CIWP Team & Schedules

CIWP Team Guidance

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).

Name ✍	Role ✍	Email ✍
Francisco Oliva González	Principal	folivagonzalez@cps.edu
Meghan Breyer	AP	msbreyer@cps.edu
Jane Sereika	Teacher Leader	jmsereika@cps.edu
Juana Velazquez	Teacher Leader	jmvelazquez@cps.edu
Elizabeth Miller	Teacher Leader	emiller30@cps.edu
Martha Valdez	LSC Member	marthavc07@gmail.com
Erika Sandstrom	Connectedness & Wellbeing Lead	ejsandstrom@cps.edu
Maria Ines Castaneda	Teacher Leader	micastaneda-porras@cps.edu
Philip White	Inclusive & Supportive Learning Lead	pwhite18@cps.edu
Lucia Solis	Dual Language Coordinator	lmsolis1@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	7/28/23	8/4/23
Reflection: Curriculum & Instruction (Instructional Core)	8/14/23	8/18/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	8/14/23	8/18/23
Reflection: Connectedness & Wellbeing	8/14/23	8/18/23
Reflection: Postsecondary Success	8/14/23	8/18/23
Reflection: Partnerships & Engagement	8/14/23	8/18/23
Priorities	8/11/23	08/25/2023
Root Cause	8/29/23	6/1/23
Theory of Acton	8/29/23	6/1/23
Implementation Plans	8/29/23	6/4/23
Goals	8/29/2023	9/4/23
Fund Compliance	9/4/23	9/8/23
Parent & Family Plan	9/4/23	9/8/23
Approval	9/13/23	9/13/23

SY24 Progress Monitoring Schedule

Indicate the SY24 dates when your CIWP team will hold progress monitoring check-ins.
As a reference, these dates will auto-populate in your implementation plans.

CIWP Progress Monitoring Meeting Dates ✍	
Quarter 1	10/23/2023
Quarter 2	1/8/2024
Quarter 3	3/25/2024
Quarter 4	5/31/2024

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

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	One of the major takeaways based on several metrics speaks to the need for differentiated high quality instruction. Based on last year's CI cycle, a vast majority of classrooms feel under the retreival; a few fell under comprehension. Additionally, many of the teachers observed were meeting within small groups, however the work was not differentiated by group or individual student need. This is directly aligned to that assessment data shown on on our Five essentials. Based on our five essentials, ambitious instruction is shown in orange and is indicated as weak. When looking at our IAR ELA data for last year, 46 percent of students, 30 percent met partially met while, only 6 percent met and only one student exceeded. For Math, 47 perent did not meet, 39 partially met, 9 approached and, only 5 percent met expecations. No student exceeded expecations for IAR math. The students overall performance is similar across the board on other assessments. The vast majority of our students landed within the Did not yet Meet Expecations category with 50 percent , 30 landed on partially, 12 approached and only 7 percent met expecations on the Math portion of the Star 360 assessment. For ELA you do see an improvement from 44 percent in the red BOY to 38 at EOY. Students who partially met moved from 27 percent at MOY to 33 at EOY. This is likely due to the number of students who moved up from Did not yet meet.	IAR (Math)
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading)
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions	**What is the feedback from your stakeholders?**	STAR (Math) iReady (Reading)
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership	Davis stakeholders reiterated the school's academic poor performance on IAR and Star 360. Star360 Data for Reading EOY: 38% in the red comparing from BOY, MOY, EOY compared to district. we are higher in ELA.Math Star360 Did not meet expectations for EOY 52% compared to MOY did not meet 51.7%, from BOY to MOY percentage that did not meet increased .Star360 Data for Rdg and Math, 1 grade level where there was improvement from BOY to MOY was 7th grade (current 8th graders). Non EL students went up in both areas. IAR for RDG 3rd grade (current 4th graders) school average is behind the district and the state, many of them not meeting expectations. IAR RDG 4th grade there was some improvement as well as 5th grade.IAR Reading Vocabulary and Writing Conventions not showing improvement. Common trends based on our rigor walk discuss lack of productive struggle and students engaging in lower level rigor activities. DOK levels from the BOY rigor walk were all most all at recall (9) vs 1 at comprehension. We see a slight increase to 3 activities at comprehension for EOY. iReady Data reading proficiency BOY below rest of network when it came to mid or above grade level, but EOY 6.1% ahead of network in mid to above grade level 3rd graders last year and 6th graders last year are the ones that really need extra support (these students need interventions).iReady last year was the first time teachers used it and there was some struggling with technology--this may have affected outcomes at the beginning, 2nd graders struggled with using ruler--not used to tech. Training for Skyline is needed (not all teachers took training last year--some teachers need everything, differentiated based on teachers need) get baseline data to know where all teachers are with Skyline.Instructional piece--teach at the 80% and then differentiate for the 20% to intentionally do it during class (small groups etc), knowing instructional strategies is very important, grade band discussions to ensure on the same page, cohesiveness needs to be there Conversations amongst teachers are key--what strategies are working? Learn from each other for grouping strategies, helps minimize teachers being overwhelmed. Small group instruction must be structured and intentional (teachers need explicit instructions). Need for developing schoolwide definition for small group instruction and PD is needed.	iReady (Math) Cultivate Grades ACCESS TS Gold
No	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development Guide		Interim Assessment Data
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** We started implementing Skyline last year, but only specifically for social studies. We had already been utilizing amplify science which is essentially following the same content as Skyline and it is directly aligned. However, this will be our first year fully implementing the program school wide for all content. The Dual Language classrooms, which are PreK through 1st, are using a combination of Skyline and Arriba la lectura. This is due to the fact that Skyline is slowly rolling out ALE spanish component. Some teachers are familiar but many others are not which indicates a need for differentiation by teacher based on their own individual expertise with this new curriculum.	

