

CIWP Team & Schedules

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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
Juan Carlos Zayas	Principal	jczayas@cps.edu
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Josefina Delgado	Interventionist	jadelgado1@cps.edu
Maria Vazquez	Teacher Leader	mjvazquez@cps.edu
Kerrie Orrick	Teacher Leader	kaorrick@cps.edu
Shara Melnicoff	Connectedness & Wellbeing Lead	sbmelnicoff@cps.edu
Joe Alter	Connectedness & Wellbeing Lead	jalter@cps.edu
Violeta Jimenez	LSC Member	elmundoyvioleta@hotmail.com
Margarita Rosa	LSC Member	mrosachicago@gmail.com
	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	7/18/23	7/18/23
Reflection: Curriculum & Instruction (Instructional Core)	8/7/23	8/9/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	8/7/23	8/9/23
Reflection: Connectedness & Wellbeing	8/7/23	8/9/23
Reflection: Postsecondary Success	8/7/23	8/9/23
Reflection: Partnerships & Engagement	8/7/23	8/9/23
Priorities	8/14/23	8/31/23
Root Cause	8/14/23	8/31/23
Theory of Action	8/14/23	8/31/23
Implementation Plans	8/14/23	8/31/23
Goals	8/14/23	8/31/23
Fund Compliance	N/A	N/A
Parent & Family Plan	N/A	N/A
Approval	9/8/23	9/8/23

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	10/20/2023
Quarter 2	12/21/2023
Quarter 3	3/22/2024
Quarter 4	6/6/2024

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
Partially	<p>CPS High Quality Curriculum Rubrics</p> <p>All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</p>	<p>IAR Performance Level Distribution: </p> <p>*Only 32% are meeting (27%) or exceeding (5%) in ELA (Grades 3-8). Only 20% are meeting (17%) or exceeding (3%) in Mathematics.</p> <p>*iReady Metrics:</p> <p>Spanish Math iReady EOY Results (K-2):</p> <p>Mid or Above Grade Level: 24% Early on Grade Level: 10% One Grade Level Below: 46% Two Grade Levels Below: 20%</p> <p>Spanish Reading iReady EOY Results (K-2):</p> <p>Met Grade Level Expectations: 62% Partially Met Grade Level Expectations: 30% Not Met Grade Level Expectations: 8%</p>	<p>IAR (Math)</p> <p>IAR (English)</p> <p>Rigor Walk Data (School Level Data)</p>
Partially	<p>Rigor Walk Rubric</p> <p>Teacher Team Learning Cycle Protocols</p> <p>Quality Indicators Of Specially Designed Instruction</p> <p>Students experience grade-level, standards-aligned instruction.</p>	<p>When we look at the Cultivate survey, we see that students would like more choice in learning and more input in learning topics and tasks. When we look at our assessment plan, we are hopeful that the data will be more meaningful as we implement interim assessments and don't have any new assessment platforms.</p> <p>When we look at the Rigor Walk EOY data, under category 5e (student monitoring) and category 7 student (self-monitoring learning targets) there isn't consistency. There is a mixture of strongly disagree and disagree. What is lacking is written evidence of the assessments.</p> <p>The school started with curriculum maps which are complete. Funding ran out for continued training. We can't take short cuts and take the time to develop curriculum which is difficult when teachers are teaching at the same time. The process started with Karen Beeman. Another issue is curriculum for Reading Foundational Skills, especially since the pandemic. We hope to implement a more standardized foundational skills program. Skyline is a possibility, but the dual language piece hasn't been finalized yet.</p> <p>STAR 360 (Grades 3-8): Math English (EOY SY23) - 50.78% At/Above, 17.24% on watch, 17.87% intervention & 14.11% urgent intervention. 49.22% of students were not at/above grade level for Math English. Math Spanish (EOY SY23) - 67.20% At/Above, 14.81% on watch, 14.29% intervention & 3.70% urgent intervention. 32.8% were not at/above grade level in Math Spanish.</p>	<p>PSAT (EBRW)</p> <p>PSAT (Math)</p> <p>STAR (Reading)</p>
Partially	<p>Powerful Practices Rubric</p> <p>Learning Conditions</p> <p>Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.</p>	<p>What is the feedback from your stakeholders?</p> <p>We see that students want more inquiry based learning that boosts student engagement and rigor. </p> <p>Parents want frequent reports on student progress so that grades are never a surprise.</p>	<p>STAR (Math)</p> <p>iReady (Reading)</p> <p>iReady (Math)</p>
No	<p>Continuum of ILT Effectiveness</p> <p>Distributed Leadership</p> <p>The ILT leads instructional improvement through distributed leadership.</p>		<p>Cultivate</p> <p>Grades</p> <p>ACCESS</p>
Partially	<p>Customized Balanced Assessment Plan</p> <p>ES Assessment Plan Development Guide</p> <p>HS Assessment Plan Development</p> <p>School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.</p>		<p>TS Gold</p> <p>Interim Assessment Data</p>
Partially	<p>Assessment for Learning Reference Document</p> <p>Evidence-based assessment for learning practices are enacted daily in every classroom.</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>We are looking into the Skyline Foundational Skills program that has extended to 5th grade. Our teachers know that it is needed in both languages. We have a curriculum purchased with the DLC's help for guided reading. Despegando La Lectura was purchased for 5th grade. </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.

