reconnected by 20th Day, Reconnected after 8 out of 10 days absent Cultivate (Belonging & Identity)
Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.			Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation; Enrollment & Attendance Student Voice Infrastructure Reduction in number of students with dropout codes at EOY

What is the feedback from your stakeholders?

We have a strong Behavioral Health Team that meets bi-weekly to ensure they are listening to and meeting the needs of the students. Needs assessments are sent out to students and staff to help the BHT inform their focus areas for each grade level. We offer our students various after school and weekend activities as well as summer school opportunities. We closely monitor attendance and work collaboratively to identify chronic absenteeism and create attendance plans with the students and their families.   We are evaluating the need for a culture and climate team.

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.

Attendance declined dramatically last school year. We will continue to do everything possible to support student attendance. Student use of intoxicants also increased the prior two school years. Our BHT will implement measures to reduce these incidents. It has been challenging to address all the needs of unexpected mid-year enrollment of students from other countries.

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?

For our chronically absent students we have a counselor created attendance plan that is presented to students and their families. Attendance calendar has been created for SY24. Counselor is receiving training on an intoxicants curriculum she will implement as a tier 3 support for students in need.

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)	SY23 saw a record number of students (30) gain admittance to a Selective Enrollment program in CPS. ✏️	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track
N/A	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate
N/A	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit		9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).		**What is the feedback from your stakeholders?**	
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List	Our partnership with Chicago Jesuit Academy has helped provide individualized counseling to 8th grade students and families. ✏️	
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	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**	
			We have expanded our partnership with CJA. This has removed barriers for students. ✏️	

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 newly arrived from other countries need additional support for learning about and applying to HS . ✏️

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	Lack of data for last two years -- parent survey not administered. PAC meetings had record attendance last year. LSC has full membership. We have 10 parent mentors that volunteer daily in classrooms. Parents also regularly volunteer at the market and, recently, for UGC recess. Over 90% of our parents use the Remind app and regularly communicate with the school. ✏️	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)

				Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
Partially	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	[Student Voice Infrastructure Rubric](#)		Formal and informal family and community feedback received locally. (School Level Data)

What is the feedback from your stakeholders?

Chavez parents are actively involved in their children's education. They come to the school and help whenever and however they are able. Administrators speak with parents daily (home visits, phone calls, and outside). A large percentage of the staff is able to communicate with families in Spanish.

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]

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?

Parent communication increased during the pandemic with the use of Remind. We will continue to use this platform.

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

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

Connectedness & Wellbeing

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
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.
Yes	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?

Attendance dropped. Student suspensions increased.

What is the feedback from your stakeholders?

We have a strong Behavioral Health Team that meets bi-weekly to ensure they are listening to and meeting the needs of the students. Needs assessments are sent out to students and staff to help the BHT inform their focus areas for each grade level. We offer our students various after school and weekend activities as well as summer school opportunities. We closely monitor attendance and work collaboratively to identify chronic absenteeism and create attendance plans with the students and their families. We are evaluating the need for a culture and climate team.

What student-centered problems have surfaced during this reflection?

Attendance declined dramatically last school year. We will continue to do everything possible to support student attendance. Student use of intoxicants also increased the prior two school years. Our BHT will implement measures to reduce these incidents. It has been challenging to address all the needs of unexpected mid-year enrollment of students from other countries.

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?

For our chronically absent students we have a counselor created attendance plan that is presented to students and their families. Attendance calendar has been created for SY24. Counselor is receiving training on an intoxicants curriculum she will implement as a tier 3 support for students in need.

Return to Top
Determine Priorities

Resources: 🚀

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

Students...

Students' attendance rate is low.

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Return to Top
Root Cause

Resources: 🚀

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

As adults in the building, we...

work to ensure students come to school.

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....

build positive relationships with students and families, and implement our attendance plan

then we see....

students missing fewer days of school

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.

