

## CIWP Team & Schedules

[Resources](#)

### Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

[CIWP Team Guidance](#)

Name	Role	Email
Dawn Caetta	Principal	dmorlando@cps.edu
Rosa Hernandez	AP	rmhernandez@cps.edu
Elsa Diaz-Santiago	Other [ELPT]	ediaz@cps.edu
Mary Lorraine O'Malley	Other [IB Coordinator]	mlomalley@cps.edu
Norma Muniz	Other [MTSS Coord.Interventionist]	namuniz1@cps.edu
Lindsey Terrill	Other [Case Manager]	lkterill@cps.edu
Regina Janczyszyn	Other [Counselor]	<a href="mailto:rjanczyszyn@cps.edu">rjanczyszyn@cps.edu</a>
Cecilia Guerrero	Other [K Teacher]	cdguerrero@cps.edu
Kristina Brady	Other [DL Teacher]	klbrady@cps.edu
Ann Doyle	Other [7/8 Sciece Teacher]	amdoyle@cps.edu
Anne Cuddy	Other [4th Grade Teacher]	arcuddy@cps.edu
Teryl Snedden	Other [Deaf Dept Teacher]	<a href="mailto:tawoods@cps.edu">tawoods@cps.edu</a>

## Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	3/29/23	4/12/23
Reflection: Curriculum & Instruction (Instructional Core)	4/26/23	6/15/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/15/23	6/23/23
Reflection: Connectedness & Wellbeing	6/15/23	6/29/23
Reflection: Postsecondary Success	6/15/2023	6/29/23
Reflection: Partnerships & Engagement	6/15/2023	6/28/23
Priorities	7/17/23	7/19/23
Root Cause	7/17/23	7/19/23
Theory of Acton	7/17/23	7/26/23
Implementation Plans	7/19/23	7/26/23
Goals	7/20/23	7/26/23
Fund Compliance		
Parent & Family Plan	7/20/23	
Approval		

## SY24 Progress Monitoring Schedule

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

### CIWP Progress Monitoring Meeting Dates

Quarter 1	9/22/2023
Quarter 2	10/27/2023
Quarter 3	2/9/2024
Quarter 4	6/7/2024

**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

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](#)

[Rigor Walk Rubric](#)

After review of the metrics, we see a need for culturally responsive, standards-aligned curricula in Language Arts, Mathematics, 3-5th Foundational Skills, and Science to meet the needs of all learners. 

**iReady Data**  
 Our K-2 iReady Reading data shows significant growth from BOY to EOY overall for both English and Spanish. At the BOY, 15% of our students were reading early on or mid/above grade level. By EOY, 69% of our students were reading early on or mid/above level. In grade 1, we saw significant growth in that 93% of our first graders were one to two years below grade level at BOY. By EOY, 50% of the 1st grade class was reading early on or mid/above grade level with 50% one year below grade level. Based on iReady Math data for K-2 BOY, 8% of K-2 students were performing early on or mid/above while 92% of our K-2 students performed at one to two years below. By EOY, 64% of our K-2 students performed at early on to mid/above while 35% performed at one to two grade levels below.

iReady K-2 Overall Math (% on level)			iReady Overall Reading (% on level)		
	BOY	EOY		BOY	EOY
DL	5	50	DL	3	54
EL	4	56	EL	4	66
EL/DL	0	33	EL/DL	0	38
Black	0	67	Black	0	100
Hispanic	8	64	Hispanic	14	70
White	11	67	White	26	71
ALL	8	65	ALL	15	71

