

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
Rosalind Harris	AP	rosalind.harris@sesischools.com
Moise Ortiz	Teacher Leader	Moise.ortiz@sesischools.com
Jake Benke	Principal	jake.benke@sesischools.com
Mike Tyler	Teacher	micheal.tyler@sesischools.com
Mercedes Garcia	Teacher Aid	mercedes.garcia@sesischools.com
Elisabethe Ocon	Inclusive & Supportive Learning Lead	elisabethe.oconcalderon@sesischools.com
Lori Hicks-Vega	Postsecondary Lead	lori.hicks1@sesischools.com
Anthony Jones	Culture and Climate	anthony.jones1@sesischools.com
	Select Role	
	Select Role	
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	8/14/23	8/15/23
Reflection: Curriculum & Instruction (Instructional Core)	8/14/23	8/15/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	8/15/23	8/16/23
Reflection: Connectedness & Wellbeing	8/15/23	8/16/23
Reflection: Postsecondary Success	8/15/23	8/16/23
Reflection: Partnerships & Engagement	8/15/23	8/16/23
Priorities	8/22/23	8/23/23
Root Cause	9/5/23	9/6/23
Theory of Action		
Implementation Plans	9/19/23	9/20/23
Goals	9/26/23	9/27/23
Fund Compliance	10/1/23	10/2/23
Parent & Family Plan	10/10/23	10/11/23
Approval	10/11/23	10/12/23

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	9/22/23
Quarter 2	10/27/23
Quarter 3	12/22/23
Quarter 4	4/11/24

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

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
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed 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.	Powerful Practices Rubric Learning Conditions
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership
Select Rating	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
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document

The creation of foundational courses will lead to growth in Reading and Math. The majority of the student body falls within the range of 3rd grade to 7th grade, with several outliers in the K-2nd and 9th to 12 grades. Data showed that there were gains in both Reading and Math when the last STAR exam was given. The increase was due to the implementation of a remedial math class and strategies given by the teachers that included IXL and Khan Academy.

What is the feedback from your stakeholders?

Students feel that instruction need to provide more explanation and practice. Many times they feel lost and don't want to ask for help. Some teachers explain things well but others just do the same thing everyday. Some parents have commented that they feel teachers and the school are very helpful and wants the best for their children.

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 are continuing the use of foundational strategies and courses within the Science and Math classes along with the Social Studies and English courses. We want to continue with two days a week of these foundational practices. Literacy standards will be addressed during the foundational practice periods. The impact that we want is to see students reach higher grade levels and retain the skills that are learned as well. Our efforts do address the barriers and obstacles that our students have to deal with on a daily basis. We address the weaknesses that the student groups might have based on the test metrics and the foundational practices seek to remedy those issues.

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

What student-centered problems have surfaced during this reflection?

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

The majority of our students are performing between the 3rd and 7th in math and readed. Many lack the foundational skills needed to access grade level curriculum. This is a problem we hope to address in our CIWP

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey
		MTSS Integrity Memo

MTSS committee can become overwhelmed with addressing MTSS, BHT, and Culture and Climate of the school. The school is address SEL needs with Online curriculu, and Group Guided Instruction (GGI) and partnerships with West Care and Touch of Wholeness. We provided uniforms, transportations cards, personal hygiene ,and job opportunity for students.

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

Yes	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
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
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.

We see and increase in behavioral referrals if students are performing below grade level. 🍌

What is the feedback from your stakeholders?

Stakeholders believe MTSS are part of special education services. Our students population is becoming more diverse with higher academic, behavioral, and social emotional needs. 🍌

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?

Establishing a re-entry process for Chronic absences as a whole school. Working with Office of Social and Emotional Learning with CPS. Working with Office of Language and Culture in CPS to establish a ELL program that will assist both teachers and students. 🍌

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

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

Using the associated references, is this practice consistently implemented?	References
Yes	BHT Key Component Assessment SEL Teaming Structure
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
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.

What are the takeaways after the review of metrics?

MTSS committee can become overwhelmed with addressing MTSS, BHT, and Culture and Climate of the school. The school is address SEL needs with Online curricula, and Group Guided Instruction (GGI) and partnerships with West Care and Touch of Wholeness. We provided uniforms, transportations cards, personal hygiene, and job opportunity for students. 🍌

What is the feedback from your stakeholders?