What student-centered problems have surfaced during this reflection?

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

Students are not performing as expected on state test and other assessments such as iReady and Star 360. More often than not students are performing at lower levels than the state and the district. When referencing rigor walk data it is clear that students are not being challenged leading to lower performance on academic assessments. It's important for teachers to collaborate with one another in order to create equitable, culturally respnsive lessons to keep students engaged.

Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?		References
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.	MTSS Integrity Memo MTSS Continuum Roots Survey
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.	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.	LRE Dashboard Page
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
Partially	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.

When referencing rigor walk data it is clear that students are not being challenged leading to lower performance on academic assessments. Teachers must continue to work toward providing targeted differentiated instruction for all students informed by academic data and focusing on skills to help close invididual student achievement gaps.

What are the takeaways after the review of metrics?

Our case manager is new to Davis and CPS this year, and will be serving as our MTSS team lead. We chose MTSS as a priority because we do not yet have fully operational structures in place to ensure that MTSS is being implemented, monitered, and adjusted with fidelity. As a result, our students may not be demonstrating growth and mastery at their full potential. Last year, the MTSS lead had many other responsibilities which made it difficult to ensure these systems and structures were created and used by all teachers and staff. This year, this teacher will be implementing a Branching Minds PLC to support staff with using the platform to log and progress monitor interventions. While staff are familiar with Branching Minds and many teachers use it correctly, they self-report that they are not using it to regularly track interventions (both academic and SEL).

Looking at the Dashboard DL data, we see that in grades 1, 3, 4, 5, 6, and 7 more than 40% of students are LRE 2. Grades 3, 4, and 8 have the highest percentage of students in LRE 1.

As a school, we have opted into OSEL's BHT and CCT PLC and supports. We anticipate that with this new learning, our systems and structures will strengthen, leading to a more inclusive and supportive learning environment. Our school counselor has already begun to create systems to ensure clear communication about the process for referring a student to BHT as well as interventions or services that are recommended for referred students.

What is the feedback from your stakeholders?

Star 360 Data for Reading EOY:38% in the red comparing BOY, MOY, EOY compared to district, we are higher in ELA. Math Star 360 Did not meet expecations for EOY 52% compared to MOY did not meet 51.7%, from BOY to MOY percentage thtat did not meet increased. Star 360 Data for Rdg and Math, 1st grade wehre there was improvement from BOY to MOY was 7th grade (current 8th Graders). Non EL studetns went up in both areas. IAR for Rdg 3rd grade (current 4th graders) school average is behind the district and the state, many of them not meetign expectations. IAR Rdg 4th Grade there was some improvement as well as 5th grade. IAR Reading vocabulary and Writing conventions not showing improvement. Ambitious instruction 5Es: Math Instruction rating decreased from last year 54 to 43. IReady Data reading proficiency BOY below rest of network when it came to mid or above grade level, but EOY 6.1% ahead of network in mid to above grade level. 3rd graders

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?