**Star 360 Data**  
 When comparing 3rd-8th District Star 360 Math data for the past 2 years (SY22/SY23), we see that in SY22 EOY 47% of elementary school students are at/above. At Kinzie, 65% of our students 3rd-8th grade are at/above for EOY SY22 in math. For SY23, district-wide data shows that 48% of elementary school students were at or above. At Kinzie, 69% of our students in 3rd-8th were at/above level in math. In Reading, the district-wide elementary school data shows that 39% of students were reading at/above grade level in SY22 compared to Kinzie at 56%. During SY23, the district-wide data shows 39% of elementary school students reading at/above compared to Kinzie at 57%. In comparing the Reading data for SY22 and SY 23, there is a decrease in percentage of students at/above level at both the district and school level. Looking at priority groups in Reading, we see that 18% of our Black, Non-Hispanic students are at/above level, 22% of DL students are at/above grade level, 26% of EL student are at/above, and 28% of EL/DL students are at/above grade level in reading based on Star 360 SY23 data. Looking at priority groups in Math, we see that 27% of our Black, Non-Hispanic students are at/above level, 28% of DL students are at/above grade level, 40% of EL student are at/above, and 29% of EL/DL students are at/above grade level in math based on Star 360 SY23 data.

Looking at priority groups in SY23 Reading

Group	SY22	SY23
Black	20%	18%
Hispanic	59%	56%
White	71%	71%
DL	14%	22%
EL	20%	26%
EL/DL	8%	29%
ALL	55%	57%

Our EL/DL population shows an increase from SY22 to SY23. Our Black and Hispanic student populations show a decrease from SY22 to SY23 while our White students remain at the same percentage at/above meeting.

Looking at priority groups in SY23 Math

Group	SY22	SY23
Black	6%	27%
Hispanic	63%	67%
White	79%	89%
DL	11%	28%
EL	29%	40%
EL/DL	7%	28%

[IAR \(Math\)](#)

[IAR \(English\)](#)


[Rigor Walk Data \(School Level Data\)](#)

[PSAT \(EBRW\)](#)

Partially	Students experience grade-level, standards-aligned instruction.	<a href="#">Teacher Team Learning Cycle Protocols</a>  <a href="#">Quality Indicators Of Specially Designed Instruction</a>
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.	<a href="#">Powerful Practices Rubric</a>  <a href="#">Learning Conditions</a>
Partially	The ILT leads instructional improvement through distributed leadership.	<a href="#">Continuum of ILT Effectiveness</a> <a href="#">Distributed Leadership</a>
Yes	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.	<a href="#">Customized Balanced Assessment Plan</a> <a href="#">ES Assessment Plan Development Guide</a> <a href="#">HS Assessment Plan Development</a>
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.	<a href="#">Assessment for Learning Reference Document</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 CIWR.

Our students do not have access to high quality Language Arts (K-5), Math (K-8), or Science (Foss K-5; SEPUP 6-8) curriculum according to the National standards for High Quality. The current curriculum lacks the culturally relevant piece. We have implemented a high quality foundational skills program in grades K-2 (Wilson Foundations). For 3rd-5th, we have a need for a foundational skills curriculum. 

Our Social Science curriculum through Savvas Realize, My World, has been deemed as meeting the standards for High Quality and culturally relevant curriculum by CPS.

Looking at priority groups in SY23 Reading

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Black	20%	18%
Hispanic	59%	56%
White	71%	71%
DL	14%	22%
EL	20%	26%
EL/DL	8%	29%

Our EL/DL population shows an increase from SY22 to SY23. Our Black and Hispanic student populations show a decrease from SY22 to SY23 while our White students remain at the same percentage at/above meeting.

Looking at priority groups in SY23 Math

Group	SY22	SY23
Black	6%	27%
Hispanic	63%	67%
White	79%	89%
DL	11%	28%
EL	29%	40%
EL/DL	7%	29%

EL/DL	1%	29%
ALL	64%	69%

In math, there are increases in all priority groups from SY22 to SY23.


IAR Data  
IAR data for SY22, is 48% meeting/exceeding in ELA compared to 61% for SY23. In math, SY 22 we had 29% meeting/exceeding compared to SY23 where 35% are meeting/exceeding. Looking at specific IAR tested skills in Language Arts, informational text was at 59% meeting/exceeding, in Literary text 46% met/exceeded, and in vocabulary 41% met/exceeded. For math SY23, for content 36% met/exceeded, in mathematical reasoning 38% met/exceeded, in application 33% met/exceeded. In the areas of writing, Language Conventions and Written Expression showed 66% of our students meeting/exceeding.