Resources: 🚀

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

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

Connectedness & Wellbeing

which leads to...

improved attendance rates and more student learning. ✍️

Return to Top | **Implementation Plan**

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍️

Everyone

Dates for Progress Monitoring Check Ins

| Q1 | | Q3 | |
| Q2 | | Q4 | |

	SY24 Implementation Milestones & Action Steps ✍️	**Who** ✍️	**By When** ✍️	**Progress Monitoring**
Implementation Milestone 1	98% attendance at the end of the first three weeks of school.	All	September 8, 2023	Select Status
Action Step 1	Implement attendance plan	All	September 8, 2023	Select Status
Action Step 2	Use all communication tools to communicate attendance priority.	All	Week #0	Select Status
Action Step 3	Extensive follow up for absent students (phone calls, home visits, etc.)		Week #1	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	97.5% attendance at the end of the first quarter of school.			Select Status
Action Step 1	Implement attendance plan	All	End of Week #10	Select Status
Action Step 2	Use all communication tools to communicate attendance priority.	All	ongoing	Select Status
Action Step 3	Extensive follow up for absent students (phone calls, home visits, etc.)		ongoing	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	96.5% attendance at the end of the first semester			Select Status
Action Step 1	Implement attendance plan	All	End of first semester	Select Status
Action Step 2	Use all communication tools to communicate attendance priority.	All	ongoing	Select Status
Action Step 3	Extensive follow up for absent students (phone calls, home visits, etc.)		ongoing	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	95.5% attendance at the end of the third quarter			Select Status
Action Step 1	Implement attendance plan	All	End of third quarter	Select Status
Action Step 2	Use all communication tools to communicate attendance priority.	All	ongoing	Select Status
Action Step 3	Extensive follow up for absent students (phone calls, home visits, etc.)		ongoing	Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	95.5% attendance	✍️

SY26 Anticipated Milestones	96% attendance	✍️

Return to Top | **Goal Setting**

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

IL-EMPOWER Goal Requirements

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

Connectedness & Wellbeing

Performance Goals

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍	Numerical Targets [Optional] ✍		
					SY24	SY25	SY26
95% student attendance rate at the end of the school year.	Yes	Increase Average Daily Attendance	Overall	92.7	95	95.5	96
			Overall	92.7	95	95.5	96
	Select Answer	Other	Overall	unknown			
			Overall	unknown			

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:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	We will make daily phone calls, conduct home visits, and implement the attendance plan	We will make daily phone calls, conduct home visits, and implement the attendance plan	We will make daily phone calls, conduct home visits, and implement the attendance plan
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.	The BHT will create and implement specific plans for individual students that require additional support	The BHT will create and implement specific plans for individual students that require additional support	The BHT will create and implement specific plans for individual students that require additional support
Select a Practice			

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
95% student attendance rate at the end of the school year.	Increase Average Daily Attendance	Overall	92.7	95	Select Status	Select Status	Select Status	Select Status
		Overall	92.7	95	Select Status	Select Status	Select Status	Select Status
	Other	Overall	unknown		Select Status	Select Status	Select Status	Select Status
		Overall	unknown		Select Status	Select Status	Select Status	Select Status

Practice Goals

Identified Practices	SY24	Progress Monitoring			
		Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	We will make daily phone calls, conduct home visits, and implement the attendance plan	Select Status	Select Status	Select Status	Select Status
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	The BHT will create and implement specific plans for individual students that require additional support	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

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

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

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

Students with IEPs receive instruction aligned to their IEPs. EL students have certified teachers. Chavez has the 10th highest proportion of bilingual certified teachers in CPS. Student assignment failure rates have decreased in the upper grades over the last three years. Teacher equitable grading practices have resulted in fewer students with Ds and Fs.

What is the feedback from your stakeholders?

Need for more structured and organized system for MTSS. Need for more p.d. on MTSS and Branching Minds.

What student-centered problems have surfaced during this reflection?