Professional development around MTSS interventions and the use of specific platforms has been facilitated in years prior. However, the Branching Minds has not been used with fidelity. There have also been varying levels of small group instruction and differentiation by teachers. Some teachers appeared to faciliated small group instruction during informal and formal walkthroughs, but work has not been differentiated by students needs. Students in these small groups more often than not engage in the same work and this minimizes the impact that small groups could potentially have if used more effectively. It's possible that we can leverage the teachers in our building that have strong small group instructional practices to provide proffesional development on differentiation.

Metrics

Unit/Lesson Inventory for Language Objectives (School Level Data)

MTSS Continuum

Roots Survey

ACCESS

MTSS Academic Tier Movement

Annual Evaluation of Compliance (ODLSS)

Quality Indicators of Specially Designed Curriculum

EL Program Review Tool

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		References
Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment SEL Teaming Structure
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	

What are the takeaways after the review of metrics?

Based on the data we see a significant decrease in attedance over time. Attendance from 2006 to 2019 averaged around 94 to 95 percent. That number significantly drops starting the 2019 school year to 93.3, 92.7 in 2020, and 88.9 in 2022. We also see a similar trend in lower attendance fro our earlier grade levels throughout the years, especially PreK which averaged around mid to high 80s. As for discipline data, we see that there is an uptick in behavioral referrals from SY21-22. The following year, you can clearly see a significant drop. During the SY21-22 school year, the majority of the incidents recorded on as Aspen are tier 2 (35.48) and tier 3 (24.19). There are a total of 62 recorded incidents in SY21-22 compared to 36 recorded incidents in the following year. Another important factor to consider is the infrastructure already in place for Student Voice. The structures for SV were not fully established according to the self-assessment rubric. Students are always able to give feedback on the five essentials and now the Cultivate survey hoewever, there were no meetings in place to discuss matters with staff, or admin. There is a need to establish meetings times and dates for students to give feedback to teahers and admin. to be heard. Based on the Cultivate survey results, some students felt that they were not receiving constructive feedback for growth from certain teachers. One example is ELA and Science for both 8th and 7th grade while the Math teacher saw significantly higher scores.

Metrics

% of Students receiving Tier 2/3 interventions meeting targets

Reduction in OSS per 100

Reduction in repeated disruptive behaviors (4-6 SCC)

Access to OST

Increase Average Daily Attendance

Increased Attendance for Chronically Absent Students

Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What is the feedback from your stakeholders?

According to the cultivate survey, some students are seeking for feedback for growth. Davis students are also seeking a sense of belonging and to be heard. There are certain structures in place for students to give feedback, i.e. Five Essentials and Cultivate survey, but according to the self-assessment rubric they need a structured setting to express their opinions openly with admin and teachers. There are also limited opportunities for them to engage in Out of School time activities through teacher sponsors. The only options available are very limited to BPNC and some sports (Soccer, Volleyball, Wrestling, Basketball). ✍️

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 do not have additional structure opportunities to share their thoughts aside from the Five Essentials, Cultivate Surveys and few limited intereaction with staff and admin. ✍️

What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?

We have started offering more sports opportunities than in years prior, but there are very limted teacher sponsored clubs. Almost all sponsored clubs at the moment are being run by Brighton Park Neighborhood Council. ✍️

Reconnected by 20th Day, Reconnected after 8 out of 10 days absent

Cultivate (Belonging & Identity)

Staff trained on alternatives to exclusionary discipline (School Level Data)

Enrichment Program Participation: Enrollment & Attendance

Student Voice Infrastructure

Reduction in number of students with dropout codes at EOY

Postsecondary Success

Postsecondary only applies to schools serving 6th grade and up. If your school does not serve any grades within 6th-12th grade, please skip the Postsecondary reflection.

