CIWP Team & Schedules

Indicators of Quality CIWP: CIWP Team

The CIWP team includes staff reflecting the diversity of student demographics and school programs.

The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.

The CIWP team includes leaders who are responsible for implementing Foundations, those with institutional memory and those most impacted.

The CIWP team includes parents, community members, and LSC members.

All CIWP team members are meaningfully involved in the planning process for CIWP components and include other stakeholders, as appropriate for their role, with involvement along the CPS Spectrum of Inclusive Partnerships (from the CPS Equity Framework).

Name ✍	Role ✍	Email ✍
Bill Yeh	Principal	bpyeh@cps.edu
Lynnette Reyes	AP	lreyes2@cps.edu
Betsy Guiragossian	Teacher Leader	bguiragossian@cps.edu
Zach Mortice	LSC Member	zachmortice@gmail.com
Marisol Pureco	LSC Member	mpureco1114@gmail.com
Carola Lopez	Parent	cqlopez@cps.edu
Katherine Wolf	Parent	kwolf3@cps.edu
Stephen Tow	Teacher Leader	sjtow@cps.edu
	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	5/26/23	5/26/23
Reflection: Curriculum & Instruction (Instructional Core)	5/31/23	5/31/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/31/23	5/31/23
Reflection: Connectedness & Wellbeing	5/31/23	5/31/23
Reflection: Postsecondary Success	5/31/23	5/31/23
Reflection: Partnerships & Engagement	5/31/23	5/31/23
Priorities	7/26/23	7/26/23
Root Cause	7/26/23	7/26/23
Theory of Acton	7/26/23	7/26/23
Implementation Plans	8/23/23	8/23/23
Goals	8/23/23	8/23/23
Fund Compliance	8/23/23	8/23/23
Parent & Family Plan	8/23/23	8/23/23
Approval	9/7/23	9/7/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates ✍	
Quarter 1	10/25/23
Quarter 2	01/10/24
Quarter 3	03/20/24
Quarter 4	05/29/24

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
Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	40% of K-2nd grade students are one or two grade levels below on the EOY i-Ready Reading Assessment in 2022-23SY. Additionally, nearly 37% of our students in 3-8th grades are requiring intervention or urgent intervention as shown on the Star360 ELA EOY assessment. ✏️	IAR (Math)
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric / Teacher Team Learning Cycle Protocols / Quality Indicators Of Specially Designed Instruction		IAR (English) / Rigor Walk Data (School Level Data) / PSAT (EBRW) / PSAT (Math) / STAR (Reading)
Yes	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric / Learning Conditions	**What is the feedback from your stakeholders?** A comprehensive, evidence based and balanced ELA curriculum is needed in grades K-4th to promote cohesion throughout the primary grades. ✏️	STAR (Math) / iReady (Reading) / iReady (Math)
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness / Distributed Leadership		Cultivate / Grades / ACCESS
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		TS Gold / Interim Assessment Data
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** School will develop a curriculum team to research and investigate new ELA curriculum to adopt for grades K-4th. ✏️	

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.

In our K-4th grade ELA instruction, there is no unified curriculum that ties together evidence based, balanced assessments for our students. ✏️

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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	We need to build in a dedicated MTSS block into the schedule for all grades in order to ensure the fidelity of the MTSS program. From SY20-21 and SY21-22, 10% of students reached proficiency on the ACCESS exam. In SY22-23, the percentage decreased to 7% of students reaching proficiency. Also, only 55% of teachers are ESL or Bilingual endorsed. ✏️	Unit/Lesson Inventory for Language Objectives (School Level Data) / MTSS Continuum / Roots Survey / ACCESS
		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.			MTSS Academic Tier Movement
				Annual Evaluation of Compliance (ODLSS)
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page	**What is the feedback from your stakeholders?**	Quality Indicators of Specially Designed Curriculum
			More time and resources are needed by the classroom teachers to implement MTSS effectively. Also, having more teachers trained to teach EL students will help more of our students reach proficiency. ✍	EL Program Review Tool
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	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**	
			For SY23-24, dedicated MTSS blocks will be built in to every grade level's schedule to ensure time is devoted to tiered MTSS implementation. Teachers will be strongly encouraged to become ESL or Bilingual endorsed within a specified time period. ✍	
Yes	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.