SY22 ELA Met/Exceed %	SY23 ELA Met/Exceed %
3rd 42.6%	3rd 48.5%
4th 39.4%	4th 56.6%
5th 41.0%	5th 52.1%
6th 67.1%	6th 56.1%
7th 59.7%	7th 70.5%
8th 54.9%	8th 79.0%


SY22 Math Met/Exceed %	SY23 Math Met/Exceed %
3rd 35.3%	3rd 29.4%
4th 22.7%	4th 26.3%
5th 19.7%	5th 27.4%
6th 41.4%	6th 29.2%
7th 37.7%	7th 51.3%
8th 19.8%	8th 44.4%

Algebra Exit Exam  
Review of the Algebra Exit exam for SY23 shows that 25 out of 27, or 93%, students passed the exam. In SY22, AEE passing percentage was 70%.

**What is the feedback from your stakeholders?**

In the initial student survey, one of the major concerns for students was checking for understanding. Parents on the CIWP parent group wondered about student attendance rates and the impact on academics, data on discipline, the amount of time and options provided for student lunch, home supports to help students be successful, the use of online tools (IXL). Several parents have commented on the monthly/weekly teacher newsletters, Wilson Home Connections, and the resources available on Google Classrooms. In upper grades, teachers utilize Google Classroom to make weekly announcements, post notes, assignments, anchor charts, study guides, etc. Parents in the DHH program state concerns over the amount of copies sent home. Teachers have stated concerns over Skyline with regard to accessibility to the Spanish component of ELA not being available at the start of the school year. For students in DHH, there is a need for individual copies of texts to support the Skyline curriculum based on student need. Additionally, students in the DHH program would benefit from a literacy curriculum tailored to the unique needs of deaf and hard of hearing students, similar to what other DHH clusters programs may be using. 

**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?**

Learning Walks, grade level meetings, and professional articles focused on strategies to check for student understanding have been implemented during the latter part of SY23. Based on the most recent Learning Walk, there was evidence in every classroom that checking for student understanding is taking place (19 of 19 classrooms). Strategies to check for student understanding were also evident during teachers' formal and informal observations. 

Teachers in grades K-5 and administrators are attending Skyline ELA training summer 2023 to prepare for implementation in August 2023. For our DHH student population, we will be ordering individual texts for each student as they are whole word readers and need to have text for multiple practice opportunities. In terms of Spanish materials for students in our TBE program, we will be ordering texts in Spanish that go along with Skyline. Our MTSS Coordinator and Case Manager will be in contact with CPS departments regarding access to purchasing the materials for DHH students.

Teachers in grades K-4 created a vertical articulation guide for math and language arts during the SY22 school year. The data shows that beginning in 5th grade, EL and DL students begin to show downward trends in math. Working on 5th-8th grade vertical articulation for math and language arts may create an upward trend in student data.

[PSAT \(Math\)](#)

[STAR \(Reading\)](#)

[STAR \(Math\)](#)

[iReady \(Reading\)](#)

[iReady \(Math\)](#)

[Cultivate](#)

[Grades](#)

[ACCESS](#)

[TS Gold](#)

[Interim Assessment Data](#)

In Math, there are increases in all priority groups from SY22 to SY23.

Teachers in grades K-4 created a vertical articulation guide for Math and Language Arts during the SY22 school year. The data shows that beginning in 5th grade, EL and DL students begin to show downward trends in Math. Working on 5th-8th grade vertical articulation for Math and Language Arts may create an upward trend in student data.

As a school that serves the needs of Deaf and Hard of Hearing students, we do not have access to relevant curriculum and assessments that appropriately and equitably measure growth in relation to the standards. Parents also need access to resources to help them support their children, especially in cases where the students use ASL to communicate and parents do not know ASL. Barriers such as transportation are also a factor for parents of DHH cluster students who do not live in the Kinzie attendance area.