It has been challenging to address all the needs of unexpected mid-year enrollment of students from other countries.

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?

Early and aggressive hiring to make sure we have qualified teachers for DL and EL students. Ensuring that DL teachers have parallel instructional materials plus any other instructional materials and training that they need.

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Determine Priorities

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

Students...

would benefit from aligned academic expectations and instructional materials as they advance grades; at lower levels of achievement would benefit from small group instruction with their content teachers.

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.

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Root Cause

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

As adults in the building, we...

are in the intermediate stage of implementing school-wide curricula in core content areas; we inconsistently teach lower achieving students in small groups.

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....

align academic expectations and implement an aligned curriculum as well as consistently teach lower achieving students in small groups,

then we see....

improved student academic outcomes

Resources: 🚀

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.

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

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

Inclusive & Supportive Learning Environment

which leads to...

students increasing their access to the best high school options. ✍️

Return to Top | **Implementation Plan**

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.

Resources: 🚀

Team/Individual Responsible for Implementation Plan ✍️

All staff

Dates for Progress Monitoring Check Ins

Q1		Q3	
Q2		Q4	

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	Core content area teachers will implement small group instruction to support lower achieving students	Teachers	EOY	*Select Status*
Action Step 1	Teachers learn to use Branching Minds platform to track interventions	Teachers	ongoing	*Select Status*
Action Step 2	Coaching conversations to figure out logistics	Admin	BOY	*Select Status*
Action Step 3	Peer observations	Teachers	ongoing	*Select Status*
Action Step 4	Teachers learn to use Branching Minds to progress monitor students.	Teachers	ongoing	*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 2	Create scope(s) and sequence(s) that are vertically aligned.	Teams	BOY	*Select Status*
Action Step 1	Vertical planning time once per quarter to evaluate scope and sequence	Teams	ongoing	*Select Status*
Action Step 2	Provide planning time to teams to create aligned scope and sequence	Teams	ongoing	*Select Status*
Action Step 3	Ensure teachers have resources needed to implement aligned instruction	Admin	ongoing	*Select Status*
Action Step 4				*Select Status*
Action Step 5				*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	Teachers implement small group instruction to support lower achieving students. Teachers will use scope and sequences to plan for the next year.	✍️
SY26 Anticipated Milestones	Teachers implement small group instruction to support lower achieving students. Teachers will use scope and sequences to plan for the next year.	✍️

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

Inclusive & Supportive Learning Environment

Performance Goals

Numerical Targets [Optional] ✍️

Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	SY24	SY25	SY26
Completed scope and sequence for school year	Yes	Other	Overall	<50	50	75	100
			Overall				
Lower achieving students receive small group instruction	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall	<50	50	75	100
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍️	Specify your practice goal and identify how you will measure progress towards this goal. ✍️		
	SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Complete scope and sequence	Complete scope and sequence	Complete scope and sequence
C&I:2 Students experience grade-level, standards-aligned instruction.	Implement small group instruction	Implement small group instruction	Implement small group instruction
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
Completed scope and sequence for school year	Other	Overall	<50	50	Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status
Lower achieving students receive small group instruction	% of Students receiving Tier 2/3 interventions meeting targets	Overall	<50	50	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Identified Practices	SY24	Progress Monitoring			
		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.	Complete scope and sequence	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Implement small group instruction	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

If Checked:	☑	**Our school receives school improvement funding through Title I, Part A, 1003 (IL-Empower)**
Complete IL-Empower Section below		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:	☐	**Our school DOES NOT receive school improvement funding through Title I, Part A, 1003 (IL-Empower). (Continue to Parent & Family Plan)**
No action needed		

IL-Empower

IL-EMPOWER GRANT ASSURANCES

By checking the boxes below, you indicate that your school understands and complies with each of the grant assurances listed.