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)		References	What are the takeaways after the review of metrics?	Metrics
Yes	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	Students were exposed to three college visits last year. There were two large high school fairs with large number of Davis students who attended the fair. There were no guest speakers invited to speak about their careers. Teachers followed and administered the Naviance scope and sequence. ✍️	Graduation Rate
Yes	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		Program Inquiry: Programs/participation/attainment rates of % of ECCC

3 - 8 On Track

Learn, Plan, Succeed

% of KPIs Completed (12th Grade) |
| Partially | Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th). | Work Based Learning Toolkit | **What is the feedback from your stakeholders?**

Students need more opportunities to explore careers. We need to ensure that our post secondary topics involve more than just door decoration contests and School links. It's important for students to be exposed to different careers and for them to have opportunities to research and explore various fields. ✍️ | College Enrollment and Persistence Rate

9th and 10th Grade On Track

Cultivate (Relevance to the Future) |
Yes	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).			Freshmen Connection Programs Offered (School Level Data)
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric	**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?**	

| N/A | Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni). | Alumni Support Initiative One Pager | Our middle school students need exposure to different careers and opportunities to learn about colleges and universities that may offer their fields of interest. One question to consider is how to we invest parents in this topic and how do we motivate parents to consider letting their students study in an institution outside of Chicago. ✍ | |

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.

Davis needs to offer more opportunities for students to engage in various post secondary topics. ✍

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	The lowest score in this section was student-teacher trust at 47 which is neutral. Peer support scored at 58, while academic personalism scored at 53. Overall, this category was neutral which shows that there is room improvement. This is a significant change from 2021 where Davis scored in the red. The average score that year was around 19. The involved families category was neutral as well and actually one point higher than the year prior. Parent-Teacher trust saw an increase of 11 points from the year prior and is the strongest score based on this category. The cultivate survey was generally positive. Students expressed concern over certain middle school content and how they felt about their teacher listening to thier voice. ELA and Science scored significantly lower than other content. ✍	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		Formal and informal family and community feedback received locally. (School Level Data)
No	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric	**What is the feedback from your stakeholders?** Overall, this foundation has average results based on the five essentials survey and cultivate survey. Generally speaking, students feel heard, but the biggest area of growth is with parent involvement. We as a school need to work toward getting parents more involved in school level activities. This can be seen by the parents who attend committees. It is usually the same involved parents that show up. ✍	

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.

Many of our parents do not have the necessary skill set to suppor their childs' learning at home. ✍

What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?

We need to workt toward providing our parents with workshops that will give them the necessary skills set to suppor their children. They need to be able to learn how to read data and to give them opportunities to get more involved in their childs' education. We need to consider how we are differentiating for parents based on levels of understanding. ✍

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

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

| Partially | Students experience grade-level, standards-aligned instruction. |

| Partially | Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn. |

| Yes | The ILT leads instructional improvement through distributed leadership. |

| No | School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals. |

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

What are the takeaways after the review of metrics?

One of the major takeaways based on several metrics speaks to the need for differentiated high quality instruction. Based on last year's CI cycle, a vast majority of classrooms feel under the retreival; a few fell under comprehension. Additionally, many of the teachers observed were meeting within small groups, however the work was not differentiated by group or individual student need. This is directly aligned to that assessment data shown on on our Five essentials. Based on our five essentials, ambitious instruction is shown in orange and is indicated as weak. When looking at our IAR ELA data for last year, 46 percent of students, 30 percent met partially met while, only 6 percent met and only one student exceeded. For Math, 47 perent did not meet, 39 partially met, 9 approached and, only 5 percent met expecations. No student exceeded expectations for IAR math. The students overall performance is similar across the board on other assessments. The vast majority of our students landed within the Did not Yet Meet Expectations category with 50 percent , 30 landed on partially, 12 approached and only 7 percent met expecations on the Math portion of the Star 360 assessment. For ELA you do see an improvement from 44 percent in the red BOY to 38 at EOY. Students who partially met moved from 27 percent at MOY to 33 at EOY. This is likely due to the number of students who moved up from Did not yet meet.

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Determine Priories

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

Students...

Students at Davis are not engaging in learning tasks that allow them to experience productive struggle

Resources: 🚀

[Determine Priorities Protocol]

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

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

As adults in the building, we...

1.Teachers are quick to step in and rescue students
2.The data shows that students do not have the necessary skills to engage in struggle
3.Students are not engaged in grade level standards-aligned instruction
4.There is a lack of intentionality of purposeful and meaningful planning for instruction. (Need for purposeful and meaningful planning for instruction).
5.Teachers are not receiving feedback for continued growth.

Resources: 🚀

[5 Why's Root Cause Protocol]

Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.

The root cause is based on evidence found when examining the student-centered problem.

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

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What is your Theory of Action?

If we....

