

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
Nancy Quintana	Principal	nquintana@cps.edu
Jesus Guerrero	AP	jaguerrero@cps.edu
Patricia Herrera	Teacher Leader	pherrera-villagr@cps.edu
Jacqueline Davis	Teacher Leader	jadavis2@cps.edu
Erica McCarthy	Postsecondary Lead	emsanchez@cps.edu
Maria Baynes	Connectedness & Wellbeing Lead	mlmartinez@cps.edu
Tamara Schwab	Teacher Leader	tschwab1@cps.edu
Julissa Mendez	Parent	jmg1415.jm19@gmail.com
Maria Mata	LSC Member	mamata@cps.edu
Falilat Boyd	Curriculum & Instruction Lead	foshokunbi@cps.edu
	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	8/11/23	8/15/23
Reflection: Curriculum & Instruction (Instructional Core)	8/15/23	9/1/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	8/15/23	9/1/23
Reflection: Connectedness & Wellbeing	8/15/23	9/1/23
Reflection: Postsecondary Success	8/15/23	9/1/23
Reflection: Partnerships & Engagement	8/15/23	9/1/23
Priorities	8/15/23	9/8/23
Root Cause	8/15/23	9/8/23
Theory of Acton	8/15/23	9/8/23
Implementation Plans	8/15/23	9/8/23
Goals	8/15/23	9/8/23
Fund Compliance	8/15/23	9/8/23
Parent & Family Plan	8/15/23	9/8/23
Approval	8/15/23	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	9/22/2023
Quarter 2	12/15/2023
Quarter 3	3/15/2024
Quarter 4	5/17/2024

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
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction
Yes	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development
No	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document

Our team at Finkl has taken time to develop systems and structures in this area throughout the last two school years. With Skyline implementation we have addressed many instructional needs and now continue to dive deeper into instruction, by looking and analyzing our assessment practices. 

What is the feedback from your stakeholders?

Parents have been involved more attentively to student grades and grading practices in the last school year. Teachers have also begun to have conversations on equitable grading and grading in regards to students and the MTSS process, confirming our need to engage in deeper understanding of grading practices. 


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 engaged in various rigor walks during the previous school year and laid the foundation for learning cycles and peer observations to continue identifying needs and progress. 

- [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.

Equitable assessment has been a need as we continue to push rigor and also differentiation for all of our student populations. 

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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

Yes	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

Our team has taken various key points, ACCESS, Program Reviews, MTSS Continuum and the work our ILT has already engaged in and feel confident in our work and progress. 

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

Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	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
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.	

What is the feedback from your stakeholders?

Our staff has requested support in ensuring documentation is clear and concise in order to facilitate the MTSS process. 🍌

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 currently engaging in furthering ESL content knowledge in our teachers to address the needs in our growing demographic of Newcomer students. 🍌

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

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 need to understand and differentiate between academic needs and linguistic needs has come to the forefront as more newcomer students are welcomed into our school demographics. 🍌

[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.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.

What are the takeaways after the review of metrics?

The Finkl Climate and Culture team keeps a focused eye on creating and sustaining a positive, supportive climate for all students and staff. 🍌

What is the feedback from your stakeholders?

The team evaluates the needs and strengths of the school from the perspectives of students, families, and staff, but will also provide insight into a school community's relationships, safety, sense of connectedness, teaching and learning, and measures of an equitable and supportive learning. 🍌

- 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](#)

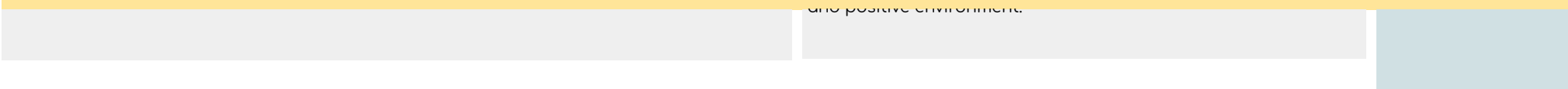
Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		Student Voice Infrastructure Reduction in number of students with dropout codes at EOY
What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.		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?	
Our team is working to foster a respectful and supportive teacher-student environment for all students. We are also encouraging a sense of belonging to our newcomers to the school and the classroom community.	Our team is currently working to seek out academic Spanish resources and other essential supports for newcomers and their families. Our goal is that we ensure students feel physically, socially, intellectually, and emotionally safe throughout the school year.		

