

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
Daniel De Los Reyes	Principal	ddelosreyes@cps.edu
Aida Flores	AP	aflores154@cps.edu
Vanesa De La O	Curriculum & Instruction Lead	vjdelao@cps.edu
Candace Tasior	Inclusive & Supportive Learning Lead	cpalacios8@cps.edu
María Salazar	Teacher Leader	mcsalazar@cps.edu
Guadalupe Lopez	Teacher Leader	galopez20@cps.edu
Angela Floramo	Teacher Leader	acfloramo@cps.edu
L.Mercado	Inclusive & Supportive Learning Lead	lvvasquez1@cps.edu
Tina Drake	Connectedness & Wellbeing Lead	tdrake3@cps.edu
Eufrosina Delgado	Curriculum & Instruction Lead	edelgado1@cps.edu
Mathew Butterfield	Partnerships & Engagement Lead	mbutterfield@cps.edu
E. Armenta	Parent	erjpean@gmail.com

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	3/30/23	7/26/23
Reflection: Curriculum & Instruction (Instructional Core)	4/13/23	6/30/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	4/13/23	6/30/23
Reflection: Connectedness & Wellbeing	4/13/23	6/30/23
Reflection: Postsecondary Success	6/14/23	6/30/23
Reflection: Partnerships & Engagement	4/13/23	6/30/23
Priorities	6/14/23	6/30/23
Root Cause	6/14/23	6/30/23
Theory of Acton	6/14/23	6/30/23
Implementation Plans	6/14/23	7/26/23
Goals	6/14/23	7/27/23
Fund Compliance	8/2/23	9/6/23
Parent & Family Plan	8/2/23	9/6/23
Approval	9/12/23	9/12/23

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	October 12, 2023
Quarter 2	12/7/2023
Quarter 3	3/21/2024
Quarter 4	5/23/2024

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

[Return to Top](#)

Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Partially

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](#)

1. I-Ready Data:
 - 24% of K-2nd grade students are performing at grade level for Math.
 - 37% of K-2nd grade students are performing at grade level for Math in Spanish.
 - 19% of K-2nd grade students with IEPs are performing at grade level for Math.
 - 8% of K-2nd grade students with IEPs are performing at grade level for Math in Spanish.
 - 18% of K-2nd grade EL students are performing at grade level for Math.
 - 35% of K-2nd grade EL students are performing at grade level for Math in Spanish.

- 25% of K-2nd grade students are performing at grade level for Reading.
 - 70% of K-2nd grade students are performing at grade level for Reading in Spanish.
 - 12% of K-2nd grade students with IEPs are performing at grade level for Reading.
 - 62% of K-2nd grade students with IEPs are performing at grade level for Reading in Spanish.
 - 11% of K-2nd grade EL students are performing at grade level for Reading.
 - 63% of K-2nd grade EL students are performing at grade level for Reading in Spanish.

Overall I-Ready Data Takeaways:
 - K-2nd grade students with IEPs are performing the lowest in Math in Spanish.
 - Less than 40% of K-2nd grade students are performing at grade level in Math in English and Math in Spanish.
 - K-2nd Reading in Spanish scored the highest 70% of students performing at grade level.
 - Dual Language Students tested higher in Reading in Spanish than the monolingual students Reading in English.

2. IAR Data:
 - 10% of 3-8th grade students are performing at grade level for Math.
 - 6% of 3-8th grade students with IEPs are performing at grade level for Math.
 - 4% of 3-8th grade EL students are performing at grade level for Math.

-23% of 3-8th grade students are performing at grade level for Reading.
 - 8% of 3-8 grade students with IEPs are performing at grade level for Reading.
 - 8% of 3-8 grade EL students are performing at grade level for Reading.

- 25% of 3-8th grade students are performing at grade level for written expression.
 - 6% of 3-8th grade students with IEPs are performing at grade level for written expressions.
 - 12% of 3-8th grade EL students are performing at grade level for written expression.

Overall IAR Data Takeaways:
 - 90% of 3-8th grade students are performing below grade level in Math.
 - Less than 10% of 3-8th grade students with IEPs and EL students are performing at grade level in Math and Reading.
 - 3-8th grade students are performing higher at grade level in Reading than in Math, but only 25% of students are performing at grade level for Reading.
 - Less than 10% of 3-8th grade students with IEPs are performing at grade level in written expressions.
 - 25% of 3-8th grade students are performing at grade level for written expression.

3. IXL Data:
 - 82% of 3-8th grade students had growth in Math by E.O.Y.
 - 15% of 3-8th grade students have mastered grade level skills for Math.

- 64% of 3-8th grade students had growth in Reading by E.O.Y.
 - 28% of 3-8th grade students have mastered grade level skills for Reading.

Overall IXL Data Takeaways:
 - More than 60% of 3-8th grade students had growth EOY in both Reading and Math.
 - 3-8th grades students mastered more grade level skills in Reading than in Math.
 - Less than 30% of 3-8th grade students met attainment in both Reading and Math.

4. Rigor Walk (BOY and EOY Comparative Data): We disaggregated the data from our BOY/EOY Standards-Based Evidence, Marzano Rigor Walk and discovered the following information based off the following 4 measures:

A. "Does the lesson learning target address the standards?"

BOY: 67% of teachers observed utilized learning targets that addressed the standards.

EOY: 100% of teachers observed utilized learning targets that addressed the standards.

[IAR \(Math\)](#)

[IAR \(English\)](#)

[Rigor Walk Data \(School Level Data\)](#)