If we provide teachers with time, resources, and learning focused on using data to inform our instruction, using research-based best practices and strategies ✍️

then we see....

then we will see culturally responsive, rigorous equitable instruction,and teachers authentically collaborating as reflected by their practice and intentional planning guided by feedback from instructional leaders and colleagues leading toward a schoolwide growth mindset ✍️

which leads to...

which leads to students who harness their metacognition to engage in complex, higher-order thinking and problem solving learning tasks that demonstrate academic growth and mastery of standard-aligned content and language objectives. ✍️

Return to Top   **Implementation Plan**

Resources: 🚀

Team/Individual Responsible for Implementation Plan ✍️

Principal Oliva, AP Breyer, Dual Language Coordinator, ELPT, Case Manger, ILT

Dates for Progress Monitoring Check Ins

Q1	10/23/2023	Q3	3/25/2024
Q2	1/8/2024	Q4	5/31/2024

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	ILT and admin team will determine major areas of support for staff when it comes to planning comprehensive differentiated unit plans.	ILT & Admin	Oct 24th	*Select Status*
Action Step 1	Create teacher survey needs assessment with questions focused on unit planning needs and new curriculum implementation supports.	ILT	Oct 31st	*Select Status*
Action Step 2	Administer Survey to staff via Davis Cohort with Nov 3rd Deadline	Davis Teachers	Nov 3rd	*Select Status*
Action Step 3	ILT will dissect data and determine three major areas of need for professional development.	ILT	Dec 5th	*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 2	ILT and administration will create a scope and sequence for differentiated professional development with regard to unit planning, planning for targeted small group differentiated instruction, and the new Skyline curriculum.	ILT & Admin	Jan 16th	*Select Status*
Action Step 1	Teachers will receive professional development on planning for differentiated instruction.	ILT & Custom Education Solutions	January 23rd	*Select Status*
Action Step 2	DL teachers will receive professional development from Karen Beeman on intentioal unit planning.	Karen Beeman	Mid November	*Select Status*
Action Step 3	Teachers will collaborate to make modifications to their existing Unit Plans during GLM.	Teachers	January 25th	*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 3	The ILT and administration will establish a system of providing constructive feedback to teachers on unit plans to ensure strong differentiation, and targeted small group instruction.	ILT & Admin Team	Feb 6th	*Select Status*
Action Step 1	Admin team and ILT will meet to dissect unit plans and determine areas of need.	Admin Team & ILT	Feb 13th	*Select Status*
Action Step 2	Admin team and ILT will meet to determine criteria for intentional, targeted unit plans.	Admin Team & ILT	Feb 20th	*Select Status*
Action Step 3	DL teachers will review existing lesson plans and meet with DL coordinator to ensure effective differentiated planning is happening.	DL Coordinator	January 17th	*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	The ILT and administration will provide teachers feedback on unit plans around the activities selected and varying levels of Depth of Knowledge. Teachers will be given time to collaborate and plan in teams to ensure lesson plans are rigorous.	✍️
SY26 Anticipated Milestones	The ILT and administration will prioritize proffesional development around the specific components of creating equitable, culturally responsive, and engaging lessons that allow students to engage in productive struggle. The school will lead PLCs and books studies around Engaging Students by Phillip Schlechty. This PLC will lead professional development around their book study topics.	✍️

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Goal Setting

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	SY24	SY25	SY26
By the end of the SY24 school year students with IEPs and students who are ELs should each improve and move from the did not meet category on the ELA IAR by five percentage points and 5 additional points every year after.	No	IAR (English)	Students with an IEP	58%	53%		
			English Learners	53%	48%		
By the end of the year, students with IEPs and ELL students who fell under the category of receiving urgent intervention on the Start 360 ELA will decrease by 5 percentage points.	Yes	STAR (Reading)	Students with an IEP	83%	78%		
			English Learners	71%	66%		

Numerical Targets [Optional] ✍️

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍️	Specify your practice goal and identify how you will measure progress towards this goal. ✍️		
	SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	All teachers will have access to and utilize the Skyline curriculum to plan rigorous and intentional unit plans. The Davis administrative team will sit quarterly to provide teachers constructive feedback.	Davis teachers will have ample time during throughout the school year to modify last year's unit plans and make modifications or additions to these plans based on the feedback given by the admin team, coaches, and colleagues. The administrative team will continue to support teachers	The Davis team will engage in professional development around the Engaging Students Book and will modify their units to ensure their plans are culturally responsive and engaging for their students. The PLC will set goals for this book study and teachers will
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.	Teachers will plan for small group differentiated instruction in their classrooms as reflected on their unit plans. This will be evident by the number of teachers who are planning and documenting these on their unit plans.	Teachers will receive continue receiving constructive and supportive feedback on differentiation in their classroom based on rigor walks, and reach observations, and informal visits.	Teachers will work on modifying their unit plans to ensure that their learning from professional development around Grading for Equity and Enaging Students is reflected in their plans.
Select a Practice			