Not all students are receiving MTSS support in the classroom setting from the general education teacher. Also, there are gaps especially in the middle grades where EL students are not being taught by ESL endorsed or bilingual endorsed teachers. ✍

Connectedness & Wellbeing

| Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
			There has been a steady increase in the percentage of chronic absenteeism since 2019. 2019-20: 6% 2020-21: 15% 2021-22: 19% 2022-23: 21% ✍	% of Students receiving Tier 2/3 interventions meeting targets
Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment / SEL Teaming Structure		Reduction in OSS per 100
				Reduction in repeated disruptive behaviors (4-6 SCC)
				Access to OST
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			Increase Average Daily Attendance
				Increased Attendance for Chronically Absent Students
				Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
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 is the feedback from your stakeholders?** The school needs more support from parents to bring their kids to school on time and on a regular basis. ✍	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.		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?**	
Many attempts by teachers and the school to engage parents of chronically absent/tardy students have not yielded improvements. ✏️	School is developing a parent handbook that addresses the school's expectations when it comes to attendance. Also, school has purchased SnapConnect! as a tool to engage parents. ✏️	

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Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)		**References**	**What are the takeaways after the review of metrics?**	**Metrics**
Yes	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	Students in grades 6-8th are exposed regularly to high school options by the school counselor. ✏️	Graduation Rate
				Program Inquiry: Programs/participation/attainment rates of % of ECCC
Yes	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		3 - 8 On Track
				Learn, Plan, Succeed
				% of KPIs Completed (12th Grade)
				College Enrollment and Persistence Rate
Yes	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit	**What is the feedback from your stakeholders?**	9th and 10th Grade On Track
			More exposure is needed to show students various post-secondary options. ✏️	Cultivate (Relevance to the Future)
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).			Freshmen Connection Programs Offered (School Level Data)
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric		
			What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?	
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager	School is planning to host a career fair in SY23-24 to expose students to post-secondary career options. ✏️	

What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.
Students need more exposure to different career options. ✏️

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	N/A ✍️	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data) Formal and informal family and community feedback received locally. (School Level Data)
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		
Yes	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric	**What is the feedback from your stakeholders?** N/A ✍️	

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.

Not at this time. ✍️

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

N/A ✍️

Partnership & Engagement

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

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

40% of K-2nd grade students are one or two grade levels below on the EOY i-Ready Reading Assessment in 2022-23SY. Additionally, nearly 37% of our students in 3-8th grades are requiring intervention or urgent intervention as shown on the Star360 ELA EOY assessment.

What is the feedback from your stakeholders?

A comprehensive, evidence based and balanced ELA curriculum is needed in grades K-4th to promote cohesion throughout the primary grades.

What student-centered problems have surfaced during this reflection?

In our K-4th grade ELA instruction, there is no unified curriculum that ties together evidence based, balanced assessments for our students.

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?

School will develop a curriculum team to research and investigate new ELA curriculum to adopt for grades K-4th.

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Determine Priorities

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

Students...

in grades K-4th are not exposed to a unified ELA curriculum.

Resources:

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

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Root Cause

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

As adults in the building, we...

need to ensure that students are exposed to a high quality ELA curriculum that is consistently used from one grade level to the next with fidelity.

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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Theory of Action

What is your Theory of Action?

If we....

research, vet and acquire a new high quality ELA curriculum for grades K-4th

Resources:

Indicators of a Quality CIWP: Theory of Action

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

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

Curriculum & Instruction

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.

then we see....

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)"

students exposed to a consistent and high quality curriculum from year to year

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

which leads to...

a greater percentage of students achieving grade level standards as measured by i-Ready and Star360 assessments.