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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.	<a href="#">MTSS Integrity Memo</a>  <a href="#">MTSS Continuum</a>  <a href="#">Roots Survey</a>	<p>In comparing SY22 and SY23 ACCESS data, there is a consistent increase across grade levels in the average proficiency score in Receptive Language (Listening and Reading domains). However, in the Expressive language (Writing and Speaking) we see an increase from Kindergarten to 4th grade. However, we see a decrease, especially in the Speaking domain in grades 5-8 average proficiency level score. </p> <p>EL On-Track Data from Dashboard shows that at Week 01 of the SY22-23 school year, 19% of ELs were on track and 81% were off track. As the year progressed, more EL students moved along the continuum from far off track to near on track to almost on track and on track. By Week 38, our data shows that 33% of EL students were on track, 20% almost on track, 22% near on track, and 19% far from on track, and 6% were off track. As far as attendance, 3 EL students had less than 85% attendance, 3 had between 85 and 89%, 15 had between 90 and 94%, 20 EL students had between 95-less than 97.5%, and 10 EL students had 97.5-100% attendance. From BOY to EOY K-8, Tier 3 went from 121 students (19%) to 81 students (13%). Tier 2 went from 86 students (14%) to 89 students (14%). Tier 1 went from 404 (66%) to 449 students (72%).</p> <p>Although we saw improvement in the number of D and F grades for EL and DL students during SY23, we still have concerns over the amount of students in these subgroups earning Ds and Fs. Targeted differentiation and strategic implementation of accommodations and modifications could help address these concerns.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">DL Grades of D and F SY23</td> <td style="width: 50%;">EL Grade of D and F</td> </tr> <tr> <td>SY23</td> <td>SY23</td> </tr> <tr> <td>Qtr 1 = 26%</td> <td>Qtr 1 = 14%</td> </tr> <tr> <td>Qtr 2 = 20%</td> <td>Qtr 2 = 10%</td> </tr> <tr> <td>Qtr 3 = 22%</td> <td>Qtr 3 = 11%</td> </tr> <tr> <td>Qtr 4 = 14%</td> <td>Qtr 4 = 9%</td> </tr> </table> <p>Based on the MTSS Integrity Memo, we are Partially or Fully meeting all 9 expectations under the MTSS Framework.</p> <p>The Root Survey was completed and submitted to the District as part of the MTSS process in September 2022. During this meeting, we discussed the different components of MTSS to ensure compliance with District and State law. Progress monitoring through the school was done and is consistent with the expectations of MTSS integrity memo for K-8. However, as a school, we decided to begin implementing BrM partially and move to the whole school sy 23-24.</p>	DL Grades of D and F SY23	EL Grade of D and F	SY23	SY23	Qtr 1 = 26%	Qtr 1 = 14%	Qtr 2 = 20%	Qtr 2 = 10%	Qtr 3 = 22%	Qtr 3 = 11%	Qtr 4 = 14%	Qtr 4 = 9%	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p><a href="#">MTSS Continuum</a></p> <p><a href="#">Roots Survey</a></p> <p><a href="#">ACCESS</a></p> <p><a href="#">MTSS Academic Tier Movement</a></p> <p><a href="#">Annual Evaluation of Compliance (ODLSS)</a></p>
DL Grades of D and F SY23	EL Grade of D and F															
SY23	SY23															
Qtr 1 = 26%	Qtr 1 = 14%															
Qtr 2 = 20%	Qtr 2 = 10%															
Qtr 3 = 22%	Qtr 3 = 11%															
Qtr 4 = 14%	Qtr 4 = 9%															
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.	<a href="#">LRE Dashboard Page</a>	<p><b>What is the feedback from your stakeholders?</b></p> <p>EL and DL students benefit from appropriate language models as well as strategies/differentiation to meet their academic and linguistic needs. When looking at Star 360 data for the SY23 school year by classroom, rooms in which EL and DL students are placed have significantly lower at/above grade level scores compared to classrooms without EL or DL students. The gap increases over time in looking from grades 3-8. With more ESL/Bilingual endorsed teachers at each grade level, we would be able to place students in various classrooms across the grade level rather than all EL and DL students in one room at each grade. This would also facilitate differentiation for teachers based on student IEPs and EL Proficiency Levels. Our priority is to place students in the least restrictive environment, and decisions are made on a case-by-case basis and based on individual student needs. We follow the IDEA procedural manual as reflected on the dashboard with 100% compliance for IEPs, 504s, and evaluations. MTSS tier two and tier three students receive interventions based on their specific needs and in accordance with the integrity memo guidelines. MTSS interventionist supports tier 3 students four times weekly in 30-minute periods. 63% of our students receive instruction in LRE 1 or 2. Students who receive instruction in LRE 3 are enrolled in our intensive preK and total communication cluster programs; less than 1% of our neighborhood students receive instruction in our LRE 3 program. </p>	<p><a href="#">Quality Indicators of Specially Designed Curriculum</a></p> <p><a href="#">EL Program Review Tool</a></p>												
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	<a href="#">IDEA Procedural Manual</a>	<p><b>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?</b></p> <p>Since the SY20 school year, all Kinzie teachers have received Professional Development on the WIDA Standards, EL proficiency level scores and their meaning, content and language objectives. and the creation of Model Performance </p>													
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	<a href="#">EL Placement Recommendation Tool ES</a>  <a href="#">EL Placement Recommendation Tool HS</a>														