Process needs to become more consistent. We do provide resources for both parents and students when needed. 🍌

- Metrics**
- [% of Students receiving Tier 2/3 interventions meeting targets](#)
 - [Reduction in OSS per 100](#)
 - [Reduction in repeated disruptive behaviors \(4-6 SCC\)](#)
 - [Access to OST](#)
 - [Increase Average Daily Attendance](#)
 - [Increased Attendance for Chronically Absent Students](#)
 - [Reconnected by 20th Day, Reconnected after 8 out of 10 days absent](#)
 - [Cultivate \(Belonging & Identity\)](#)
 - Staff trained on alternatives to exclusionary discipline (School Level Data)
 - [Enrichment Program Participation: Enrollment & Attendance](#)

Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		
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.		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?	
During this process, we discovered that many students needed wraparound services. This need lead to establishing a partnership with Touch of Wholeness.		Establishing a re-entry process for chronic absences as a whole school.	

[Student Voice Infrastructure](#)

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

[Return to Top](#) **Postsecondary Success**

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Yes	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).	Metrics reviewed in this reflections were graduation rate and Learn, Plan, Succeed. The graduations rate was 92 %, due to 1 senior not being successful and completed graduation requirements during the summer session. We wonder what additional supports could have been put into placed to ensure students are successful. 100% of our seniors did have a post-secondary plan in place.	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCE 3 - 8 On Track
Yes	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).		Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate
Partially	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).	What is the feedback from your stakeholders? Many parents were extremely happy with the amount of support provided to their students.	9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
Partially	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).		
Yes	ECCE Certification List Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		
Yes	PLT Assessment Rubric 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).		
Yes	Alumni Support Initiative One Pager Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	What, 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? Implementing a Senior Seminar class that will assist students in preparation for completion of graduation requirements. This class is designed to help students focus on their post secondary plans. We also provide all students to college exposures and hands-on experiences with career explorations. Providing resources and information regarding scholarships and grant available.	

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 students are still unsure of their pathway. Some students developed anxiety when they get began to complete their graduation requirements.

Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
<p>Yes</p>	<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>Each year we are increasing the number of partnerships that available for students and parents. Positive students to teacher relationship increase. Staff to staff relationship decreased. 🍌</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
<p>Yes</p>	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</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>
<p>Yes</p>	<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>Feedback from stakeholder indicated we need to be more intentional with our service. There is limited amount of space available for services. 🍌</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</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>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>Increase in unhealthy habits and self-medication among students. 🍌</p>		<p>Implementing more wraparound services for students with new partnerships. 🍌</p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Yes	The ILT leads instructional improvement through distributed leadership.
Select Rating	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.
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

The creation of foundational courses will lead to growth in Reading and Math. The majority of the student body falls within the range of 3rd grade to 7th grade, with several outliers in the K-2nd and 9th to 12 grades. Data showed that there were gains in both Reading and Math when the last STAR exam was given. The increase was due to the implementation of a remedial math class and strategies given by the teachers that included IXL and Khan Academy.

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The majority of our students are performing between the 3rd and 7th in math and readed. Many lack the foundational skills needed to access grade level curriculum. This is a problem we hope to address in our CIWP

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

We are continuing the use of foundational strategies and courses within the Science and Math classes along with the Social Studies and English courses. We want to continue with two days a week of these foundational practices. Literacy standards will be addressed during the foundational practice periods. The impact that we want is to see students reach higher grade levels and retain the skills that are learned as well. Our efforts do address the barriers and obstacles that our students have to deal with on a daily basis. We address the weaknesses that the student groups might have based on the test metrics and the foundational practices seek to remedy those issues.

Return to Top Determine Priorities

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

Students... lack of foundational skills is a top priority that will be addressed almost daily. Teachers will incorporate foundational skills as a part of the student curriculum at a minimum of two times a week.

Resources:

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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

Return to Top Root Cause

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

As adults in the building, we... are responsible for providing students with differentiated instruction that addresses their foundational deficits and their unique learning styles that are students centered and incorporate student choice. For this to happen, teachers need profession development, coaching, and opportunities for cross-curricular collaboration to provide tools and services in supporting students educational gaps.

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.

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What is your Theory of Action?

If we... prioritize foundational instruction

Resources:

Indicators of a Quality CIWP: Theory of Action

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

then we see....
 student engagement that provides them with the academic and social skills needed to access grade-level curriculum.



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

which leads to...
 an increase in both reading and math scores.