Return to Top　　　　　　　　　**Implementation Plan**

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍️

PPLC

Dates for Progress Monitoring Check Ins

| Q1 | 10/25/23 | Q3 | 03/20/24 |
| Q2 | 01/10/24 | Q4 | 05/29/24 |

SY24 Implementation Milestones & Action Steps ✍️	**Who** ✍️	**By When** ✍️	**Progress Monitoring**
Implementation Milestone 1 Pick 3 Curriculum Options	PPLC	10/25/23	In Progress
Action Step 1 Form PPLC	Teachers	08/21/23	Completed
Action Step 2 PPLC Meet to Establish Shared Beliefs	PPLC	10/12/23	Completed
Action Step 3 PPLC Meet to research Options & Narrow to 3 Choices	PPLC	10/19/23	Not Started
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 2 Arrange for vendors to present to PPLC & school community	PPLC	12/01/23	Not Started
Action Step 1 Contact vendors to arrange for presentation	Administration	02/02/24	Not Started
Action Step 2 Establish date/time to communicate to school community	Administration	02/02/24	Not Started
Action Step 3 Hold vendor presentation	PPLC	03/01/24	Not Started
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 3 Gather PPLC and community input & vote	PPLC	04/02/24	Not Started
Action Step 1 Create survey to gather school community input	PPLC	04/02/23	Not Started
Action Step 2 Meet to review and discuss input from parents	PPLC	04/02/2024	Not Started
Action Step 3 Create survey to gather staff vote to decide on new curriculum	PPLC	04/02	Not Started
Action Step 4 Purchase new curriculum and arrange professional development	Administration	04/02/24	Not Started
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	Implement new ELA curriculum and provide professional development to teachers.	✍️
SY26 Anticipated Milestones	Monitor fidelity in implementation of ELA curriculum.	✍️

Goal Setting

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Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

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

Performance Goals

| | | | | | Numerical Targets [Optional] 🖍 | | |
Specify the Goal 🖍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 🖍	SY24	SY25	SY26
K-2nd grade students who are one or two grade levels below as measured by the EOY i-Ready Assessment	Yes	iReady (Reading)	Overall	40%	37%	35%	30%
			Select Group or Overall				
Percentage of 3-8th grade students requiring intervention or urgent intervention as measured by the EOY Star360 Assessment	Yes	STAR (Reading)	Overall	37%	35%	33%	30%
			Select Group or Overall				

Practice Goals

| Identify the Foundations Practice(s) most aligned to your practice goals. 🖍 | Specify your practice goal and identify how you will measure progress towards this goal. 🖍 | | |
	SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	New ELA curriculum is selected and purchased for grades K-4th	New K-4th ELA curriculum is implemented with fidelity and responsive professional development is provided to staff	K-4th Grade ELA curriculum continues to be used with fidelity across grades K-4th
Select a Practice			
Select a Practice			

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SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
K-2nd grade students who are one or two grade levels below as measured by the EOY i-Ready Assessment	iReady (Reading)	Overall	40%	37%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Percentage of 3-8th grade students requiring intervention or urgent intervention as measured by the EOY Star360 Assessment	STAR (Reading)	Overall	37%	35%	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

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

Curriculum & Instruction

		Select Status	Select Status	Select Status	Select Status
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	New ELA curriculum is selected and purchased for grades K-4th				
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

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

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

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

We need to build in a dedicated MTSS block into the schedule for all grades in order to ensure the fidelity of the MTSS program. From SY20-21 and SY21-22, 10% of students reached proficiency on the ACCESS exam. In SY22-23, the percentage decreased to 7% of students reaching proficiency. Also, only 55% of teachers are ESL or Bilingual endorsed.

What is the feedback from your stakeholders?

More time and resources are needed by the classroom teachers to implement MTSS effectively. Also, having more teachers trained to teach EL students will help more of our students reach proficiency.

What student-centered problems have surfaced during this reflection?