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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

By the end of the SY24 school year students with IEPs and students who are ELs should each improve and move from the did not meet category on the ELA IAR by five percentage points and 5 additional points every year after.	IAR (English)	Students with an IEP	58%	53%	Select Status	Select Status	Select Status	Select Status
		English Learners	53%	48%	Select Status	Select Status	Select Status	Select Status
By the end of the year, students with IEPs and ELL students who fell under the category of receiving urgent intervention on the Start 360 ELA will decrease by 5 percentage points.	STAR (Reading)	Students with an IEP	83%	78%	Select Status	Select Status	Select Status	Select Status
		English Learners	71%	66%	Select Status	Select Status	Select Status	Select Status

Practice Goals　　　　　　　　　　　　　　　　　Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	All teachers will have access to and utilize the Skyline curriculum to plan rigorous and intentional unit plans. The Davis administrative team will sit quarterly to provide teachers constructive feedback.	Select Status	Select Status	Select Status	Select Status
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Teachers will plan for small group differentiated instruction in their classrooms as reflected on their unit plans. This will be evident by the number of teachers who are planning and documenting these on their unit plans.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

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

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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.
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

Our case manager is new to Davis and CPS this year, and will be serving as our MTSS team lead. We chose MTSS as a priority because we do not yet have fully operational structures in place to ensure that MTSS is being implemented, monitered, and adjusted with fidelity. As a result, our students may not be demonstrating growth and mastery at their full potential. Last year, the MTSS lead had many other responsibilities which made it difficult to ensure these systems and structures were created and used by all teachers and staff. This year, this teacher will be implementing a Branching Minds PLC to support staff with using the platform to log and progress monitor interventions. While staff are familiar with Branching Minds and many teachers use it correctly, they self-report that they are not using it to regularly track interventions (both academic and SEL).

Looking at the Dashboard DL data, we see that in grades 1, 3, 4, 5, 6, and 7 more than 40% of students are LRE 2. Grades 3, 4, and 8 have the highest percentage of students in LRE 1.

As a school, we have opted into OSEL's BHT and CCT PLC and supports. We anticipate that with this new learning, our systems and structures will strengthen, leading to a more inclusive and supportive learning environment. Our school counselor has already begun to create systems to ensure clear communication about the process for referring a student to BHT as well as interventions or services that are recommended for referred students.

What is the feedback from your stakeholders?

Star 360 Data for Reading EOY:38% in the red comparing BOY, MOY, EOY compared to district, we are higher in ELA. Math Star 360 Did not meet expecations for EOY 52% compared to MOY did not meet 51.7%, from BOY to MOY percentage thtat did not meet increased. Star 360 Data for Rdg and Math, 1st grade wehre there was improvement from BOY to MOY was 7th grade (current 8th Graders). Non EL studetns went up in both areas. IAR for Rdg 3rd grade (current 4th graders) school average is behind the district and the state, most of them not meeiting expectations. IAR Rdg 4th Grade there was some improvement as well as 5th grade. IAR Reading vocabulary and Writing conventions not showing improvement. Ambitious instruction 5Es: Math Instruction rating decreased from last year 54 to 43. IReady Data reading proficiency BOY below rest of network when it came to mid or above grade level, but EOY 6.1% ahead of network in mid to above grade level. 3rd graders last year and 6th graders last year are th groups that really need extra support (these students need interventions). iReady last year was the first time teachers used it. We have adopted Skyline school wide. How is this impacting instruction and cohesion to make sure there is alignment? Training for skyline is needed. Some teachers need differentiation. Instructional piece- teach the 80% and then differentiate for the 20% to intentionally do it during class (small group etc...), knowing instructional strategies is very important, grade band discussions to ensure being on the same page, cohesion needs to be there.

What student-centered problems have surfaced during this reflection?