The Cultivate survey points to the need for more academic rigor and academic risk taking. 🍌

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	MTSS Integrity Memo MTSS Continuum Roots Survey	<p>In the SY22-23 year, our school did have an MTSS committee for part of the year. Branching Minds was not used consistently. It was difficult to find intervention programs that Branching Minds would accept. Ms. Arce did have a document to track progress. Not all classroom teachers had documents with intervention data collection. Therefore, there was no evidence that any collection of interventions took place. They used benchmark data from various platforms. Families that were in MTSS Tier 3 were given letters. Tier 2 academic letters were not sent from the classroom teachers. Tier 2 and 3 behavioral letters were sent by the Behavioral Health Team. 🍌</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p>MTSS Continuum</p> <p>Roots Survey</p> <p>ACCESS</p> <p>MTSS Academic Tier Movement</p> <p>Annual Evaluation of Compliance (ODLSS)</p> <p>Quality Indicators of Specially Designed Curriculum</p> <p>EL Program Review Tool</p>
No	MTSS Integrity Memo		
Yes	LRE Dashboard Page		
Partially	IDEA Procedural Manual	<p>What is the feedback from your stakeholders?</p> <p>Roots Survey showed that supplemental interventions (tiers 2 & 3): Planning was at 16% overall. This included ensuring teachers had access to research-based interventions and ensuring all intervention plans were being documented prior to the start of the intervention. Branching Minds is the platform that is used to enter intervention plans and track interventions for CPS. We also scored low in Supplemental Intervention (tier 2 & 3): Implementation was at 8%. This included teachers providing interventions with fidelity, having an understanding of administering interventions & developing system to ensure the quality of intervention implementation.</p> <p>We need more training on Branching Minds and time to implement the data entry. Teachers lack the knowledge or did not utilize the Branching Minds platform with fidelity.</p> <p>As far as IEP implementation, our school does implement the least restrictive environment. SECAs need to be utilized to their fullest with trainings and time to collaborate with their special education teachers and general education teachers. They should be a part of more staff and ODLSS trainings.</p>	
Yes	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS		
Partially		<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>The staff is being trained to use Branching Minds during week 0. The staff will also be trained to use both Amira, an intervention program that is accepted by Branching Minds for reading and Freckle will be the intervention program for Math. 🍌</p>	

What student-centered problems have surfaced during this reflection?
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It is necessary to have small groups implemented in the primary grades, but it is difficult to have productive independent or pair work for the students who are not in the small group with the teacher consistently. It is especially difficult when the student doesn't understand the language of the subject being taught in Tier 1. We are not supposed to lower the level of the grade level curriculum. 🍌

It is difficult for some students to learn Spanish. Many staff members were doing small group work to help these students. It needs to start with parents understanding the commitment they are making to have their child in Dual Language. A great need is there. More immersion in Spanish has to happen. This could be facilitated by all school stakeholders talking to each other in Spanish always, more posters in Spanish, and signs in the school/letters home in Spanish.