Not all students are receiving MTSS support in the classroom setting from the general education teacher. Also, there are gaps especially in the middle grades where EL students are not being taught by ESL endorsed or bilingual endorsed teachers.

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

For SY23-24, dedicated MTSS blocks will be built in to every grade level's schedule to ensure time is devoted to tiered MTSS implementation. Teachers will be strongly encouraged to become ESL or Bilingual endorsed within a specified time period.

Determine Priorities

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

Students...

will receive timely MTSS interventions at their appropriate tiers and EL students will receive instruction from teachers who are ESL or Bilingual endorsed.

Resources:

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

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

As adults in the building, we...

will meet the academic needs of all students via a robust and comprehensive MTSS program along with providing resources to support our EL students.

Resources:

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

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What is your Theory of Action?

If we....

dedicate time and resources to providing students with a robust and comprehensive MTSS program along with ensuring that our teachers have received the targeted training provided via ESL or bilingual endorsement coursework

Resources:

Indicators of a Quality CIWP: Theory of Action

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

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

Inclusive & Supportive Learning Environment

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

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

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

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

then we see....

all students especially our EL students receive the targeted and additional support that they need

which leads to...

more students meeting their academic goals and more EL students reaching proficiency on the ACCESS exam.

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 Team & Administration

Dates for Progress Monitoring Check Ins

Q1	10/25/23	Q3	03/20/24
Q2	01/10/24	Q4	05/29/24

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	Form MTSS Team, designate MTSS block & Communicate to Staff the expectations for ESL/Bilingual Endorsement	MTSS Team & Administration	09/07/23	In Progress
Action Step 1	Form MTSS Team from current staff members	All Staff	08/14/23	Completed
Action Step 2	Designate MTSS block into school's master schedule	Administration	08/14/23	Completed
Action Step 3	Communicate to staff the expectations for ESL/Bilingual Endorsement	Administration	09/07/23	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Tier students per MTSS program and allocate resources	MTSS Team	09/22/23	In Progress
Action Step 1	Meet during grade level meetings to tier students based on BOY assessments	All Staff	09/22/23	In Progress
Action Step 2	Meet as a whole group to place students and allocate resources	All Staff	09/22/23	In Progress
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Progress monitor MTSS program throughout the school year	MTSS Team		In Progress
Action Step 1	Q1 Check and re-tiering	MTSS Team	10/25/23	Not Started
Action Step 2	Q2 Check and re-tiering	MTSS Team	01/10/24	Not Started
Action Step 3	Q3 Check and re-tiering	MTSS Team	03/20/24	Not Started
Action Step 4	Q4 Check and re-tiering	MTSS Team	05/29/24	Not Started
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	MTSS program continues to be implemented with fidelity	✍️
SY26 Anticipated Milestones	MTSS program continues to be implemented with fidelity	✍️

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Goal Setting

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍	SY24	SY25	SY26
Percentage of students reaching proficiency on the ACCESS exam	Yes	ACCESS	English Learners	7%	10%	12%	14%
			Select Group or Overall				
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				

Numerical Targets [Optional] ✍

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍	Specify your practice goal and identify how you will measure progress towards this goal. ✍		
	SY24	SY25	SY26
I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	70% of all teachers are ESL/Bilingual endorsed or in progress	85% of all teachers are ESL/Bilingual endorsed or in progress	100% of all teachers are ESL/Bilingual endorsed
Select a Practice			
Select a Practice			

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SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Percentage of students reaching proficiency on the ACCESS exam	ACCESS	English Learners	7%	10%	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

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

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		Select Status	Select Status	Select Status	Select Status
I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	70% of all teachers are ESL/Bilingual endorsed or in progress	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:	☑	**Our school is a Title I school operating a Schoolwide Program**
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.
If Checked:	☐	**Our school is a non-Title I school that does not receive any Title I funds.** **(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.

Our goal is to utilize the PAC to engage parents to determine what resources and learning opportunities they are seeking to improve their children's education.

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