☐ The purpose of the IL-Empower grant funds, authorized under Title I, Part A, Section 1003 School Improvement of the Elementary and Secondary Education Act, is to support local education agencies (LEAs), via the Statewide System of Technical Assistance and Support (IL-EMPOWER) to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities. The goal is to provide all children significant opportunity to receive a fair, equitable, and high-quality education by providing adequate resources to substantially raise the achievement of students in lowest and underperforming schools, as defined by the Illinois State Board of Education (ISBE).

☐ The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status.

☐ Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:
a) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
b) Contracting for professional services from State-Approved Learning Partners
c) Conducting school-level needs assessments
d) Analyzing data
e) Identifying resource inequities
f) Researching and implementing evidence-based interventions
g) Purchasing standards-aligned curriculum and materials
h) Purchasing and administering local assessments for progress monitoring

☐ Supplement, not supplant is in effect. Schools and LEAs shall use IL-Empower grant funds only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.

☐ Schools designated for comprehensive or targeted support can expect four years of continuation funding from the initial summative designation. Improvement status defines the up-to four-year term that runs concurrently with the IL-EMPOWER grant program. Status and funding begin with an initial summative designation of comprehensive or targeted and continue through the remaining part of the first year in the planning phase of the grant and are followed by three consecutive years of implementation. School Improvement funding is awarded concurrently with improvement status. Improvement status and grant funding continue concurrently for up to four years regardless of positive changes in annual summative designations because IL-EMPOWER is structured to support local efforts with scaffolded support of sufficient size and longevity to improve outcomes for students and exit improvement status within a four-year grant term.

☐ School Improvement Reports (SIR) are due on a triannual basis.

☐ Schools in comprehensive improvement status must work with a State-Approved Learning Partner to address areas identified in the respective school improvement plans. Schools in targeted improvement status may or may not elect to work with a State-Approved Learning Partner. Approved Learning Partners are contracted by ISBE and are authorized to provide direct professional learning services in evidence-based practices to LEAs and comprehensive and targeted schools. Only vendors selected for an executed contract with ISBE may provide services to IL-Empower districts and schools (both comprehensive and targeted) using Title I, Part A, Section 1003 School Improvement funds, and likewise only those subcontractors included in either the executed contract or subsequent written approval by ISBE may provide services to IL-EMPOWER districts and schools.

☐ As a grant recipient, you may be required to participate in program evaluation activities, site monitoring visits, and audit protocols.

☐ As part of annual grant application and amendment processes, you may be asked to submit additional information regarding budget requests and alignment of budget allocations to CIWP.

IL-EMPOWER SMART GOALS

Of the goals developed earlier in this CIWP, please choose at least 2, and up to 3, that will be your focus areas for IL-Empower. These goals should be in alignment with your ISBE designation and reference specific student groups, as applicable. As part of the annual grant application and amendment processes, please be prepared to outline how your IL-Empower grant budgets will support the chosen goal(s).

IL-Empower Goals Must have a Numerical Target	Select a Goal Below	Student Groups	Baseline	SY24	SY25	SY26
Required Math Goal	% of Students receiving Tier 2/3 interventions meeting targets: Lower ac...	**Overall**	<50	50	75	100
		Select Group or Overall				
Required Reading Goal	% of Students receiving Tier 2/3 interventions meeting targets: Lower ac...	**Overall**	<50	50	75	100
		Select Group or Overall				
Optional Goal	Select a Goal					

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

SCHOOL & FAMILY ENGAGEMENT POLICY

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

☑ The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.

☑ At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.

☑ Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.

☑ Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.

☑ Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.

☑ Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.

☑ Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.

☑ Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct
other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

☑ Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.

SCHOOL & FAMILY COMPACT

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

☑ The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.

☑ The school will hold parent-teacher conferences.

☑ The school will provide parents with frequent reports on their children's progress.

☑ The school will provide parents reasonable access to staff.

☑ The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.

☑ The parents will support their children's learning.

☑ The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

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

Our academic priority areas around which our parent engagement & skills development will be aligned include increasing attendance and improving reading and math achievement.

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