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

Yes	<p>Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.</p> <p>BHT Key Component Assessment</p> <p>SEL Teaming Structure</p>	<p>The BHT Assessment and Monitoring Tool states that the Tier 1 Second Step curriculum is available to all teachers. It is implemented with fidelity in only a few classrooms. Our support staff needs to implement Second Step consistently, and our whole staff has to be trained on a school-wide expectations that can be enforced in the hallways, recess, and lunch. We hope that student council will go classroom to classroom to talk about the Community Rights and Responsibilities document that is now ready to go.</p> <p>It would be helpful to re-implement class meetings when conflicts can be resolved as a group. This needs to be embedded in the Second Step time to make it more relevant. Skyline has a good curriculum especially for middle elementary.</p>	<p>% of Students receiving Tier 2/3 interventions meeting targets</p> <p>Reduction in OSS per 100</p> <p>Reduction in repeated disruptive behaviors (4-6 SCC)</p>
Partially	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>		<p>Access to OST</p> <p>Increase Average Daily Attendance</p> <p>Increased Attendance for Chronically Absent Students</p>
Yes	<p>All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.</p>	<p>What is the feedback from your stakeholders?</p> <p>It would be wonderful to have an assembly at the beginning of the school year to implement the Rights and Responsibilities school-wide initiatives.</p> <p>A possible idea is to have all afterschool programs run in Spanish. We need to try to elevate Spanish with "easy wins" like changing environmental print in the halls to all Spanish.</p> <p>Attendance issues at our school are complicated. Our percentage last year was around 92%. Districtwide the percentage was 88%.</p>	<p>Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</p> <p>Cultivate (Belonging & Identity)</p> <p>Staff trained on alternatives to exclusionary discipline (School Level Data)</p>
Partially	<p>Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.</p>	<p>We hope to have programs that engage certain students with chronic absences according to the Student Prioritization Index (SPI). Our SEL coordinator did many check-ins with the students who were on the list from the year before.</p> <p>Creating re-entry plans for students is complicated because families do not report anticipated return date. An area of growth for us is to have a plan in place that accommodates this challenge and helps students no fall behind.</p> <p>Attendance isn't a part of the promotion policy.</p> <p>Gradebook categories need to be weighted in a way that is fair and consistent for students.</p>	<p>Enrichment Program Participation: Enrollment & Attendance</p> <p>Student Voice Infrastructure</p> <p>Reduction in number of students with dropout codes at EOY</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>Community Partners are difficult to schedule because we are not considered a low income school. Most programs only target at-risk schools.</p> <p>Attendance can affect students profoundly. When they are not in school it affects their socialization, academic progress, and self-esteem.</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>The Rights and Responsibilities document is already written. Student council will be asked to assist in the rollout of the school rights and responsibilities.</p> <p>Screen Smart was a 12 week program for PreK to 2 offered last school year. The same company did a film screening program for 8th grade.</p> <p>Kids First is another program that can be implemented.</p>	

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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
No	<p>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).</p> <p>College and Career Competency Curriculum (C4)</p>	<p>Our previous school counselor used Naviance faithfully with 8th grade students. Our current counselor came during second semester and focused on the 8th grade transition to high school.</p> <p>Our counselor will create ILPs for at-risk students in middle school this year. This last year our counselor was an active member of the BHT. He met many times with students recommended for academic or behavioral reasons. The purpose is to prepare students for the transition to high school.</p>	<p>Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECCC</p> <p>3 - 8 On Track</p>
Partially	<p>Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).</p> <p>Individualized Learning Plans</p>		<p>Learn, Plan, Succeed</p> <p>% of KPIs Completed (12th Grade)</p>

Jump to...	Curriculum & Instruction	Inclusive & Supportive Learning	Connectedness & Wellbeing	Postsecondary	Partnerships & Engagement
					College Enrollment and Persistence Rate
Partially	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit		<p>What is the feedback from your stakeholders?</p> <p>There needs to be a greater emphasis on Career Awareness. A day can be dedicated to a career fair and special speakers. It needs to be expanded to be schoolwide. 📌</p> <p>Middle School should go on outings for a high school fair, college visit field trip, and work site visits. Our counselor is currently working on hosting a high school fair at Inter-American.</p>	<p>9th and 10th Grade On Track</p> <p>Cultivate (Relevance to the Future)</p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).				
N/A	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			
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		<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>We see elements of career awareness at certain grade levels, but it needs to be made schoolwide. We would also like to see career readiness woven into Social Studies units at all grades as well. 📌</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>We want to ensure that there is a form of accountability that students in middle school are completing the proper steps for Naviance and career readiness. This should include educating 6th grade and 7th grade parents on the high school admissions process. 📌</p>					

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Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals. Spectrum of Inclusive Partnerships	<p>The school's partnership with families is so important to create excitement for learning in students. The parents can reinforce school topics at home. It takes teachers who communicate clearly with parents and parents who take the extra time to know what is going on in their child's classroom. 📌</p> <p>We analyzed the Cultivate survey and we see that students would like more choice in learning and more input in learning topics and tasks. Cultivate shows for the statement of "This teacher asks for our input about what we want to learn" and 15% of students said it was not at all true and 15% of students stated that it was a little true. Cultivate shows for the statement "I have the opportunity to make choices in this class" and 5% of our students stated it was not true at all and 13% of our students stated it was a little true. Our student council is one body utilized to promote student voice. We have a student LSC representative too.</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p> <p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate. Reimagining With Community Toolkit	<p>On the SY23 5 Essentials Inter-American was Neutral (56) for Supportive Environment. Peer Support for Academic Work was Strong (68). Academic Personalism was Neutral (54), Student-Teacher Trust was Neutral (52) & Safety was Neutral (48). Due to the low response for 5 Essentials not enough data was available to rate Involved Families (Low Response). Data is not available for parent participation rate.</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
Partially	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	<p>What is the feedback from your stakeholders?</p> <p>One idea is to have the librarian create book lists at the reading level of students on certain topics being studied by a given class. The curriculum of the Americans could be reinforced by the specials classes. 📌</p> <p>Having more field trips that relate to the curriculum now that the pandemic is over will improve parent and student engagement.</p> <p>A suggestion was made to celebrate exciting events and</p>	

What student-centered problems have surfaced during this reflection?