Partially	<p>There are language objectives (that demonstrate HOW students will use language) across the content.</p>		
<p><b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>			
	<p>EL students in grades K-4 have access to Bilingual and/or ESL endorsed teachers in all content areas. However, students in grades 5-8 do not have endorsed teachers in all areas. As such, students receive only 30 minutes of ESL/Sheltered English instruction from the ELPT, when she is not performing other duties within her role. Lesson plans show Content and Language objectives as well as MPIs. However, these are at various levels of development. Language Objectives are not always reflective of specific language learning targets for the week. Additionally, differentiation for ELs based on their EL proficiency level in the specific targeted domain are not always evident in instructional practice. The majority of our students receive instruction in LRE 1 and 2 but we need to ensure that IEP goals are reflecting the general education curriculum and Common Core State Standards. We want to meet our students at their instructional level with consistent exposure to the general education curriculum to help bridge the gaps in learning. Appropriate co-teaching strategies need to be implemented with fidelity at all grade levels.</p>	<p>language objectives, and the creation of Model Performance Indicators for all content areas. We began with only one content area to be documented in lesson plans, have provided weekly feedback and examples, and increased the number of content areas for which to plan using MPIs over the past 3 years. At this point, all lesson plans show evidence of WIDA ELD standards, content and language objectives, and differentiation through Model Performance Indicators at various stages of development. Teachers use the WIDA Can Do Name Charts to identify where students are in their English development for each domain and create MPIs that target the next level of proficiency. MTSS: for the SY23-24, all Reading and Math teachers will be trained and begin implementing the branching minds platform to document interventions and progress monitoring for tier 2 and tier 3 students. We will also begin our year two of implementation of the Wilson foundational reading skills program in our K-2 classrooms, and in 3-5, we will begin a word study section as part of our implementation of the skyline ELA curriculum. DL; Ongoing professional development for teachers and staff, any updates from the district in regards to special education will be shared with the staff at monthly grade level meetings. We will look at hiring a new LBS1 teacher to ensure students receive instruction in the least restrictive environment while maintaining class size requirements.</p>	