Partially	<p>Students experience grade-level, standards-aligned instruction.</p> <p>Rigor Walk Rubric</p> <p>Teacher Team Learning Cycle Protocols</p> <p>Quality Indicators Of Specially Designed Instruction</p>	<p>- This was a 33% growth overall in using lesson learning target to address the standards.</p> <p>B. What is the taxonomy level of the lesson learning target?</p> <p>BOY:</p> <ul style="list-style-type: none"> - 44.4% of lesson targets were at "retrieval" level. - 44.4% of lesson targets were at "comprehension" level. - 11.2% of lesson targets were at the "analysis" level. <p>EOY:</p> <ul style="list-style-type: none"> - 9% of lesson targets displayed "retrieval" levels of taxonomy. - 33% of lesson target displayed "comprehension" levels of taxonomy. - 33% of lesson target displayed "analysis" levels of taxonomy. - 25% of lesson targets displayed "knowledge utilization" levels of taxonomy. <p>- There was a 46.8% growth in utilizing higher taxonomy level learning targets in "analysis" and "knowledge utilization".</p> <p>C. What is the taxonomy level of the students' work?</p> <p>BOY:</p> <ul style="list-style-type: none"> - 55.6% of student work displayed "retrieval" levels of taxonomy. - 44.4% of student work displayed "comprehension" levels of taxonomy. <p>EOY:</p> <ul style="list-style-type: none"> - 16.7% of student work displayed "retrieval" levels of taxonomy. - 33.3% of student work displayed "comprehension" levels of taxonomy. - 16.7% of student work displayed "analysis" levels of taxonomy. - 33.3% of student work displayed "knowledge utilization" levels of taxonomy. <p>- There was a 50% growth in students utilizing higher taxonomy level work in "analysis" and "knowledge utilization".</p> <p>D. Is the student task aligned to the learning target?</p> <p>BOY:</p> <ul style="list-style-type: none"> - 11.2% of student tasks did not align to the learning target. - 44.4% of student tasks partially aligned to the learning target. - 44.4% of student tasks did align to the learning target. <p>EOY:</p> <ul style="list-style-type: none"> - 16.7% of student tasks partially aligned to the learning target. - 83.3% of student task did align to the learning target. <p>- There was a 38.9% growth in aligning the student task to the learning target.</p> <p>Overall Rigor Walk Data Takeaways:</p> <ul style="list-style-type: none"> - There was a shift moving to different levels of taxonomy. Teachers' scores on the Marzano rubric increased in the number of teachers who scored at the analysis and knowledge utilization levels. - There was a shift from teacher-centered to student-centered. - There was strong growth in student discourse and student teams. - There was an increase in students' ability to discuss and collaborate. <p>3. Identify critical standards in Gen Ed. Classes and ensure an alignment between resource classes and the Gen ed. class pacing.</p> <p>4. Skyline implementation for 3-8th grade has completed its second year, next steps now is to establish systems and structures that are needed to analyze student data in Skyline. Continue to increase student discourse and collaboration amongst students.</p> <p>5. Student Progress Monitoring and assessments (formative and summative) should be consistent and similar for all students in Gen Ed, EL, and DL. in each content area in each grade level.</p> <p>6. An increase in support for teachers and students is needed from the BHT and MTSS.</p> <p>Identify different groups of staff members and teaching needs. Identify priorities for professional learning; Meet them where they are. Continue building collaboration among staff.</p> <p>Identify content and teacher leads. Inform staff about who and what we have for different resources. Set up allocated times for teachers to meet with teams to collaborate.</p>	<p>PSAT (EBRW)</p> <p>PSAT (Math)</p> <p>STAR (Reading)</p>
Partially	<p>Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.</p> <p>Powerful Practices Rubric</p> <p>Learning Conditions</p>	<p>What is the feedback from your stakeholders?</p> <p>BHT-data collection, deciding on metrics needed to help with problem solving/decision making for student support. Share out referral form and send out with Staff bulletin every week. During BOY flex time we can do an "Intro to school Teams", (BHT, MTSS, ILT, LIM) for 30 mins. 📌</p> <p>STUDENT DATA</p> <p>We looked into our student responses from the 5E Survey, specifically from the "Ambitious Instruction" Essential regarding "English Instruction", "Math Instruction", and "Academic Press".</p> <p>We took the sum percentage from the first three answer choices from each question to help us identify our edges of growth in English and Math.</p> <p>"English Instruction":</p> <ol style="list-style-type: none"> 1. Rewrite a paper or essay in response to comments (46%) 2. Debate the meaning of a reading (45%) 3. Improve a piece of writing as a class or with partners (33%) <p>Math Instruction:</p> <ol style="list-style-type: none"> 1. Write a math problem for other students to solve (56%) 2. Write a few sentences to explain how you solved a math problem (46%) 3. Apply math to situations in life outside of school (40%) <p>We then took the sum percentage from the first two answer</p>	<p>STAR (Math)</p> <p>iReady (Reading)</p> <p>iReady (Math)</p>
Partially	<p>The ILT leads instructional improvement through distributed leadership.</p> <p>Continuum of ILT Effectiveness</p> <p>Distributed Leadership Foundational Pillars</p>	<p>We took the sum percentage from the first three answer choices from each question to help us identify our edges of growth in English and Math.</p> <p>"English Instruction":</p> <ol style="list-style-type: none"> 1. Rewrite a paper or essay in response to comments (46%) 2. Debate the meaning of a reading (45%) 3. Improve a piece of writing as a class or with partners (33%) <p>Math Instruction:</p> <ol style="list-style-type: none"> 1. Write a math problem for other students to solve (56%) 2. Write a few sentences to explain how you solved a math problem (46%) 3. Apply math to situations in life outside of school (40%) <p>We then took the sum percentage from the first two answer</p>	<p>Cultivate</p> <p>Grades</p>

			<p>we then took the sum percentage from the first two answer choices from each question to help us identify our edges of growth in "Academic Press".</p> <p>"Academic Press": 1. This class challenges me (38%) 2. This class really makes me think (16%) 3. I really learn a lot in this class (14%)</p> <p>TEACHER DATA: We disaggregated our data of teacher responses from the 5E Survey, specifically from the "Ambitious Instruction" Essential regarding "Quality of Student Discussion".</p> <p>We took the sum percentage from the first three answer choices from each statement to help us identify our edges of growth from highest to lowest percentage calculated :</p> <p>1. 74%: <i>Students provide constructive feedback to their peers and to me.</i></p> <p>2. 66%: <i>Students show each other respect.</i></p> <p>3. 58%: <i>Students use data and text references to support their ideas.</i></p> <p>4. 43%: <i>Students build on each other's ideas during discussion.</i></p> <p>5. 43%: <i>Most students participate in the discussion at some point.</i></p>	<p>ACCESS</p> <p>TS Gold</p> <p>Interim Assessment Data</p>
Yes	<p>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.</p>	<p>Customized Balanced Assessment Plan</p> <p>ES Assessment Plan Development Guide</p> <p>HS Assessment Plan Development Guide</p>	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>What, if any, related improvement efforts are in progress? 📌 1. After-school tutoring for math, el and ela 2. Group collaborations with teachers - peer observations really helped - looking at their instructional strategies - the more we did them the more confident we felt about understanding the standards</p> <p>What is the impact? 1. All grade levels should be exposed to the same thing with regards to skyline. We need to share the same standards. 2. We need to utilize the learning plans because they are very helpful to the DL teachers to use as a resource to help plan 3. Skyline is more culturally relevant than many other curriculums being used in schools and this is extremely important.</p> <p>Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity? 1. nothing specifically targeting that group of students in iar, math tutoring. 2. from our ell tutoring it did provide the opportunity 3. We need to have conversations with SPED and Core Content team in how we can support our DL Students</p> <p>1. After School tutoring 2. Skyline implementation meetings - how are doing discourse, assessments. 3. Flex to look at curriculum. 4. We need to all convince back with each other after flex and discuss progress.</p>	
Yes	<p>Evidence-based assessment for learning practices are enacted daily in every classroom.</p>	<p>Assessment for Learning Reference Document</p>		

What student-centered problems have surfaced during this reflection?

If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

- Students require access to a culturally relevant curriculum. 📌
- Students struggle with reading comprehension
- Students struggle with modeling applications in math.
- Students require a math curriculum that is completely standards-aligned
- Students require curriculums that provide differentiation essential to standards-based learning.
- Students require grade level priority, standards-aligned instruction.

[Return to Top](#) **Inclusive & Supportive Learning Environment**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>MTSS Integrity Memo</p> <p>MTSS Continuum</p> <p>Roots Survey</p>	<p>1. A structured intervention block using I-Ready intervention resources for K-2 will be implemented. A structured intervention block for 3-8 intentionally using IXL and Thinkerca for interventions in ELA, Math and Writing. 📌</p> <p>2. Setting clear expectations that all staff members servicing children are interventionists. Staff members continue working with small groups and tracking data in Branching Minds to progress monitor student growth in ELA and Math.</p> <p>3. We learned that the EL students need more support and we will be intentional in our learning plans to include Language Objectives.</p> <p>4. DL students are not progressing at the same level as their gen. Ed. peers.</p> <p>5. Bi-weekly, grade-level meetings needed to support teachers with interventions, data analysis and Tier 1 instructional support.</p> <p>6. A year-long schedule will be created to support our weekly grade-level meetings and disaggregate our MTSS data with teacher teams.</p> <p>The 5E survey has shown a 19% decrease in supportive environment</p> <p>The cultivate student survey identified feedback for growth provided by teacher is a priority and area of growth. The survey also identified classroom community and supportive teaching as an area of growth.</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p>MTSS Continuum</p> <p>Roots Survey</p> <p>ACCESS</p> <p>MTSS Academic Tier Movement</p> <p>Annual Evaluation of Compliance (ODLSS)</p>
Partially	<p>MTSS Integrity Memo</p>		
Partially	<p>LRE Dashboard Page</p>	<p>What is the feedback from your stakeholders?</p> <p>Reviewed LRE Grids on Dashboard 📌</p> <p>There is a desire for more collaboration between the General Education and Diverse Learner teachers.</p> <p>The DL team would like to move towards more inclusion LRE 1 How can we make sure that all students and staff feel supported and successful in LRE 1?</p> <p>Cultivate Data- edges of growth Classroom community Feedback for growth Student voice</p>	<p>Quality Indicators of Specially Designed Curriculum</p> <p>EL Program Review Tool</p>
Yes	<p>IDEA Procedural Manual</p>		

Partially	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	Spring 2023 Staff Survey - look at highest edges of growth 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? ELLs have their Can Do Descriptor criteria and will be implemented in the curriculum. 🍌 We will use ACCESS data at the BOY to support our students Every teacher at Darwin has an ELL student in the classroom We will communicate student Can Do's to parents with fidelity. We will look into Skyline to see if there are language objectives and implement them into our learning instruction.
No	There are language objectives (that demonstrate HOW students will use language) across the content.		