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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

Resource Team and Academic Committee

Dates for Progress Monitoring Check Ins

Q1 9/22/23 Q3 12/22/23
 Q2 10/27/23 Q4 4/11/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Identify the Academic Intervention levels based on the STAR Reading and Math Assessments	Resource Team	October 2	In Progress
Action Step 1	Review lesson plans to check for implementation of differentiation instruction through use of STAR reading and math data	Resource Team	By October 2, then weekly	Not Started
Action Step 2	Placed the bottom 20 performing students in STAR reading and math in a Structured Literature and Remedial math class	Resource Team	October 23rd	Not Started
Action Step 3	Provide profession development on Jobs for the Future (JFF) teaching strategies that include: Classroom Talks, Scaffolding, Literacy Circle, Questions, Cooperative Groups, and Writing to Learn	Resource Team	October, then Bi-weekly	Not Started
Action Step 4	Conductive informal observation identifying differentiated instruction practices	Academic Team	Bi-weekly	Not Started
Action Step 5				
Implementation Milestone 2	Create Unit Plans for Math and Reading through backwards Planning	Resource Team	October 27	Not Started
Action Step 1	Conduct a needs analysis by surveying teachers	Resource Team	October 13	Not Started
Action Step 2	Provide follow-up support as indicated by needs analysis	Resource Team	On going, as needed	Not Started
Action Step 3	Coaching on Unit Plan Creation	Resource Team	On going, bi-weekly	Not Started
Action Step 4	Review and provide feedback on Unit Plan assessments/projects	Resource Team	On going-Quarterly	Not Started
Action Step 5	Provide teacher cross-curricular collaboration	Teachers	Quarterly	Not Started
Implementation Milestone 3	Review and provide feedback on Implemented Unit Plans	Resource Team	Begin January, Biweekly	Not Started
Action Step 1	Conduct Quarterly Observations utilizing Danielson Model	Resource Team	Quarterly	Not Started
Action Step 2	Conduct informal classroom observation key to JFF teaching strategies incorporated in unit plans	Academic Committee	Bi-Quarterly	Not Started
Action Step 3	Share classroom data with staff, analyzing the effects on student learning, and discuss strategies to improve	Resource Team	Quarterly	Not Started
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
 Unit plans created and implemented for all classes offered at Excel Academy Southwest

SY26 Anticipated Milestones
 Honors and advanced placement courses offered at Excel Academy Southwest

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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 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
By June 2024, 60% of the students will meet or exceed growth targets in the STAR reading test	Yes	STAR (Reading)	Overall	55	60	65	70
			Select Group or Overall				
By June 2024, 70% of the students will meet or exceed growth targets in the STAR Math test	Yes	STAR (Math)	Overall	68	70	75	80
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&I:2 Students experience grade-level, standards-aligned instruction.	Utilized various assessments such as STAR to determine students's academic level and provide support	Teacher will implement the Rounds Model on quarterly schedule to provide teacher to teacher feedback on best practices	Excel Southwest teachers ensures that their instruction is data-driven and is founded upon CCSS, NGSS, SEL, and College Readiness Standards of the College Board.
Select a Practice			
Select a Practice			

[Return to Top](#) **SY24 Progress Monitoring**

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
By June 2024, 60% of the students will meet or exceed growth targets in the STAR reading test	STAR (Reading)	Overall	55	60	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
By June 2024, 70% of the students will meet or exceed growth targets in the STAR Math test	STAR (Math)	Overall	68	70	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

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meet or exceed growth targets in the STAR (math) STAR Math test

Select Group or Overall

Select Status

Select Status

Select Status

Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	Utilized various assessments such as STAR to determine students's academic level and provide support	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		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.
Yes	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
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?

MTSS committee can become overwhelmed with addressing MTSS, BHT, and Culture and Climate of the school. The school is address SEL needs with Online curriculu, and Group Guided Instruction (GGI) and partnerships with West Care and Touch of Wholeness. We provided uniforms, transportations cards, personal hygeine ,and job opportunity for students.

What is the feedback from your stakeholders?

Stakeholders believe MTSS are part of special education services. Our students population is becoming more diverse with higher academic, behaviorial, and social emotional needs.

What student-centered problems have surfaced during this reflection?

We see and increase in behavioral referrals if students are performing below grade level.

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?