When referencing rigor walk data it is clear that students are not being challenged leading to lower performance on academic assessments. Teachers must continue to work toward providing targeted differentiated instruction for all students informed by academic data and focusing on skills to help close invididual student achievement gaps.

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?

Professional development around MTSS interventions and the use of specific platforms has been facilitated in years prior. However, the Branching Minds has not been used with fidelity. There have also been varying levels of small group instruction and differentiation by teachers. Some teachers appeared to faciliated small group instruction during informal and formal walkthroughs, but work has not been differentiated by students needs. Students in these small groups more often than not engage in the same work and this minimizes the impact that small groups could potentially have if used more effectively. It's possible that we can leverage the teachers in our building that have strong small group instructional practices to provide proffesional development on differentiation.

Determine Priorities

Return to Top

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

Students...

Students at Davis are not reaching their full potential academically.

Resources: 🚀

Determine Priorities Protocol

✏️ **Indicators of a Quality CIWP: Determine Priorities**

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

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

As adults in the building, we...
1. Students aren't provided strategies and tools to reach mastery
2. Teachers aren't differentiating effectively based on data
3. Teachers don't feel knowledgeable enough to implement consistently in their practice
4. Staff have fixed mindset which hinders teaching practice and reflection
5. There is a culture of low expectations for all stakeholders at Davis.
Fear of failure, change, lack of accountability, low expectations
-are teachers being given the message that "they don't have to?"
-teachers need to feel they matter, valued, given feedback
-all teachers have different strengths, teachers need to recognize that we all have strengths and areas of growth

Resources: 🚀

5 Why's Root Cause Protocol

✏️ **Indicators of a Qulality 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.

Theory of Action

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What is your Theory of Action?

If we....

If we provide teachers differentiated professional development, coaching, feedback, and accountability for implementation of equitable MTSS within classroom instruction fostering a climate of high expectations for all Davis stakeholders ✍️

then we see....

then we will see increased teacher commitment to high quality differentiated instruction evidenced by the use of research based strategies and targeted interventions ✍️

which leads to...

which leads to students demonstrating grade level mastery of skills and content, as well as increased engagement and academic student outcomes. ✍️

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

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 ✍️

Principal Oliva, Assistant Principal Breyer, School Counselor, ILT

Dates for Progress Monitoring Check Ins

Q1	10/23/2023	Q3	3/25/2024
Q2	1/8/2024	Q4	5/31/2024

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	ILT and the admin team determine 3 target areas of growth for each grade band in the area of MTSS and differentiated instruction.	Admin and ILT	October 17th	Not Started
Action Step 1	Create teacher survey needs assessment with questions focused on teachers' goals around their instructional practice and differentiation strategies in Tier 1 instruction.	Admin and ILT	October 24th	Not Started
Action Step 2	Administer teacher survey to all teachers during a grade level meeting.	Admin and ILT	October 26th	Not Started
Action Step 3	ILT will analyze survey data trends to determine the 3 most relevant focus areas for professional learning for SY24, SY25, and SY26	Admin and ILT	October 31st	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	ILT and the admin team will create a professional development plan for SY24, SY25, and SY26 for teachers focused solely on developing Tier 1 differentiation and small group teaching strategies informed by the three most relevant focus areas teachers identify in the survey.	Admin and ILT	December 29, 2023	Not Started
Action Step 1	ILT and admin will engage in discussions centered around chapters from Leading Equity-Based MTSS For All Students by Amy McCart and Dawn Miller	Admin and ILT	June 4, 2024	Not Started
Action Step 2	Using backwards design and in collaboration with the MTSS ISL, ILT and admin will create a scope and sequence for monthly PD at GLMs for SY24 to commence at the beginning of Quarter 3.	Admin and ILT	December 19, 2023	Not Started
Action Step 3	Using backwards design and in collaboration with the MTSS ISL, ILT and admin will create a scope and sequence for monthly PD at GLMs for SY25.	Admin and ILT	June 4, 2024	Not Started
Action Step 4	Teachers will participate in 5 PD sessions focused on MTSS and differentiation strategies by the end of the school year.	All Teachers	June 2024	Not Started
Action Step 5				Select Status
Implementation Milestone 3	The admin team will develop a system for providing teachers with regular feedback on their implementation of the topics taught in monthly PD for SY24 topics.	Principal and AP	January 10, 2024	Select Status
Action Step 1	The admin team will tier teachers based on area of need and coaching/feedback focus.	Principal and AP	January 24, 2024	Select Status
Action Step 2	The admin team will develop coaching caseloads.	Principal and AP	February 7, 2024	Select Status
Action Step 3	The admin team will choose a coaching protocol to use with teachers to ensure consistency in specificity and format in which feedback is delivered.	Principal and AP	2/1/2024	Select Status
Action Step 4	The admin team will engage in 3 joint 15 minute observations to calibrate on teachers' skill level of differentiating instruction.	Principal and AP	3/1/2024	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	-Using backwards design and in collaboration with the MTSS ISL, ILT and admin will create a scope and sequence for monthly PD at GLMs for SY26. -ILT and Admin will build out monthly PDs (including slide decks, interactive learning structures, and exit slips to assess effectiveness of each PD session. -Admin will create timeline for observation/feedback cycles for teachers based on teachers' differentiated areas of need.
SY26 Anticipated Milestones	-ILT and Admin will build out monthly PDs (including slide decks, interactive learning structures, and exit slips to assess effectiveness of each PD.