What student-centered problems have surfaced during this reflection?
 If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

- DL and EL students are not experiencing tiered supports. 🍌
- Students are not experiencing differentiated instruction.
- Students have not been given consistent opportunities to receive and give feedback for growth in their classrooms.

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	BHT Key Component Assessment SEL Teaming Structure	<ol style="list-style-type: none"> Leader in Me is a Tier 1 support for SEL and all teachers are implementing it. However, teachers and students need more support with TIER 1 SEL; Restorative Practices is an area of development for Tier 1 Support. 🍌 Teachers and staff require support in Tier II /III understanding of trauma and how to respond with interventions Create an academic and SEL Intervention Menu for Tier 2 and 3 students. <ul style="list-style-type: none"> - Identify specific training/resources staff needs to implement Tier 2/3 strategies After-school needs to be more equitable: <ul style="list-style-type: none"> - Identify students who need programs the most (include ELL and DL's) - Identify what they specifically need - Options for afterschool programs Attendance Expectations will be discussed and possibly an attendance team can be created. <ul style="list-style-type: none"> - During Open house State of the School Address, hold an informational session for families on what is an excused/unexcused absence and what does truancy mean. - Explain the attendance requirements. - Create Remediation plans - Implement Attendance tickets Dashboard Data: "Reduction in OSS per 100" 	% 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
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	<ol style="list-style-type: none"> 25.9% of our teachers disagree that The Climate and Culture Team and the Behavioral Health Team make up universal teaming structures that are in place and support student connectedness and wellbeing. <ul style="list-style-type: none"> - teachers elaborate that: <ol style="list-style-type: none"> "I haven't seen how their work was implemented this year but have seen it in past years." "I am not aware of who is in the Climate and Culture Team as well as the Behavioral Health Team, so I have no input as to how this impacts." "I have not noticed any updates from our BHT team along with Lighthouse. I would like to see what BHT specifically does for our school and their goals for the year." "I think there could be more done for tier one instruction on SEL, beyond LIM. Universal methods for things like problem solving and conflict resolution, so that "all" members of the team, including SECAs, lunchroom staff, security, misc. employees, etc, use the same language" "The teams are in place, but the referral process for BHT and follow through could be more transparent." 	Cultivate (Belonging & Identity)
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student	<ol style="list-style-type: none"> "I think there is effort to support students connectedness but there... 	

<p>Partially</p>	<p>effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.</p>	<p>f. "I think there is effort to support students connectedness, but there can definitely be an improvement on student well being."</p> <p>g. "Team meetings and updates"</p> <p>2. 74.1% of teachers agreed or strongly agreed that The Climate and Culture Team and the Behavioral Health Team make up universal teaming structures that are in place and support student connectedness and wellbeing.</p> <p>- teachers elaborate that:</p> <p>a. "Ms. Drake and Mr. Butterfield are always a step ahead and ready for whatever needs to be done and coordinated. They always know procedures and are ready to implement them."</p> <p>b. "I agree because I see how hard all team members work to support student behavior, academics, and more."</p> <p>c. "The team is always willing to check in with students and support them when needed."</p> <p>d. "The school has great events for students and students' wellbeing is prioritized"</p> <p>e. "I had to work with the BHT a few times to help support students this school year. The supports that they provide for the students help us to provide safe and structured learning environments for the student body as a whole."</p> <p>f. "Darwin has amazing events and really help create a really good culture."</p> <p>g. "They have been very supportive to help me come up with solutions when students need them and address their needs"</p> <p>h. "The climate, culture team behavioral team always step in during any situation."</p> <p>B. OST Program Summary: (the following data was taken from our OST Final Summary shared on June 26, 2023)</p> <p>1. # of programs - Target: N/A - School Results: 25 - Benchmark Descriptions: Number of Non School-wide programs - Action Item: Create at least 25 programs for the 2023-2024 SY.</p> <p>2. # of Events - Target: N/A - School Results: 649 - Benchmark Descriptions: Number of events - Action Item: N/A</p> <p>3. Event Attendance % - Target: 85% - School Results: 73.8% - Benchmark Descriptions: Student attendance % for events that are not missing attendance. - Action Item: Increase "Event Attendance" by 15 % to achieve an 88.8% "Event Attendance" rate for SY 23-24.</p> <p>4. # of Events Missing Attendance % - Target: 2 or fewer - School results: 0 - Benchmark Descriptions: Number of events in ASPEN with 0 students enrolled - Action Item: Continue ensuring all programs have 2 or few students enrolled.</p> <p>5. Events Missing Attendance % - Target: N/A - School Results: 0.0% - Benchmark Descriptions: % of events that are missing attendance - Action Item: Continue ensuring no events are missing attendance.</p> <p>6. Academic %: - Target: Total of 80 % between OST Core Programs, with at least 15 % in mentoring - School Results: 52 % - Benchmark Descriptions: % of programs in each category - Action Item: Increase "Academic Programs %" by 8% to reflect 60% participation.</p> <p>7. Enrichment % - Target: Total of 80 % between OST Core Programs, with at least 15 % in mentoring - School Results: 16 % - Benchmark Descriptions: % of programs in each category - Action Item: Increase "Enrichment Programs %" by 4% to reflect 20% participation.</p> <p>8. Mentoring % - Target: at least 15 % in mentoring - School Results: 4 % - Benchmark Descriptions: % of programs in each category - Action Item: Increase "Mentoring Programs %" by 16% to reflect 20% participation.</p> <p>9. Participation % - Target: 50 % - School Results: 50.9 % - Benchmark Descriptions: % of students who are enrolled in a program - Action Item: Increase Participation % by 5% to reflect 55% participation.</p> <p>10. Priority Group Participation % - Target: 50 % - School Results: 52.8 % - Benchmark Descriptions: % of students in a priority group who are enrolled in a program</p>	<p>Staff trained on alternatives to exclusionary discipline (School Level Data)</p>
<p>Partially</p>	<p>Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.</p>	<p>Enrichment Program Participation: Enrollment & Attendance</p> <p>Student Voice Infrastructure</p>	

		<p>enrolled in a program - Action Item: Increase our "Priority Group Participation %" by 72 % to reflect 60% participation</p> <p>11. IEP Participation % - Target: 50 % - School Results: 39.1 % - Benchmark Descriptions: % of students who have an IEP who are enrolled in a program - Action Item: Increase our "IEP Participation %" by 11 % to reflect 50 %.</p> <p>12. STLS Participation % - Target: 50 % - School Results: 50 % - Benchmark Descriptions: % of students who are STLS who are enrolled in a program - Action Item: Increase our "STLS Participation" by 5% to reflect 55% participation.</p> <p>13. ELL Participation % - Target: 50 % - School Results: 55.8 % - Benchmark Descriptions: % of students who are ELL who are enrolled in a program - Action Item: Increase our "ELL Participation" by 5% to reflect 60% participation.</p> <p>14. Black/Latinx Male Participation % - Target: 50 % - School Results: 54.8 % - Benchmark Descriptions: % of students who are Black/Latinx males who are enrolled in a program - Action Item: Increase our "Black/Latinx Male Participation" by 5% to reflect 60 % participation.</p>
--	--	--

[Reduction in number of students with dropout codes at EOY](#)

What student-centered problems have surfaced during this reflection?