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It is difficult to be a magnet school pursuing partnerships because many families live far away from the school. We need to focus on local partnerships to become stakeholders in our school community. 🍌

We lack partnerships and community programs because of our lack of eligibility to funding. Our school does not receive Title 1 funding as we do not qualify.

sharing growth through an end-of-the-week email to families.

As far as community partnerships, the Cubs did give free tickets to the 8th graders for a day field trip. We could explore trying to get Winterland at Gallagher Way for a day field trip.

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?

It would be wonderful to have more assemblies celebrating different cultures. This could include guest speakers. 🍌

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of metrics?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
No	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.

IAR Performance Level Distribution:
 *Only 32% are meeting (27%) or exceeding (5%) in ELA (Grades 3-8). Only 20% are meeting (17%) or exceeding (3%) in Mathematics.
 *iReady Metrics:
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When we look at the Cultivate survey, we see that students would like more choice in learning and more input in learning topics and tasks. When we look at our assessment plan, we are hopeful that the data will be more meaningful as we implement interim assessments and don't have any new assessment platforms.

When we look at the Rigor Walk EOY data, under category 5e (student monitoring) and category 7 student (self-monitoring learning targets) there isn't consistency. There is a mixture of strongly disagree and disagree. What is lacking is written evidence of the assessments.

The school started with curriculum maps which are complete. Funding ran out for continued training. We can't take short cuts and take the time to develop curriculum which is difficult when teachers are teaching at the same time. The process started with Karen Beeman. Another issue is curriculum for Reading Foundational Skills, especially since the pandemic. We hope to implement a more standardized foundational skills program. Skyline is a possibility, but the dual language piece hasn't been finalized yet.

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What is the feedback from your stakeholders?

We see that students want more inquiry based learning that boosts student engagement and rigor.
 Parents want frequent reports on student progress so that grades are never a surprise.

What student-centered problems have surfaced during this reflection?

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?

The Cultivate survey points to the need for more academic rigor and academic risk taking.

We are looking into the Skyline Foundational Skills program that has extended to 5th grade. Our teachers know that it is needed in both languages. We have a curriculum purchased with the DLC's help for guided reading. Despegando La Lectura was purchased for 5th grade.

Return to Top Determine Priorities

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

Resources:

Students...
 are not meeting or exceeding learning Mathematic expectations according to IAR (only 18% are meeting expectations) & iReady (only 34% were mid, above or early grade level) at a high enough percentage. Students in 5th through 8th grade want more inquiry-based learning that boost student engagement and rigor.

[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?

Resources:

As adults in the building, we...
 had a disconnected math curriculum that required a lot of supplemental material (e.g. IXL, Khan Academy). In addition, we implemented grading practices that were not uniform and

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

Indicators of a Quality CIWP: Root Cause Analysis

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Knian Academy), in addition, we implemented grading practices that were not uniform and unknown to parents. These grading practices did not clearly communicate learning expectations and progress to students and caregivers.

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

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What is your Theory of Action?

If we....
increase every classroom's use of inquiry based learning embedded in the Envision Math

then we see....
an increase in student engagement and parent partnerships in learning

which leads to...
higher student achievement on the Mathematics Star360 assessment and Mathematics iReady assessment by having students show 5% growth in all groups below grade level each year on their given assessment or a cumulative 15% growth by 2026.

Resources:

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

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Resources:

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

Instructional Leadership Team (ILT)

Dates for Progress Monitoring Check Ins

Q1	10/20/2023	Q3	3/22/2024
Q2	12/21/2023	Q4	6/6/2024

SY24 Implementation Milestones & Action Steps **Who** **By When** **Progress Monitoring**