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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).	Middle School students at Finkl are supported in taking ownership to develop plans that include benchmark goals for college and career	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 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)
Yes	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? Finkl students are generally positive about creating and working on their goals throughout the year, with quarterly check-ins for progress. Parents are encouraged to engage their students and participate in a counselor-led workshops explaining and discussing the importance of setting goals, and steps parents/guardians can take to achieve them.	9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).		
N/A	ECCE Certification List Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		
N/A	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).		
N/A	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? Efforts include outreach to newcomer families and students via a needs assessment in their home language (Spanish) and utilizing data to connect them with community resources. (ESL classes information, invites to LSC meetings, Community Resources Fair, and a quarterly Newcomer meeting to discuss academic concerns and importance of post-secondary goals). We are engaging students via Success Bound (post-secondary program) with material in English and Spanish for Newcomer and ELL students to support learning about post-secondary goals. The impact has been continued with less mobility from our newcomers, stable attendance and ongoing learning with participation in our afterschool programs. These efforts do address barriers for our students as our ELPT, school counselor, social worker and resource teacher work together with the culture and climate team to support connecting families and students to community resources, afterschool engagement, high school planning and creating a welcoming and positive environment.	

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.
 Some of the student-centered problems that are arising are with our Newcomers. Some of our population of families have varying exposure to formal academics, post-secondary learning, mobility. Other barriers are language barriers in the classroom.



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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
<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>We pride ourselves on the various business and community partnerships we have support oue school community. We work hard to provide frequent, well publicized opportunities for families and community to participate in engaging activities within the school community (e.g. student performances/ exhibitions, etc).</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>Families feel that we have established a welcoming environment for students, families, and community members that is warm and inviting.</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>Our middle school students communicate with families, staff, and community ogranizations frequently about class and individual activities for sponsorships (i.e., Washignton DC fundraisers, college visit tours, and other academic needs)</p>		<p>Our team is currently working to build our college and university partnerships for interns and potential new teacher hires that match our Bilingual teacher needs.</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.
Yes	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Yes	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
No	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

Our team at Finkl has taken time to develop systems and structures in this area throughout the last two school years. With Skyline implementation we have addressed many instructional needs and now continue to dive deeper into instruction, by looking and analyzing our assessment practices.

What is the feedback from your stakeholders?

Parents have been involved more attentively to student grades and grading practices in the last school year. Teachers have also begun to have conversations on equitable grading and grading in regards to students and the MTSS process, confirming our need to engage in deeper understanding of grading practices.

What student-centered problems have surfaced during this reflection?

Equitable assessment has been a need as we continue to push rigor and also differentiation for all of our student populations.

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 have engaged in various rigor walks during the previous school year and laid the foundation for learning cycles and peer observations to continue identifying needs and progress.

Return to Top Determine Priorities

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

Students... need to be provided with adequate accommodations and differentiation in tasks and assessments in order to ensure equitable grading and progress towards mastery.

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... have established Tier 1 instruction and extended a standard assessment practice to all students. Teachers need more understanding on equitable grading practices and differentiation.

Resources:

[5 Whys Root Cause Protocol](#)

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

Return to Top Theory of Action

What is your Theory of Action?

If we... embed small group instruction into our curriculum and assessment practices with differentiation supporting all of our students

Resources:

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

then we see....
differentiated assessments, rubrics and progress towards mastery

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...
Instructional improvement, increased student academic achievement, balanced assessments with all students on track, and academically engaged in universal design for learning.

[Return to Top](#) **Implementation Plan**

Resources:

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

Team/Individual Responsible for Implementation Plan
CIWP Team and ILT Team

Dates for Progress Monitoring Check Ins
Q1 9/22/2023 Q3 3/15/2024
Q2 12/15/2023 Q4 5/17/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	ILT cycles will focus 1 learning cycle on assessment and differentiation.	ILT	06/01/2024	Select Status
Action Step 1	Plan Year-long cycles of learning to embed assessment and differentiation	ILT	09/30/2023	Select Status
Action Step 2	Teacher leaders will engage with grade-level teams on grading and student work protocols	ILT	06/01/2024	Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Teacher will utilize data to inform instruction	Grade level teams	06/01/2024	Select Status
Action Step 1	Teachers will use formative, benchmark and summative assessments to guide instruction and differentiated supports as needed	06/01/2024	06/01/2024	Select Status
Action Step 2	Ensure all students are given opportunities to make up any missed work; when benchmarks are unmet, contingency plans are created to reach required result.	06/01/2024	06/01/2024	Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Teachers will find opportunities to embed science and art into the curriculum and assessments as a for of differentiation and extension of learning	Grade Level teams	06/01/2024	Select Status
Action Step 1	Teachers will participate in learning cycles around arts and science interation	06/01/2024	06/01/2024	Select Status
Action Step 2	Teachers will plan one unit integrating art or science with a differentiated assessment piece	06/01/2024	06/01/2024	Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
Teachers will continue to engage in Learning Cycles and utilize 1 common vertical aligned assessments. Teachers will integrate science and art into one unit in two content area.