If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

[problems experienced by most students; problems experienced by specific student groups]

1. Our low-attendance students do not receive consistent support to ensure they attend school.
2. Our DL and EL students need equitable access to after-school programs.
3. Our IEP students need to engage in after-school services regarding Academics, Engagement and mentoring. They need SECAS to support them as well.

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?

1. We are updating our Calendar of Events and aligning some of our FLEX PD time to give all staff the opportunity to engage with families beyond the normal school day. These will include math and literacy nights, as well as community engagement geared towards Hispanic Heritage Month and Black History Month.
 - Impact:
 - a. This will allow us to have more support with our Tier II and Tier III students
 - b. This will give more families access to quality after-school engagement during the academic year.
 - c. This will allow us to further support our DL and EL students in the areas of academics and enrichment.

[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
No	College and Career Competency Curriculum (C4) 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).	<ol style="list-style-type: none"> 1. Teachers need to be intentional and clear about students' grades. 6th-grade students must understand that a point system determines selective enrollment for high school eligibility. Students need clarification of what the plan is and how points are calculated. <ul style="list-style-type: none"> - 8th graders talk to the 7th graders to hear students' perspectives/advice. - Create a reference chart for grade point system to be included in LIM Binders and utilized for grades and high school goal tracking. - Possible field trips to high schools for students. - Provide students with resources about high schools in our city and what they offer. - Host a high school fair for middle school, asking representatives to come and visit. 2. Middle school students need to use Naviance more; this will expose them to the platform, which they will continue to use more in high school. <ul style="list-style-type: none"> - It is recommended that students complete interest inventories and career exploration on Naviance. - During LIM time, students can use this time to enter into Naviance. - 7th/8th grade will continue doing high school research. 3. Lack of celebrating students in all areas. Create a plan for celebrating students' honors/attendance (breakfast, etc.) once a quarter or EOY. 4. Career Day be intentional with spirit week/career day students write about what and why they chose what they did and complete a presentation. <ul style="list-style-type: none"> - Increase parent involvement; allow parents to come in and talk about their career and talk about their careers. Ensure information is placed on Principal Bulletin. - Incorporate at least one career-based activity for all grades from 1 of the 7 CPS work-based activities each year. 	<p>Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECCC</p> <p>3 - 8 On Track</p> <p>Learn, Plan, Succeed</p> <p>% of KPIs Completed (12th Grade)</p> <p>College Enrollment and Persistence Rate</p> <p>9th and 10th Grade On Track</p>
Partially	Individualized Learning Plans Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).		
No	Work Based Learning Toolkit 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).		<p>Cultivate (Relevance to the Future)</p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
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	ECCE Certification List Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		
	PLT Assessment Rubric		

What is the feedback from your stakeholders?

1. Our staff would like to provide our middle school students with time in the Naviance platform to discover Interest Inventories and Career Exploration.

N/A	<p>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).</p>	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>1. Provide 2 field trip visits to high schools during the 23-24 school year. </p> <p>-IMPACT: Allow our students furthest from opportunity to attend by providing them the transportation they may need.</p> <p>2. Ask 8th graders to speak to 6th/7th graders and incorporate LIM goals for middle school that utilizes a reference chart for grades/high schools.</p> <p>IMPACT: This will give our older students intentional and impactful leadership opportunities to expand upon their learning and growth with their younger peers.</p> <p>3. Host a high school fair for middle school, asking representatives to come and visit. We will ask 20 high school representatives.</p> <p>IMPACT: Provides an equitable opportunity for students whos families are unable to travel.</p>	
N/A	<p>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).</p>	<p>Alumni Support Initiative One Pager</p>	
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>-Our 7th and 8th grade students have not had much opportunity to visit high schools.  -Our Middle School, DL students need to be informed as about the criteria for entering high school. -Our 6th-8th grade students do not recieve career exploration experiences.</p>			

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<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>1. Increase collection of parent feedback, about what they think are important for their child's learning and needs.  - send out surveys to families regarding their interest in after-school engagement nights</p> <p>2. Teachers emphasized that the families are not familiar with the school's curriculum. Create a culture of parent learning through exposure and engagement. -Host Curriculum Night for parents to have a better understanding of what their children will be learning throughout the school year. - Improve how we support our families to help their children with the curriculum implemented. - Create a parent lighthouse to engage our community partners/stakeholders in school-wide decisions.</p> <p>3. Student safety in the hallways and bathrooms has dropped over the last two years. - Continued Adults presence in hallways is needed and a staggered schedule is needed for bathroom breaks and hallway transitions. - Build a trusting relationship with students; to increase students reporting to their teachers when something is wrong "if you see something say something" - Conversations with our students are needed about why they feel unsafe in the hallways or bathrooms. - Older students are not allowed to go into washrooms if a younger student is present and vice versa. - Keep using bathroom logs and schedules - Students need to understand what "safe choice" means, be clear with scenarios of what is unsafe.</p> <p>4. Climate and Culture - A discussion with families about vaping and technology needs to be held beginning of school year</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
Partially	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>	<p>Reimagining With Community Toolkit</p> <p>- Build a trusting relationship with students; to increase students reporting to their teachers when something is wrong "if you see something say something"</p> <p>- Conversations with our students are needed about why they feel unsafe in the hallways or bathrooms.</p> <p>- Older students are not allowed to go into washrooms if a younger student is present and vice versa.</p> <p>- Keep using bathroom logs and schedules</p> <p>- Students need to understand what "safe choice" means, be clear with scenarios of what is unsafe.</p>	<p>5E: Supportive Environment</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 & CIWP).</p>	<p>What is the feedback from your stakeholders?</p> <p>Regarding data taken from our Staff Survey that was administered Spring of 2023: </p> <p>1. 18.5% of our staff disagreed that they foster two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p> <p>Teachers elaborated that: a. there needs to be more two way conversations and family events b. While there are many options for families to participate currently, there can always be more. I'm excited to see an increase in family nights and invitations for next year.</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>

c. Parents are regularly welcomed into the building and the learning of their child, and the "Learning Plan" structure is much appreciated, but I don't know if that is super "creative." I know that I personally want to do better at pushing my parents toward really utilizing and understanding our learning plans.

2. 81.4% of our staff agreed or strongly agreed that they foster two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.

Teachers elaborated that:

a. We all communicate with parents and families whenever a situation that demands it arises and we had a good amount of parents come for parent-teacher conferences.

b. I agree because I see how hard all educators work to make those connections with families for the ultimate benefit of the student.

c. Darwin is huge in building strong positive relationships with parents and get them involved in our school community activities.

d. At my grade level we offer a variety of ways and opportunities for family communication and participation.

e. There have been some great assemblies and extra-curricular events this year

f. There is regular communication with families and community members to regularly engage and participate on different things throughout the school year.

g. Parents seem very present at Darwin and are invited to voice their opinions. I would love to continue to foster parent participation by having them take the lead on activities for Halloween, the carnival, etc. They really enjoy it and it builds great community!

h. It is quite evident that Darwin and its staff and overall community regularly have families participate in schoolwide events.

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.

Our students are not provided with a structured time/committee to build and grow their partnerships with adults and give input from their learning. 🍌

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?

1. We are in the process of adding a parent lighthouse for next school year to engage our community partners/stakeholders in school-wide decisions. 🍌

IMPACT: This will allow our families to have a valued voice in our students' learning and provide an additional resource to support family and community engagement.

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of metrics?

Partially

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

1. I-Ready Data:
 - 24% of K-2nd grade students are performing at grade level for Math.
 - 37% of K-2nd grade students are performing at grade level for Math in Spanish.
 - 19% of K-2nd grade students with IEP's are performing at grade level for Math.
 - 8% of K-2nd grade students with IEP's are performing at grade level for Math in Spanish.
 - 18% of K-2nd grade EL students are performing at grade level for Math.
 - 35% of K-2nd grade EL students are performing at grade level for Math in Spanish.