Implementation Milestone 1	The administration will implement a professional development plan for the Envision Mathematics curriculum rollout for all general education and diverse learner teachers during week 0, grade level team meetings, and flex days.	Administration	10/10/2023	In Progress
Action Step 1	The staff has the opportunity to take the week 0 Envision Introduction training.	Administration	8/18/23	In Progress
Action Step 2	During Week 3 grade level team meetings, staff will have an in person Envision training.	Administration	9/8/23	Not Started
Action Step 3	The ILT will develop a Google form survey for staff to fill out concerning the Envision implementation and usefulness of trainings.	ILT and Administration	9/22/23	Not Started
Action Step 4	The results of the survey will be discussed during GLT meetings.	Administration	9/29/23	Not Started
Action Step 5	The ILT will review the results of the survey and plan accordingly how to proceed.	ILT and Administration	10/20/23	Not Started
Implementation Milestone 2	Every Mathematics teacher will implement rigor projects found in the Envision curriculum for their grade levels.	Mathematics Teachers and Administration	12/21/23	Not Started
Action Step 1	During the second quarter of SY23-24, every Mathematics teacher will implement 2 rigor projects found in the Envision curriculum and submit samples for analysis during GLT meetings.	Mathematics Teachers and Administration	12/21/23	Not Started
Action Step 2	Schedule GLT time to celebrate the rigor projects and discuss what is needed for teacher professional development moving forward.	Mathematics Teachers and Administration	01/17/24 -01/18/24	Not Started
Action Step 3	ILT will consult with Envision trainers to find self-paced training or in person training and implement it.	ILT and Administration	TBD	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Parent partnership and collaboration mid-year check			Select Status
Action Step 1	Gauge the level of parent partnership concerning Envision at parent teacher conferences by a survey developed by the ILT.	ILT and General Education Teachers	10/26/23	Not Started
Action Step 2	Gauge student experience through Cultivate administered Winter 2023-24	Students	TBD	Not Started

Action Step 3	Analyze MOY Star360 and iReady Mathematics data to determine growth, trends, and patterns.	Mathematics Teachers and Administration, MTSS Coordinator	Ongoing	Not Started
Action Step 4	Analyze the Winter Cultivate data to identify student engagement to determine if there has been growth.	ILT and GLT	TBD	Not Started
Action Step 5				Select Status
Implementation Milestone 4	Review our progress over the year and evaluate to determine goals for inquiry based learning for next year.	ILT and GLT	06/06/24	Not Started
Action Step 1	Analyze the EOY Star360 and iReady Mathematics data.	ILT and GLT	05/24/24	Not Started
Action Step 2	Evaluate the Spring 2024 Cultivate data if available to see what growth is seen student engagement.	ILT and GLT	TBD	Not Started
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones Analyze and support groups of students/teachers to surmount obstacles they face doing Envision inquiry based projects. Mathematics teachers will repeat the cycle of implementing inquiry based projects. We will identify populations that need support by looking for trends in the data. 📌

SY26 Anticipated Milestones The ILT will support the Mathematics teachers to provide support to student populations that needs extra support to implement Envision inquiry based projects. 📌

[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
Our goal is to see higher student achievement on the Mathematics Star360 assessment by having students show 5% growth in all groups below grade level each year on their given assessment or a cummulative 15% growth by 2026.	Yes	STAR (Math)	Overall	67.20% Spanish Math 51.05% English Math	72% Spanish Math 56% English Math	77% Spanish Math 61% English Math	82% Spanish Math 66% English Math
			Students with an IEP	30.77% Spanish Math 21.15% English Math	36% Spanish Math 26% English Math	41% Spanish Math 31% English Math	46% Spanish Math 36% English Math
Our goal is to see higher student achievement on the Mathematics iReady assessment by having students show 5% groth in all groups below grade level each year or a cummulative 15% growth by 2026.	Yes	iReady (Math)	Overall	34%	39%	44%	49%
			Students with an IEP	25%	30%	35%	40%

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.	We adopted a new Mathematics curriculum, Envision Math, and all teachers will be trained on the curriculum.	We will do more in depth trainings on the implementation of the curriculum and best practices with inquiry based Mathematics.	Our Envision Mathematics curriculum will be vertically alligned across grade levels.
C&I:4 The ILT leads instructional improvement through distributed leadership.	The ILT will monitor and maintain the timeline for the inquiry based learning projects.	The ILT will take the GLT's input and identify student groups/teachers that need support a root cause analysis.	The ILT will conduct Envision Math learning cycles that include inquiry based learning.

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
Our goal is to see higher student achievement on the Mathematics Star360 assessment by having students show 5% growth in all groups below grade level each year on their given assessment or a cumulative 15% growth by 2026.	STAR (Math)	Overall	67.20% Spanish Math	72% Spanish Math	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>
		Students with an IEP	30.77% Spanish Math 21.15% English	36% Spanish Math 26% English	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>
Our goal is to see higher student achievement on the Mathematics iReady assessment by having students show 5% growth in all groups below grade level each year or a cumulative 15% growth by 2026.	iReady (Math)	Overall	34%	39%	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>
		Students with an IEP	25%	30%	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	We adopted a new Mathematics curriculum, Envision Math, and all teachers will be trained on the curriculum.	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>
C&I:4 The ILT leads instructional improvement through distributed leadership.	The ILT will monitor and maintain the timeline for the inquiry based learning projects.	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>
Select a Practice		<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
No	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.
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

In the SY22-23 year, our school did have an MTSS committee for part of the year. Branching Minds was not used consistently. It was difficult to find intervention programs that Branching Minds would accept. Ms. Arce did have a document to track progress. Not all classroom teachers had documents with intervention data collection. Therefore, there was no evidence that any collection of interventions took place. They used benchmark data from various platforms. Families that were in MTSS Tier 3 were given letters. Tier 2 academic letters were not sent from the classroom teachers. Tier 2 and 3 behavioral letters were sent by the Behavioral Health Team.