Establishing a re-entry process for Chronic absences as a whole school. Working with Office of Social and Emotional Learning with CPS. Working with Office of Language and Culture in CPS to establish a ELL program that will assist both teachers and students.

Return to Top Determine Priorities

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

Students... will engage Restorative Justice practices to take accountability of negatice behavior.

Resources:

[Determine Priorities Protocol](#)



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Return to Top Root Cause

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

As adults in the building, we... are responsible for meeting and servicing the whole child, which includes: academic, behavior, and social and emotional needs. In order for this to happen, Excel Academy Southwest MTTS team need to create consistent processes and services to address the whole child.

Resources:

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



Indicators of a Quality CIWP: Root Cause Analysis

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

Return to Top Theory of Action

What is your Theory of Action?

If we.... create a diversified MTTS team to develop processes and procedures that aligns with the Illinois SEL Standards and provide wrap-around services with community partners

Resources:



Indicators of a Quality CIWP: Theory of Action

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

Inclusive & Supportive Learning Environment

then we see....
a decrease in classroom generate behaviorial referrals



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

which leads to...
an increase in student engagement in grade-level curriculum and improvement in attendance.



Return to Top Implementation Plan

Resources:

Indicators of a Quality CIWP: Implementation Planning
Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.
Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.
Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.
Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.
Action steps are inclusive of stakeholder groups and priority student groups.
Action steps have relevant owners identified and achievable timelines.


Team/Individual Responsible for Implementation Plan
MTSS Committee

Dates for Progress Monitoring Check Ins
Q1 9/22/23 Q3 12/22/23
Q2 10/27/23 Q4 4/11/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Create a Diversified MTSS Team	Resources Team/ MTSS Lead	January	In Progress
Action Step 1	Include a general education teacher team member	Resources Team/ MTSS Lead	January	Not Started
Action Step 2	include a behavior staff teacher member	Resources Team/ MTSS Lead	January	In Progress
Action Step 3	include a administrator team member	Resources Team/ MTSS Lead	January	In Progress
Action Step 4	include a special education team member	Resources Team/ MTSS Lead	January	In Progress
Action Step 5				Select Status
Implementation Milestone 2	Create processes and procedure to support academics, behavior, and social emotional interventions	MTSS Committee	January	Not Started
Action Step 1	Create a tiered academic intervention to support foundational learning	MTSS Committee	On-going	Not Started
Action Step 2	Create tiered behavior plans to support and monitor student behavior	MTSS Committee	On-going	Completed
Action Step 3	Create tiered social/emotional interventions to provide adequate wrap-around services	MTSS Committee	On-going	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Excel Academy Southwest will continue to collaborate with community based organization to provide students and families with services	MTSS Committee and Resource Team	On-going	In Progress
Action Step 1	Finalize partnership with Touch of Wholeness	Resources Team	On-going	In Progress
Action Step 2	Identify two more community-based partnership based student need	Resources Team	On-going	Not Started
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
Engage in consistent implentation of processes and procedures per student referrals




SY26 Anticipated Milestones
Engage in consistent implementation of processes and procedures per student referrals and make appropriate agency referrals 

[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
Track the number of referrals by teacher submission	Yes	MTSS Academic Tier Movement	Overall	24	20	15	10
			Select Group or Overall				
Increase the number of partnership with community based agency	Yes	5E: Supportive Environment	Overall	7	9	11	13
			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:1 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.	Use internal Microsoft teacher referral form that will be exported into an Excel Speadsheet to track and monitor student referrals	Identify research based interventions to implement a school-wide systems	Offer a continuum of MTSS services available to students
Select a Practice			
Select a Practice			

[Return to Top](#) **SY24 Progress Monitoring**

Resources: 

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Track the number of referrals by teacher submission	MTSS Academic Tier Movement	Overall	24	20	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Increase the number of partnership	5E: Supportive	Overall	7	9	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Inclusive & Supportive Learning Environment

with community based agency	Environment	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
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Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:1 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.	Use internal Microsoft teacher referral form that will be exported into	Select Status	Select Status	Select Status	Select Status
Select a Practice		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)**



<p>Select a Goal</p>					
<p>Select a Goal</p>					
<p>Select a Goal</p>					

Parent and Family Plan

If Checked:



Our school is a Title I school operating a Schoolwide Program

This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.

Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections

If Checked:



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

No action needed

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

SCHOOL & FAMILY COMPACT

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

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

PARENT & FAMILY ENGAGEMENT BUDGET

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



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