 - 25% of K-2nd grade students are performing at grade level for Reading.
 - 70% of K-2nd grade students are performing at grade level for Reading in Spanish.
 - 12% of K-2nd grade students with IEP's are performing at grade level for Reading.
 - 62% of K-2nd grade students with IEP's are performing at grade level for Reading in Spanish.
 - 11% of K-2nd grade EL students are performing at grade level for Reading.
 - 63% of K-2nd grade EL students are performing at grade level for Reading in Spanish.

 Overall I-Ready Data Takeaways:
 - K-2nd grade students with IEP's are performing the lowest in Math in Spanish.
 - Less than 40% of K-2nd grade students are performing at grade level in Math in English and Math in Spanish.
 - K-2nd Reading in Spanish scored the highest 70% of students performing at grade level.
 - Dual Language Students tested higher in Reading in Spanish than the monolingual students Reading in English.

2. IAR Data:
 - 10% of 3-8th grade students are performing at grade level for Math.
 - 6% of 3-8th grade students with IEP's are performing at grade level for Math.
 - 4% of 3-8th grade EL students are performing at grade level for Math.

 -23% of 3-8th grade students are performing at grade level for Reading.
 - 8% of 3-8 grade students with IEP's are performing at grade level for Reading.
 - 8% of 3-8 grade EL students are performing at grade level for Reading.

 - 25% of 3-8th grade students are performing at grade level for written expression.
 - 6% of 3-8th grade students with IEP's are performing at grade level for written expressions.
 - 12% of 3-8th grade EL students are performing at grade level for written expression.

 Overall IAR Data Takeaways:
 - 90% of 3-8th grade students are performing below grade level in Math.
 - Less than 10% of 3-8th grade students with IEP's and EL students are performing at grade level in Math and Reading.
 - 3-8th grade students are performing higher at grade level in Reading than in Math, but only 25% of students are performing at grade level for Reading.
 - Less than 10% of 3-8th grade students with IEP's are performing at grade level in written expressions.
 - 25% of 3-8th grade students are performing at grade level for written expression.

3. IXL Data:
 - 82% of 3-8th grade students had growth in Math by E.O.Y.
 - 15% of 3-8th grade students have mastered grade level skills for Math.

 - 64% of 3-8th grade students had growth in Reading by E.O.Y.
 - 28% of 3-8th grade students have mastered grade level skills for Reading.

 Overall IXL Data Takeaways:
 - More than 60% of 3-8th grade students had growth EOY in both Reading and Math.
 - 3-8th grades students mastered more grade level skills in Reading than in Math.
 - Less than 30% of 3-8th grade students met attainment in both Reading and Math.

4. Rigor Walk (BOY and EOY Comparative Data): We disaggregated the data from our BOY/EOY Standards-Based Evidence, Marzano Rigor Walk and discovered the following information based off the following 4 measures:

A. "Does the lesson learning target address the standards?"
 BOY: 67% of teachers observed utilized learning targets that addressed the standards.
 EOY: 100% of teachers observed utilized learning targets that addressed the standards.
 - This was a 33% growth overall in using lesson learning target to address the standards.

B. What is the taxonomy level of the lesson learning target?
 BOY:
 - 44.4% of lesson targets were at "retrieval" level.
 - 44.4% of lesson targets were at "comprehension" level.
 - 11.2% of lesson targets were at the "analysis" level.

EOY:
 - 9% of lesson targets displayed "retrieval" levels of taxonomy.
 - 33% of lesson target displayed "comprehension" levels of taxonomy.
 - 33% of lesson target displayed "analysis" levels of taxonomy.
 - 25% of lesson targets displayed "knowledge utilization" levels of taxonomy.

 - There was a 46.8% growth in utilizing higher taxonomy level learning targets in "analysis" and "knowledge utilization".

C. What is the taxonomy level of the students' work?
 BOY:
 - 55.6% of student work displayed "retrieval" levels of taxonomy.
 - 44.4% of student work displayed "comprehension" levels of taxonomy.

EOY:
 - 16.7% of student work displayed "retrieval" levels of taxonomy.
 - 33.3% of student work displayed "comprehension" levels of taxonomy.
 - 16.7% of student work displayed "analysis" levels of taxonomy.
 - 33.3% of student work displayed "knowledge utilization" levels of taxonomy.

 - There was a 50% growth in students utilizing higher taxonomy level work in "analysis" and "knowledge utilization".

D. Is the student task aligned to the learning target?
 BOY:
 - 11.2% of student tasks did not align to the learning target.

Partially

Students experience grade-level, standards-aligned instruction.

Partially	<p>Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.</p>	<p>- 44.4% of student tasks partially aligned to the learning target. - 44.4 % of student tasks did align to the learning target.</p> <p>EOY: - 16.7% of student tasks partially aligned to the learning target. - 83.3% of student task did align to the learning target.</p> <p>- There was a 38.9% growth in aligning the student task to the learning target.</p> <p>Overall Rigor Walk Data Takeaways: - There was a shift moving to different levels of taxonomy. Teachers' scores on the Marzano rubric increased in the number of teachers who scored at the analysis and knowledge utilization levels. - There was a shift from teacher-centered to student-centered. - There was strong growth in student discourse and student teams. - There was an increase in students' ability to discuss and collaborate.</p> <p>3. Identify critical standards in Gen Ed. Classes and ensure an alignment between resource classes and the Gen ed. class pacing.</p> <p>4. Skyline implementation for 3-8th grade has completed its second year, next steps now is to establish systems and structures that are needed to analyze student data in Skyline. Continue to increase student discourse and collaboration amongst students.</p> <p>5. Student Progress Monitoring and assessments (formative and summative) should be consistent and similar for all students in Gen Ed, EL, and DL. in each content area in each grade level.</p> <p>6. An increase in support for teachers and students is needed from the BHT and MTSS.</p> <p>Identify different groups of staff members and teaching needs. Identify priorities for professional learning; Meet them where they are. Continue building collaboration among staff.</p> <p>Identify content and teacher leads. Inform staff about who and what we have for different resources. Set up allocated times for teachers to meet with teams to collaborate.</p>
-----------	---	--

Partially	The ILT leads instructional improvement through distributed leadership.
-----------	---

Yes	<p>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.</p>	<p style="text-align: center;">What is the feedback from your stakeholders?</p> <p>BHT-data collection, deciding on metrics needed to help with problem solving/decision making for student support. Share out referral form and send out with Staff bulletin every week. During BOY flex time we can do an "Intro to school Teams", (BHT, MTSS, ILT, LIM) for 30 mins.</p> <p>STUDENT DATA</p> <p>We looked into our student responses from the 5E Survey, specifically from the "Ambitious Instruction" Essential regarding "English Instruction", "Math Instruction", and "Academic Press".</p> <p>We took the sum percentage from the first three answer choices from each question to help us identify our edges of growth in English and Math.</p> <p>"English Instruction": 1. Rewrite a paper or essay in response to comments (46%) 2. Debate the meaning of a reading (45%) 3. Improve a piece of writing as a class or with partners (33%)</p> <p>Math Instruction: 1. Write a math problem for other students to solve (56%) 2. Write a few sentences to explain how you solved a math problem (46%) 3. Apply math to situations in life outside of school (40%)</p> <p>We then took the sum percentage from the first two answer choices from each question to help us identify our edges of growth in "Academic Press".</p> <p>"Academic Press": 1. This class challenges me (38%) 2. This class really makes me think (16%) 3. I really learn a lot in this class (14%)</p> <p>TEACHER DATA: We disaggregated our data of teacher responses from the 5E Survey, specifically from the "Ambitious Instruction" Essential regarding "Quality of Student Discussion".</p> <p>We took the sum percentage from the first three answer choices from each statement to help us identify our edges of growth from highest to lowest percentage calculated :</p> <p>1. 74%: Students provide constructive feedback to their peers and to me.</p> <p>2. 66%: Students show each other respect.</p> <p>3. 58%: Students use data and text references to support their ideas.</p> <p>4. 43%: Students build on each other's ideas during discussion.</p> <p>5. 43%: Most students participate in the discussion at some point.</p>
-----	---	--