Goal Setting

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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
At least 90% of students in red, tier 3, are receiving interventions that are being documented and tracked and progressed monitored on Branching Minds.	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall	30%			
			Select Group or Overall				
At least 90% of students in yellow, tier 2, are receiving interventions that are being documented and tracked and progressed monitored on Branching Minds.	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall	17%			
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
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.	A minimum of 80% of all students under tiers 2 and 3 are receiving interventions that are being tracked and monitored on Branching minds.	A minimum of 90% of all students under tiers 2 and 3 are receiving interventions that are being tracked and monitored on Branching minds.	100% of all students under tiers 2 and 3 are receiving interventions that are being tracked and monitored on Branching minds.
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 provide small group, targeted, differentiated instruction in all contents. Admin team members will provide constructive feedback through pop-in visits, Learning walks, and Rigor Walks.	Teachers will continue receiving differentiated professional development around the MTSS process and targeted small group instruction. The ILT, MTSS Team, and BHT will provide this PD as evidenced by resources given to staff.	Teacher will continue receiving differentiated professional development around Branching Minds and other topics related to MTSS at Davis based on evidence and feedback from exit tickets and other staff feedback.
Select a Practice			

SY24 Progress Monitoring

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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
At least 90% of students in red, tier 3, are receiving interventions that are being documented and tracked and progressed monitored on Branching Minds.	% of Students receiving Tier 2/3 interventions meeting targets	Overall	30%		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
At least 90% of students in yellow, tier 2, are receiving interventions that are being documented and tracked and progressed monitored on Branching Minds.	% of Students receiving Tier 2/3 interventions meeting targets	Overall	17%		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals / Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
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.	A minimum of 80% of all students under tiers 2 and 3 are receiving i	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 provide small group, targeted, differentiated instruction	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

If Checked:

Complete
IL-Empower
Section below

☐ **Our school receives school improvement funding through Title I, Part A, 1003 (IL-Empower)**

This CIWP serves as your School Improvement Plan, which is required for schools in school improvement status (comprehensive or targeted) as identified by the Illinois State Board of Education (ISBE). The following section, "IL-Empower," addresses grant requirements, assurances, and alignment across your CIWP, grant budget, and state designation.

If Checked:

No action needed

☑ **Our school DOES NOT receive school improvement funding through Title I, Part A, 1003 (IL-Empower).**
(Continue to Parent & Family Plan)

Select a Goal

Select a Goal

Select a Goal

Parent and Family Plan

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

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

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

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

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

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

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

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

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

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

SCHOOL & FAMILY COMPACT

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

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

- ☑ The school will hold parent-teacher conferences.

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

- ☑ The school will provide parents reasonable access to staff.

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

- ☑ The parents will support their children's learning.

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

Our goal will be to educate our parents on how to read and dissect their students high-stakes data (IAR, Star 360, Access, iReady). Our parent resource teacher will also offer workshops targeting specific strategies for parents to implement which can help them support their children at home. Funding will also be used for parents to attend the Bilingual Parent Summit and the Illinois Resource Center workshop. We will also offer parent workshops through special guests focusing on buidling parent skillsets on how to support their children at home. The PAC will also receive workshops specifically providing parents with informaation around DL services and what special education services seek to do and how to best support their DL students. They will also receive additional information on interventions and the MTSS process.

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