What is the feedback from your stakeholders?

Roots Survey showed that supplemental interventions (tiers 2 & 3): Planning was at 16% overall. This included ensuring teachers had access to research-based interventions and ensuring all intervention plans were being documented prior to the start of the intervention. Branching Minds is the platform that is used to enter intervention plans and track interventions for CPS. We also scored low in Supplemental Intervention (tier 2 & 3): Implementation was at 8%. This included teachers providing interventions with fidelity, having an understanding of administering interventions & developing system to ensure the quality of intervention implementation.

We need more training on Branching Minds and time to implement the data entry. Teachers lack the knowledge or did not utilize the Branching Minds platform with fidelity.

As far as IEP implementation, our school does implement the least restrictive environment. SECAs need to be utilized to their fullest with trainings and time to collaborate with their special education teachers and general education teachers. They should be a part of more staff and ODLSS trainings.

What student-centered problems have surfaced during this reflection?

It is necessary to have small groups implemented in the primary grades, but it is difficult to have productive independent or pair work for the students who are not in the small group with the teacher consistently. It is especially difficult when the student doesn't understand the language of the subject being taught in Tier 1. We are not supposed to lower the level of the grade level curriculum.

It is difficult for some students to learn Spanish. Many staff members were doing small group work to help these students. It needs to start with parents understanding the commitment they are making to have their child in Dual Language. A great need is there. More immersion in Spanish has to happen. This could be facilitated by all school stakeholders talking to each other in Spanish always, more posters in Spanish, and signs in the school/letters home in Spanish.

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?

The staff is being trained to use Branching Minds during week 0. The staff will also be trained to use both Amira, an intervention program that is accepted by Branching Minds for reading and Freckle will be the intervention program for Math.

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Determine Priorities

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

Students...

language proficiency in Spanish is too low to have them work independently or in partners while the teacher engages with small groups. The minutes allocation for each language makes it difficult to run small groups and teaching grade level standards. More consistent support needs to be given to K-2 to support the new 2nd grade promotion policy. More parent involvement is a possibility.



[Determine Priorities Protocol](#)

Resources:

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...

are implementing the universal screeners to identify Tier 2 and 3 students. We need more consistent implementation of grouping students and implementing Tier 2 and 3 interventions.

We need time to grow in our use of different intervention programs faithfully. This is done with trainings and collaboration. Envision, Freckle, and Amira are embedded in Branching Minds.

We have a lack of small group instruction.

In the past, the report cards were less standardized and more informative for parents. They required parent accountability by signing parent responsibilities. They allowed for handwritten parent and teacher comments by quarter. We need to communicate with parents in real time in another way.



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

Resources:

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....

Resources:

Inclusive & Supportive Learning Environment

train our staff and provide ample mentoring in the use of Branching Minds, the interpretation of data from academic and behavioral universal screeners, and administering Tier 2 and 3 grouping interventions such as Amira, Envision, and Freckle in students' native language plus provide reliable parent volunteers and support staff to support the primary teachers

then we see...
 general education teachers and support staff implementing Tier 2 and 3 grouping strategies and executing Tier 2 and 3 academic and behavioral groups with fidelity in students' native language.

which leads to...
 an increase in the percentage of students receiving Tier 2 and 3 academic and behavioral interventions meeting targets and IEP referrals with clear academic and behavioral MTSS data.

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

Return to Top Implementation Plan

Resources:

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

MTSS Team and Interventionist

Dates for Progress Monitoring Check Ins

Q1 10/20/2023 Q3 3/22/2024
 Q2 12/21/2023 Q4 6/6/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Our staff will become familiar with and be able use Branching Minds to analyze student data, select and administer appropriate Tier II and Tier III interventions and use progress monitoring tools to document student growth.	MTSS Intervention Providers	10/20/2023	In Progress
Action Step 1	Staff will get training on how to manage data entry into Branching Minds every two weeks.	MTSS Committee and Interventionist	09/22/23	In Progress
Action Step 2	Ensure that teachers understand how to administer selected interventions.	MTSS Intervention Providers	10/20/2023	In Progress
Action Step 3	The MTSS coordinator will share MTSS document with menus of intervention choices that are compatible to Branching Minds.	MTSS Coordinator	09/08/2023	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	The General Education teachers will identify Tier 2 students, and the MTSS committee will identify Tier 3 students and create groups.	MTSS Intervention Providers	10/20/2023	Not Started
Action Step 1	The MTSS committee will meet with General Education teachers who want assistance with interpreting their data.	MTSS Committee and select General Education Teachers	On going	Not Started
Action Step 2	MTSS Intervention Providers will create their Tier 2 and Tier 3 groups for cycle 1.	MTSS Intervention Providers	10/20/2023	Not Started
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

The MTSS committee will use data to analyze the MTSS intervention system usage as a whole and with subgroups to discuss and implement what changes need to be made to our process.