<p>What student-centered problems have surfaced during this reflection?</p> <p>Students require access to a culturally relevant curriculum. Students struggle with reading comprehension Students struggle with modeling applications in math. Students require a math curriculum that is completely standards-aligned Students require curriculums that provide differentiation essential to standards-based learning. Students require grade level priority, standards-aligned instruction.</p>	<p>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?</p> <p>What, if any, related improvement efforts are in progress? 1. After-school tutoring for math, el and ela 2. Group collaborations with teachers - peer observations really helped - looking at their instructional strategies - the more we did them the more confident we felt about understanding the standards</p> <p>What is the impact? 1. All grade levels should be exposed to the same thing with regards to skyline. We need to share the same standards. 2. We need to utilize the learning plans because they are very helpful to the DL teachers to use as a resource to help plan 3. Skyline is more culturally relevant than many other curriculums being used in schools and this is extremely important.</p> <p>Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity? 1. nothing specifically targeting that group of students in iar, math tutoring. 2. from our ell tutoring it did provide the opportunity 3. We need to have conversations with SPED and Core Content team in how we can support our DL Students</p> <p>1. After School tutoring 2. Skyline implementation meetings - how are doing discourse, assessments.</p>
--	---

- 3. Flex to look at curriculum.
- 4. We need to all convince back with each other after flex and discuss progress.

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

Resources:

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

[Determine Priorities Protocol](#)

Students...

Students need equitable access to rigorous, standards-aligned, culturally relevant reading and math curriculum.



Indicators of a Quality CIWP: Determine Priorities

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

[Return to Top](#) **Root Cause**

Resources:

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

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

As adults in the building, we...

As adults in the building, we are not aware of the priority standards and we do not have common expectations about rigor in instruction.



Indicators of a Quality CIWP: Root Cause Analysis

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

[Return to Top](#) **Theory of Action**

What is your Theory of Action?

Resources:

If we....

build the capacity of teachers' knowledge of priority standards and build common expectations for rigorous instruction



Indicators of a Quality CIWP: Theory of Action

Theory of Action is grounded in research or evidence based practices.
 Theory of Action is an impactful strategy that counters the associated root cause.
 Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.
 Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"
 All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

then we see....

students engaged in inquiry-based learning, rigorous tasks, and an abundance in student discourse



which leads to...

higher taxonomy levels of learning and student engagement with an increase in school-wide attainment.



[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

Establishing ILT members

Dates for Progress Monitoring Check Ins

Q1	October 12, 2	Q3	3/21/2024
Q2	12/7/2023	Q4	5/23/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	100% of teachers have access to high quality curricular materials.	ILT Team Leads	March 22, 2024	In Progress
Action Step 1	Establishing ILT members that includes an additional intermediate (science), and 1 sped teacher.	Instructional Coach	August 1, 2023	Delayed
Action Step 2	Create a materials checklist based on content curriculum	ILT Content Leads	August 17, 2023	Delayed
Action Step 3	Develop a schedule and form to gather teacher curriculum needs	ILT Content Leads	December 15, 2023	Not Started
Action Step 4	Complete second round of teacher material needs	ILT Content Leads	March 22, 2024	Not Started
Action Step 5	Embedding the arts school wide: Integrate culturally relevant art into the curriculum and throughout the school building	ILT, Arts Certification Team TEACHER	March 22, 2024	Select Status
Action Step 6	Embedding healthy schools initiative school wide: Integrate culturally relevant art into the curriculum and throughout the school building	Healthy School Team Teachers & Staff	March 22, 2024	Not Started
Action Step 7				Select Status
Implementation Milestone 2	100% teachers are trained in our newly adopted Skyline Curriculum	ILT TEAM LEADS	August 14, 2023	Select Status

Action Step 1	Identify Weekly Grade-Level Meetings: " Week A: Tier I Instruction / MTSS/Interventions Week B: Tier I SEL	ILT TEAM LEADS	July 26, 2023	Completed
Action Step 2	Schedule weekly grade-levels into the school professional development learning template and ensure they align to the district calendars PD offerings, tier 2 and SEL	ILT TEAM LEADS	July 26, 2023	Completed
Action Step 3	By August 2023, create professional development plan that targets curriculum implementation with a focus on prioritized standards across subjects and grade bands Creating PD Plan for curriculum	ILT/CONTENT LEADS	August 25, 2023	In Progress
Action Step 4	Embedding the arts school wide: Integrate culturally relevant art into the curriculum and throughout the school building	ILT/TEACHER	September 11, 2023	Select Status
Action Step 5				Select Status
Action Step 6				Select Status
Action Step 7				Select Status
Implementation Milestone 3	100% teachers are trained in our instructional rigor norms: ILT Rigor Walks- Content Team Observation Cycles	ILT TEAM LEADS	March 22, 2024	In Progress
Action Step 1	Professional development training for the Marzano rubric to support teacher practices	ILT TEAM LEADS	March 22, 2024	In Progress
Action Step 2	improve the quality of the teamwork within the groups.	ILT TEAM LEADS	March 22, 2024	In Progress
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	75% of teachers trained in Marzano and implementing strategies 75% of teachers have materials and training in rigorous high quality math, ELA and Social Studies curriculum. 75% of dual language teachers have received materials and training in ALE.	
SY26 Anticipated Milestones	100% of teachers trained in Marzano and implementing strategies 100% of teachers have materials and training in rigorous high quality math, ELA and Social Studies curriculum. 100% of dual language teachers have received materials and training in ALE.	

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
Students will be assessed at the beginning and end of every school year and tiered accordingly: -Kindergarden thru 2nd Grade: I-Ready Reading and Math -3rd Grade thru 8th Grade: IXL Reading and Math Targeted interventions will be provided to students according assessment results. The percentage of students meetings intervention targets will be updated monthly.	Yes <input type="checkbox"/>	% of Students receiving Tier 2/3 interventions meeting targets	Overall <input type="checkbox"/>				
			English Learners <input type="checkbox"/>				
3rd thru 8th grade students will grow from 23% of students 50% in meeting or exceeding on IAR ELA Assesment from SY2023 to SY2026.	No <input type="checkbox"/>	IAR (English)	Overall <input type="checkbox"/>				
			English Learners <input type="checkbox"/>				

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

Jump to... Reflection	Priority Root Cause	TOA Implementation Plan	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>	Curriculum & Instruction	
C&I:2 Students experience grade-level, standards-aligned instruction.				-Student Discourse: Students interacting with partners or groups based on criteria provided by teachers -Teachers providing student feedback based on criteria provided by teachers -Learning walks will be conducted utilizing Marzano's Rigor Rubric		-Students providing feedback to peers based on criteria provided by teachers -Student led questioning, conferences, and questioning -Learning walks will be conducted utilizing Marzano's Rigor Rubric	-Students providing feedback to peers based on criteria provided by teachers -Student led questioning, conferences, and questioning -Learning walks will be conducted utilizing Marzano's Rigor Rubric
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.				-Students and teachers will adhere to assessment plan/calander -Teachers and students will reflect on assessment results -Teachers will adjust learning target and interventions based on assessment results -Data analysis will be monitored during grade-level and ILT meetings			
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.				-Teachers will adhere to professional development "Week A" schedule of inputting intervention results into Branching Minds -Data analysis and Branching Minds inputting will be monitored during grade-level and ILT meetings			

[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
Students will be assessed at the beginning and end of every school year and tiered accordingly; -Kindergarten thru 2nd Grade: I-Ready Reading and Math -3rd Grade thru 8th Grade: IXL Reading and Math Targeted interventions will be provided to students according assessment results. The percentage of students meetings intervention targets will be updated monthly.	% of Students receiving Tier 2/3 interventions meeting targets	Overall			Select Status	Select Status	Select Status	Select Status
		English Learners			Select Status	Select Status	Select Status	Select Status
3rd thru 8th grade students will grow from 23% of students 50% in meeting or exceeding on IAR ELA Assesment from SY2023 to SY2026.	IAR (English)	Overall			Select Status	Select Status	Select Status	Select Status
		English Learners			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	-Student Discourse: Students interacting with partners or groups based on criteria provided by teachers -Teachers providing student feedback based on criteria provided by teachers -Learning walks will be conducted utilizing Marzano's Rigor Rubric	Select Status	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.	-Students and teachers will adhere to assessment plan/calander -Teachers and students will reflect on assessment results -Teachers will adjust learning target and interventions based on assessment results -Data analysis will be monitored during grade-level and ILT meetings	Select Status	Select Status	Select Status	Select Status
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	-Teachers will adhere to professional development "Week A" schedule of inputting intervention results into Branching Minds -Data analysis and Branching Minds inputting will be monitored during grade-level and ILT meetings	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Partially	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.
Partially	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?