SY26 Anticipated Milestones	Teachers will continue to engage in Learning Cycles and utilize 2 common vertical aligned assessments. Teachers will integrate science and art into one unit in each content area.	
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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
Teachers will use student work protocols and data trackers to progress monitor student performance throughout the school year.	Yes	STAR (Reading)	Overall				
			Overall				
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
Select a Practice			
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
Teachers will use student work protocols and data trackers to progress monitor student performance throughout the school year.	STAR (Reading)	Overall			Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status

	<i>Select metric</i>	Select Group or Overall			<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
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Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<i>Select a Practice</i>		<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
<i>Select a Practice</i>		<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
<i>Select a Practice</i>		<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	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.
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.
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

Our team has taken various key points, ACCESS, Program Reviews, MTSS Continuum and the work our ILT has already engaged in and feel confident in our work and progress.

What is the feedback from your stakeholders?

Our staff has requested support in ensuring documentation is clear and concise in order to facilitate the MTSS process.

What student-centered problems have surfaced during this reflection?

The need to understand and differentiate between academic needs and linguistic needs has come to the forefront as more newcomer students are welcomed into our school demographics.

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 currently engaging in furthering ESL content knowledge in our teachers to address the needs in our growing demographic of Newcomer students.

Return to Top Determine Priorities

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

Students... need to be assessed through CPS approved assessment tools, including formative and summative assessments and progress monitored, as well as given an opportunity to make adjustments to interventions and supports, to yield multiple data points.



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.

Resources:

[Determine Priorities Protocol](#)

Return to Top Root Cause

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

As adults in the building, we... are engaging in a cycle of inquiry to review the relevant research, explore and implement best practices for small grouping, and share insights that can improve our approach in meeting the needs of our diverse population of students (EL, DL, Cluster, Newcomers, etc).



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.

Resources:

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

Return to Top Theory of Action

What is your Theory of Action?

If we... utilize multiple data points including CPS approved assessment tools to progress monitor as well as make adjustments to academic interventions and supports



Indicators of a Quality CIWP: Theory of Action

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

Resources:

Inclusive & Supportive Learning Environment

then we see....
students experiencing higher levels of academic success



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...
staff building capacity, focus, and responsibility to lead continuous instructional improvement in our grade level teams through ILT.



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
ILT/GLLs

Dates for Progress Monitoring Check Ins
Q1 9/22/2023 Q3 3/15/2024
Q2 12/15/2023 Q4 5/17/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Implement a cycle of learning - small group instruction	ILT	October 2023	In Progress
Action Step 1	Assess the current use of small group instruction in grades PK-8	ILT	October 2023	Completed
Action Step 2	Grade level leads will support their grade level team in small grouping instructional practices	GLLs	October 2023	In Progress
Action Step 3	Incorporate cycle of learning into agreed upon Flex dates	ILT	October 2023	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Implement the use of student work and data protocols in grade level meetings	ILT/GLLs	October 2023	Delayed
Action Step 1	GLMs will include discussions, evaluations, and/or celebrations of students, student data, and student work	Grade level teams	November 2023	In Progress
Action Step 2	Establish a culture where everyone participates in routine practice of feedback, reflection, and goal-setting	Grade level teams	November 2023	In Progress
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
Teachers will continue to engage in Learning Cycles to perfect our use of small group instruction.

SY26 Anticipated Milestones
Teachers will continue to engage in Learning Cycles to effectively use interventions and enrichment to increase student achievement.

[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
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&I:4 The ILT leads instructional improvement through distributed leadership.			
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.			
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.			

[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
					Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:4 The ILT leads instructional improvement through distributed leadership.		Select Status	Select Status	Select Status	Select Status
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.		Select Status	Select Status	Select Status	Select Status
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.		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:
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections



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.

If Checked:
No action needed



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

The school will host monthly meetings for parents to present information and updates as they occur, thereby sustaining parent-school open lines of communication and have an informed body of parents (BAC and PAC Chairs, etc) in the decision-making process in the school. In addition the learning community will host meetings to solicit active parent involvement, i.e., planning, reviewing, and revising to tailor and align activities to the NCLB Title I, CIWP, Budget Plan, Parent Involvement Policy, Parent Compact and Funds etc.



Parents will continue to be informed about all academic support services offered in the school to ensure their child's success in the school. Teachers and parents conferences will be scheduled throughout the year on quarterly basis minimally, and when necessary based on students' needs and academic progress, to communicate student's social, emotional and academic progress throughout the school year.

The school will offer opportunities for more parent workshops to actively engage all stakeholders (b) Provide ongoing parent-information sessions to improve parent-school relationship and collaboration through the School Advocate. and (c) ESL classes for 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