SY26 Anticipated Milestones

We will evaluate the CPS provided programs like Amira and Freckle to see if their use is effective and make any changes needed.



[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)	Numerical Targets [Optional]			
				Baseline	SY24	SY25	SY26
Increase in the percentage of students receiving Tier 2 and 3 academic and behavioral interventions meeting targets and IEP referrals with clear academic and behavioral MTSS data.	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall	10%	50%	65%	80%
			Select Group or Overall				
			Select Group or Overall				
Select Answer	Select Answer	Select Metric	Select Group or Overall				
			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
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Intervention Usage Report Roots Survey	Intervention Usage Report & Roots Survey	Intervention Usage Report Roots Survey
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
Increase in the percentage of students receiving Tier 2 and 3 academic and behavioral interventions meeting targets and IEP referrals with clear academic and behavioral MTSS data.	% of Students receiving Tier 2/3 interventions meeting targets	Overall	10%	50%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

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Select Metric

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

Select Group or Overall

Select Group or Overall

Inclusive & Supportive Learning Environment

Select Status	Select Status	Select Status	Select Status
Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Intervention Usage Report Roots Survey	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	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.
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.
Partially	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).

What are the takeaways after the review of metrics?

The school's partnership with families is so important to create excitement for learning in students. The parents can reinforce school topics at home. It takes teachers who communicate clearly with parents and parents who take the extra time to know what is going on in their child's classroom.

We analyzed the Cultivate survey and we see that students would like more choice in learning and more input in learning topics and tasks. Cultivate shows for the statement of "This teacher asks for our input about what we want to learn" and 15% of students said it was not at all true and 15% of students stated that it was a little true. Cultivate shows for the statement "I have the opportunity to make choices in this class" and 5% of our students stated it was not true at all and 13% of our students stated it was a little true. Our student council is one body utilized to promote student voice. We have a student LSC representative too.

On the SY23 5 Essentials Inter-American was Neutral (56) for Supportive Environment. Peer Support for Academic Work was Strong (68). Academic Personalism was Neutral (54), Student-Teacher Trust was Neutral (52) & Safety was Neutral (48). Due to the low response for 5 Essentials not enough data was available to rate Involved Families (Low Response). Data is not available for parent participation rate.

What is the feedback from your stakeholders?

One idea is to have the librarian create book lists at the reading level of students on certain topics being studied by a given class. The curriculum of the Americans could be reinforced by the specials classes.

Having more field trips that relate to the curriculum now that the pandemic is over will improve parent and student engagement.

A suggestion was made to celebrate exciting events and sharing growth through an end-of-the-week email to families.

As far as community partnerships, the Cubs did give free tickets to the 8th graders for a day field trip. We could explore trying to get Winterland at Gallagher Way for a day field trip.

What student-centered problems have surfaced during this reflection?

It is difficult to be a magnet school pursuing partnerships because many families live far away from the school. We need to focus on local partnerships to become stakeholders in our school community.

We lack partnerships and community programs because of our lack of eligibility to funding. Our school does not receive Title 1 funding as we do not qualify.

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?

It would be wonderful to have more assemblies celebrating different cultures. This could include guest speakers.

Return to Top Determine Priorities

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

Students... are missing out on the richness of diversity and cultures plus the benefits of having their voices heard in regards to curriculum and school activities.

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... need to make sure that we provide students with multiple opportunities to have choice and voice in academic and community norms every school year. We need to keep up traditions and add more through collaboration between parents and staff.

Resources:

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

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

Return to Top Theory of Action

What is your Theory of Action?

If we.... create a space for students to express their voice by leveraging leadership, teacher teams and family and community partners that promote student-generated ideas, thinking, values, decisions and/or actions

Resources:

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

then we see....
 trusting, respectful, authentic and strong student-adult partnerships in which student voices are reflected and valued

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...
 students reporting more connectedness and voice as seen in the Cultivate survey and an increase in the participation rate for the 5Essentials survey.