1. A structured intervention block using I-Ready intervention resources for K-2 will be implemented. A structured intervention block for 3-8 intentionally using IXL and Thinkerca for interventions in ELA, Math and Writing.
 2. Setting clear expectations that all staff members servicing children are interventionists. Staff members continue working with small groups and tracking data in Branching Minds to progress monitor student growth in ELA and Math.
 3. We learned that the EL students need more support and we will be intentional in our learning plans to include Language Objectives.
 4. DL students are not progressing at the same level as their gen. Ed. peers.
 5. Bi-weekly, grade-level meetings needed to support teachers with interventions, data analysis and Tier 1 instructional support.
 6. A year-long schedule will be created to support our weekly grade-level meetings and disaggregate our MTSS data with teacher teams.
- The 5E survey has shown a 19% decrease in supportive environment
- The cultivate student survey identified feedback for growth provided by teacher is a priority and area of growth. The survey also identified classroom community and supportive teaching as an area of growth.

What is the feedback from your stakeholders?

- Reviewed LRE Grids on Dashboard
- There is a desire for more collaboration between the General Education and Diverse Learner teachers.
- The DL team would like to move towards more inclusion LRE 1
How can we make sure that all students and staff feel supported and successful in LRE 1?
- Cultivate Data- edges of growth
Classroom community
Feedback for growth
Student voice
- Spring 2023 Staff Survey
- look at highest edges of growth

What student-centered problems have surfaced during this reflection?

1. DL and EL students are not experiencing tiered supports.
2. Students are not experiencing differentiated instruction.
3. Students have not been given consistent opportunities to receive and give feedback for growth in their 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?

- ELLs have their Can Do Descriptor criteria and will be implemented in the curriculum.
- We will use ACCESS data at the BOY to support our students
- Every teacher at Darwin has an ELL student in the classroom
- We will communicate student Can Do's to parents with fidelity.
- We will look into Skyline to see if there are language objectives and implement them into our learning instruction.

[Return to Top](#)

Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

Students need tools to determine growth, targeted interventions, and continuous progress monitoring of interventions.

Indicators of a Quality CIWP: Determine Priorities

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

[Return to Top](#)

Root Cause

Resources:

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

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

As adults in the building, we...

Staff are not appropriately trained to analyze data and determine the most appropriate intervention to meet our students' academic and non-academic needs.

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....

properly train staff to analyze data, align interventions to students needs and communicate supports and expectations to stakeholders

Resources:

Indicators of a Quality CIWP: Theory of Action

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

Inclusive & Supportive Learning Environment

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

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

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

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

then we see...

teachers implementing rigorous multi-tiered interventions to meet the varying needs of all students; and stakeholders supporting students varying needs

which leads to...

A decrease in diverse learners and English language learners receiving tier II and III supports
 An increase of diverse learners and English language learners reaching attainment levels in end of year assessments.
 Overall growth in attainment for all students in end of year assessments.

Return to Top Implementation Plan

Resources:

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

Instructional Leadership Team, Climate & Culture, Healthy Schools, and Arts Certification Team



Dates for Progress Monitoring Check Ins

Q1	October 12, 2	Q3	3/21/2024
Q2	12/7/2023	Q4	5/23/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Create protocols, procedures and expectations for Intervention Program	Instructional Coach, Interventionist, and Assistant Principal	December 22, 2023	In Progress
Action Step 1	Create a progress monitoring calendar	Instructional Coach	August 18, 2023	In Progress
Action Step 2	Training for Branching Minds: staff and external partners collaborate	Instructional Coach	December 22, 2023	In Progress
Action Step 3	4 MTSS school wide cycles in academics	Instructional Coach	May 24th, 2024	In Progress
Action Step 4	Working Sessions during grade level meetings to input progress monitoring data	Instructional Coach	May 24th, 2024	Delayed
Action Step 5	Collaborate with teachers during quarter 1 grade level meetings to develop an intervention menu	Instructional Coach	October 20th, 2023	Delayed
Action Step 6	Engage and structure external partners into school-day interventions (Tutor Corp and Mental Health Providers)	Guidance Counselor	December 22, 2023	In Progress
Action Step 7	Engage parents into school-day and at-home interventions (Tutor Corp and Mental Health Providers)	Guidance Counselor	June 6th, 2024	Select Status
Implementation Milestone 2	100% of interventionists are trained in implementing interventions and analyzing data	Instructional Coach	June 6th, 2024	In Progress
Action Step 1	Think Cerca - Staff training	Instructional Coach Interventionist	August 23, 2023	In Progress
Action Step 2	IXL Diagnostic and Student grouping	Instructional Coach Interventionist	September 7, 2023	Completed
Action Step 3	i-Ready Implementation & Progress Monitoring	Instructional Coach Interventionist Dual-Language Coordinator	May 24th, 2024	In Progress
Action Step 4	External partners are engaged in data discussions and collaborating on improving support efforts (Tutor Corp and Mental Health Providers)	Assistant Principal, Counselor, Interventionist, BHT Coordinator	May 24th, 2024	In Progress
Action Step 5	Culture and climate team are meeting to analyze data of	Assistant Principal,	June 6th, 2024	Not Started
Action Step 6	Culture and climate team, Interventionist, and teachers actively collaborate in providing data to be entered into Branching Minds	Assistant Principal, Counselor, OST Coordinator, BHT Coordinator, Lighthouse Coordinator Student Lighthouse Coordinator	May 24th, 2024	In Progress
Action Step 7				Select Status
Implementation Milestone 3	Create Out of School Time Programming	OST Coordinator	May 24th, 2024	Completed
Action Step 1	Recruit staff and programming for school year	OST Coordinator	December 22, 2023	Completed
Action Step 2	Engage students and parents in design, recruitment and placement of programming via meetings, surveys, and two-way communication	OST Coordinator	June 6th, 2024	Completed
Action Step 3	Embedding the arts school wide: Integrate culturally relevant art into OST programming	OST Coordinator Arts School Initiative Coordinator	May 24th, 2024	In Progress
Action Step 4	Embedding the healthy-school initiative into school wide: Integrate culturally relevant art into OST programming	OST Coordinator Healthy School Initiative Coordinator	May 24th, 2024	In Progress
Action Step 5	Engage and structure external partners into school-day and after-school programming	OST Coordinator	December 22, 2023	Completed
Action Step 6	Monitor engagement and impact of programming via Branching Minds	OST Coordinator	June 6th, 2024	Not Started
Action Step 7	Culture and climate team are meeting to analyze data of programming impact to adjust and improve on-going supports	Assistant Principal, Counselor, OST Coordinator, BHT Coordinator, Lighthouse Coordinator Student Lighthouse Coordinator	May 24th, 2024	Not Started

Implementation Milestone 4	Create Enrichment, Health, and Inner Core (RP, LIM, SV, Lighthouse) Programming	Assistant Principal, Counselor, OST Coordinator, BHT Coordinator, Lighthouse Coordinator, Student Lighthouse Coordinator, Arts Certification Team, Healthy School Initiative Team	June 6th, 2024	Select Status
Action Step 1	Training staff in restorative practices, trauma-support, and leadership development for students via Leader In Me	Assistant Principal, Counselor, OST Coordinator, BHT Coordinator, Lighthouse Coordinator, Student Lighthouse Coordinator	June 6th, 2024	Select Status
Action Step 2	Culture and climate team are meeting to analyze data of programming impact to adjust and improve on-going supports	Assistant Principal, Counselor, OST Coordinator, BHT Coordinator, Lighthouse Coordinator, Student Lighthouse Coordinator	June 6th, 2024	Select Status
Action Step 3	Student Voice and Lighthouse teams are meeting to identify, plan, and implement identified goals	Lighthouse Coordinator, Student Lighthouse Coordinator	May 24th, 2024	Select Status
Action Step 4	Engage and structure external partners into school-day and after-school programming	Assistant Principal, Counselor, OST Coordinator	May 24th, 2024	Select Status
Action Step 5	External partners are engaged in data discussions and collaborating on improving support efforts (OST Providers, Mental Health Providers, Arts & Music Providers)	Assistant Principal, Counselor, OST Coordinator	May 24th, 2024	Select Status
Action Step 6	Embedding the arts school wide: Integrate culturally relevant art into school-wide programming	Arts Certification Team	May 24th, 2024	Select Status
Action Step 7	Embedding the arts school wide: Integrate culturally relevant art into school-wide programming	Healthy School Initiative Team	May 24th, 2024	Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	<p>100% of interventionists are implementing interventions and analyzing data</p> <p>65% of students are engaged in Out of School Time Programming</p> <p>75% of teachers have materials and training in rigorous high quality Enrichment, Health, and Inner Core Programming</p>	
SY26 Anticipated Milestones	<p>100% of interventionists are implementing interventions and analyzing data</p> <p>75% of students are engaged in Out of School Time Programming</p> <p>100% of teachers have materials and training in rigorous high quality Enrichment, Health, and Inner Core Programming</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 an 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
Academic Interventions: Students will be assessed at the beginning and end of every school year and tiered accordingly: -Kindergarten thru 2nd Grade: I-Ready Reading and Math -3rd Grade thru 8th Grade: IXL Reading and Math -Targeted interventions will be provided to students according to assessment results. -The percentage of students meeting intervention targets will be updated monthly. Emotional and Behavior Support/Interventions: -Students will be identified via On-track Data and BHT referrals. -Targeted interventions will be provided to students according to needs. -The percentage of students meeting intervention targets will be updated monthly via Branching Minds.	Yes <input type="text"/>	% of Students receiving Tier 2/3 interventions meeting targets	Students with an IEP <input type="text"/>				
			Overall <input type="text"/>				
Off-Track Interventions and goals -Students will be tracked during 5-week progress reports -Grade-level meetings will provide update to teachers -Grade-level meetings will determine interventions -Grade-level meetings will determine BHT referral -BHT will review supports needed for students off-track -Climate and culture team will review supports needed for students off-track	Yes <input type="text"/>	3 - 8 On Track <input type="text"/>	Students with an IEP <input type="text"/>				
			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
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	-Teachers will adhere to professional development "Week A" schedule of inputting intervention results into Branching Minds -Data analysis and Branching Minds inputting will be monitored during grade-level and ILT meetings		
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.	-Engage students and parents in design, recruitment and placement of programming via meetings, surveys, and two-way communication - Integrate culturally relevant art into OST programming will be monitored by OST coordinator and Arts Certification quarterly progress monitoring -Embedding the healthy-school initiative into school wide programming will be monitored by OST coordinator and Arts Certification quarterly progress monitoring -Impact of external partners into school-day and after-school programming will be monitored by culture and climate team quarterly progress monitoring -Culture and climate team are meeting to analyze data of programming impact to adjust and improve on-going supports will be monitored via Branching Minds input		
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	-Training staff in restorative practices, trauma-support, and leadership development for students via Leader In Me will be monitored by culture and climate team quarterly progress monitoring -Culture and climate teams are meeting to analyze data of programming impact to adjust and improve on-going supports will be monitored via quarterly progress monitoring. -Student Voice and Lighthouse teams will be progress monitored via meetings, surveys, and two-way communication -Impact of external partners will be monitored via surveys, quarterly progress monitoring meetings, and on-track data -Embedding the arts into school wide programming will be monitored by OST coordinator and Arts Certification quarterly progress monitoring -Embedding the healthy-school initiative into school wide programming will be monitored by Arts Certification team quarterly progress monitoring		

[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
Academic Interventions: Students will be assessed at the beginning and end of every school year and tiered accordingly: -Kindergarten thru 2nd Grade: I-Ready Reading and Math -3rd Grade thru 8th Grade: IXL Reading and Math -Targeted interventions will be provided to students according to assessment results. -The percentage of students meeting intervention targets will be updated monthly.	% of Students receiving Tier 2/3 interventions meeting targets	Students with an IEP			Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status
Emotional and Behavior Support/Interventions: -Students will be identified via On-track Data and BHT referrals. -Targeted interventions will be provided to students according to needs. -The percentage of students meeting intervention targets will be updated monthly via Branching Minds.								
Off-Track Interventions and goals -Students will be tracked during 5-week progress reports -Grade-level meetings will provide update to teachers -Grade-level meetings will determine interventions -Grade-level meetings will determine	3 - 8 On Track	Students with an IEP			Select Status	Select Status	Select Status	Select Status

Inclusive & Supportive Learning Environment

<p>-Grade-level meetings will determine BHT referral -BHT will review supports needed for students off-track -Climate and culture team will review supports needed for students off-track</p>		Overall			Select Status	Select Status	Select Status	Select Status
---	--	---------	--	--	---------------	---------------	---------------	---------------

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p>I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.</p>	<p>-Teachers will adhere to professional development "Week 'A'" schedule of inputting intervention results into Branching Minds -Data analysis and Branching Minds inputting will be monitored during grade-level and ILT meetings</p>	Select Status	Select Status	Select Status	Select Status
<p>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.</p>	<p>-Engage students and parents in design, recruitment and placement of programming via meetings, surveys, and two-way communication - Integrate culturally relevant art into OST programming will be monitored by OST coordinator and Arts Certification quarterly progress monitoring -Embedding the healthy-school initiative into school wide programming will be monitored by OST coordinator and Arts Certification quarterly progress monitoring -Impact of external partners into school-day and after-school programming will be monitored by culture and climate team quarterly progress monitoring -Culture and climate team are meeting to analyze data of programming impact to adjust and improve on-going supports will be monitored via Branching Minds input</p>	Select Status	Select Status	Select Status	Select Status
<p>C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.</p>	<p>-Training staff in restorative practices, trauma-support, and leadership development for students via Leader In Me will be monitored by culture and climate team quarterly progress monitoring -Culture and climate teams are meeting to analyze data of programming impact to adjust and improve on-going supports will be monitored via quarterly progress monitoring. -Student Voice and Lighthouse teams will be progress monitored via meetings, surveys, and two-way communication -Impact of external partners will be monitored via surveys, quarterly progress monitoring meetings, and on-track data -Embedding the arts into school wide programming will be monitored by OST coordinator and Arts Certification quarterly progress monitoring -Embedding the healthy-school initiative into school wide programming will be monitored by Arts Certification team quarterly progress monitoring</p>	Select Status	Select Status	Select Status	Select Status

Parent and Family Plan

If Checked:	<input checked="" type="checkbox"/>	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:	<input type="checkbox"/>	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.

-Skyline Supports at Home:
Parents will engage in understanding of standards alignment to the ELA and Social Studies Skyline curriculum
Parents will language in understanding of units and ways school will assess their progress
Parents will engage on homework and home supports specific to supporting their child's progression of learning relevant to the Skyline curriculum

-Dual-language support at Home:
Dual-language parents will understand the distinctions relevant to dual-language programming in comparison to English language cohorts.
Time and content allocation for dual-language programming
Dual-language parents will engage in understanding of standards alignment to the dual-language ALES Skyline curriculum
Dual-language parents will engage in understanding of dual-language units and ways school will assess their progress

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