[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

Student Council and Climate and Culture Committee

Dates for Progress Monitoring Check Ins

Q1 10/20/2023 Q3 3/22/2024
 Q2 12/21/2023 Q4 6/6/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Schoolwide listening structures are established and fully leveraged	Student Council and Climate and Culture Committee	10/20/2023	<i>Not Started</i>
Action Step 1	Each teacher will create a suggestion box in their classroom to allow students a way to express their opinions and ideas.	School Staff	9/1/2023	In Progress
Action Step 2	School teams develop and leverage varied data collection tools (surveys, focus groups, polls, interviews) to learn more about students and their experience throughout the year such as implementing our school community rights and responsibilities document.	Climate and Culture Committee	9/1/2023	In Progress
Action Step 3	Teacher-teams have structured and consistent strategies for including student perspective within their learning cycles.	Grade Level Teams	9/22/2023	Not Started
Action Step 4	Adults have two-way communication with students that ensures all students know and understand that their perspective is valued and heard. This can be as simple as sharing "This is what we heard, this is what we learned, this is what we are thinking about."	Student Council, LSC, and Climate and Culture Committee/Staff	10/20/2023	Not Started
Action Step 5				<i>Select Status</i>
Implementation Milestone 2	School stakeholders (caregivers, staff and leadership teams) work collaboratively with students to elicit student ideas and suggestions for improvement.	Caregivers, staff and leadership teams	Ongoing	Not Started
Action Step 1	Leadership teams, student council, LSC and other community partners such as FELE regularly organize student groups and/or events that help students to envision and co-create ideas/actions for improving targeted areas of improvement for CIWP goals such as co-creating a student rights and responsibilities document	Student Council and Climate and Culture Committee, FELE, LSC	Ongoing	Not Started
Action Step 2	Leadership teams use student feedback and suggestions gathered in first quarter to inform planning, priorities and initiatives aligned to CIWP.	Student Council and Climate and Culture Committee/Staff	Ongoing	Not Started
Action Step 3	Families, caregivers and community partners are engaged in elevating student voice through frequent communication and information sharing (e.g., newsletters, curriculum nights, progress reports, report card pick up events, cultural events)	School Community	Ongoing	Not Started
Action Step 4				<i>Select Status</i>
Action Step 5				<i>Select Status</i>
Implementation Milestone 3				<i>Select Status</i>
Action Step 1				<i>Select Status</i>
Action Step 2				<i>Select Status</i>
Action Step 3				<i>Select Status</i>
Action Step 4				<i>Select Status</i>
Action Step 5				<i>Select Status</i>
Implementation Milestone 4				<i>Select Status</i>
Action Step 1				<i>Select Status</i>
Action Step 2				<i>Select Status</i>
Action Step 3				<i>Select Status</i>
Action Step 4				<i>Select Status</i>

SY25-SY26 Implementation Milestones

- SY25 Anticipated Milestones** Students in leadership and decision-making roles represent the diversity of the student body and ensure varied perspectives. 📌
- SY26 Anticipated Milestones** Cohorts of student ambassadors are recruited to represent diverse identities and perspectives across grade levels with older students working with younger students to develop a sense of shared responsibility for their local and global communities and actively use their talents to promote positive social change. 📌

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 applicable baselines and trend data).
 Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).
 Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#).
 There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.
 Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.
 Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

Resources: 🚀

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

Performance Goals

Specify the Goal 📌	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 📌	Numerical Targets [Optional] 📌		
					SY24	SY25	SY26
Students report more connectedness and voice as seen in the Cultivate survey (Input of what they want to learn and having the opportunity to make choices in class)	Yes	Cultivate	Overall	30% (Teacher ask student input - combined not true/a little true)			
			Overall	18% (Teacher ask student input - combined not true/a little true)			
Increase in 5 Essentials Parent Participation.	Yes	5 Essentials Parent Participation Rate	Overall	Low Response - No Data for Parent Participation			
			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
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	School stakeholders (caregivers, staff and leadership teams) work collaboratively with students to elicit student ideas and suggestions for improvement.	Continue engaging families, caregivers and community partners to elevate student voice through frequent communication and information sharing (e.g., newsletters, curriculum nights, progress reports, report card pick up events, cultural events).	Forge community partners beyond the school community to increase two-way communication with school stakeholders.
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
Students report more connectedness and voice as seen in the Cultivate survey (Input of what they want to learn and having the opportunity to make choices in class)	Cultivate	Overall	30% (Teacher ask)		Select Status	Select Status	Select Status	Select Status
		Overall	18% (Teacher ask)		Select Status	Select Status	Select Status	Select Status
Increase in 5 Essentials Parent Participation.	5 Essentials Parent Participation Rate	Overall	Low Response - No Data		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
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	School stakeholders (caregivers, staff and leadership teams) work collaboratively with students to elicit student ideas and suggestions for improvement.	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

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)