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p><a href="#">BHT Key Component Assessment</a></p> <p><a href="#">SEL Teaming Structure</a></p>	<p>Component #1---Administrative Leadership and Prioritization of Behavioral Health  Our counselor currently oversees our MTSS for behavioral health. Moving forward, shared responsibility for leading the BHT will be between our counselor, our social worker, and one of our Diverse Learner Teachers. Our school recognizes the importance of social/emotional and behavioral support, but we have a need for more professional development, on a regular basis, to share strategies that address student needs.</p>	<p><a href="#">% of Students receiving Tier 2/3 interventions meeting targets</a></p> <p><a href="#">Reduction in OSS per 100</a></p> <p><a href="#">Reduction in repeated disruptive behaviors (4-6 SCC)</a></p>
Partially	<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>Component #2, #6, and #7--Tier 1, 2, and 3 Supports Tier 1--We use the Second Step curriculum for Kindergarten-5th grade. Teachers have been trained to implement set curriculum. In grades 6-8, our school counselor implements the Second Step Curriculum. Our school social worker provides social/emotional support and teaches behavioral skills to students in our DHH program.</p> <p>Tier 2--Teacher implements Tier 2 interventions (i.e. charts, incentive plans, etc)</p> <p>Tier 3--System in place to refer students for Tier 3 interventions to our counselor and social worker; we have an intervention menu where teacher/staff can locate interventions for social/emotional and behavioral needs.</p> <p>Component #3---Collaboration with School Staff Beyond initial SEL training, there is a need for more data-driven collaborative discussions among grade level teams to address student social/emotional and behavioral</p>	<p><a href="#">Access to OST</a></p> <p><a href="#">Increase Average Daily Attendance</a></p> <p><a href="#">Increased Attendance for Chronically Absent Students</a></p>
Partially	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>	<p>Tier 2--Teacher implements Tier 2 interventions (i.e. charts, incentive plans, etc)</p> <p>Tier 3--System in place to refer students for Tier 3 interventions to our counselor and social worker; we have an intervention menu where teacher/staff can locate interventions for social/emotional and behavioral needs.</p>	<p><a href="#">Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</a></p>
Partially	<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><b>What is the feedback from your stakeholders?</b>  We have a need for formal structures to be put in place with continued, ongoing support throughout the school year. Data collection practices and ongoing professional development around behavioral strategies are needed.</p>	<p><a href="#">Cultivate (Belonging &amp; Identity)</a></p> <p>Staff trained on alternatives to exclusionary discipline (School Level Data)</p> <p><a href="#">Enrichment Program Participation: Enrollment &amp; Attendance</a></p> <p><a href="#">Student Voice Infrastructure</a></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><b>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?</b>  A BHT has been established. MTSS meetings have provided opportunities for BHT members to collaborate and discuss specific student behaviors and customize intervention plans.</p>	<p><a href="#">Reduction in number of students with dropout codes at EOY</a></p>
<p><b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>			
	<p>After the pandemic, we saw a significant decrease in student learning behaviors. In particular, our primary students needed more time to adjust to a full, structured school day. There is also a need to conduct student surveys to identify where their social/emotional state is and the concerns that arise from these needs. </p>		

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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**

Partially	<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><a href="#">College and Career Competency Curriculum (C4)</a></p> <p>8th Grade Graduation Rate-- </p> <p>Selective Enrollment/IB MYP Students---</p> <p>Algebra Exam Twenty-seven 8th grade students were exposed to Algebra, which is considered to be the Early College &amp; Career Competency Curriculum (ECCC) metric with a 93% pass rate of students who take the exam (60% in the high pass category)..</p> <p>Success Bound Curriculum Kinzie does not use CPS Success Bound curricula. This would assist in strengthening annual plan implementation and C4 competencies. Highly recommend it. However, weekly 45 minute sessions are required for implementation. Some Foundational Skills are addressed through the Second Step Curriculum.</p> <p>Career Awareness and Alignment Career Awareness &amp; Alignment has been addressed through Naviance ILPs, Virtual Career Fair activities, and Powerpoint Presentations. School Links platform will replace Naviance for ILP tasks. The ILP tasks for Naviance were supplemented with Counselor's own presentations regarding HS informational tasks and post-secondary awareness. Work-based tool kit activities were utilized through partnerships with JA &amp; CISC. Students had to take a career assessment, and view company post-secondary educational reqs, interview skills, etc. Career Fair spanned 3 class period days. Planned and collaborated presentations and assignments with teachers. Documents to support are loaded into the Postsecondary folder.</p>	<p><a href="#">Graduation Rate</a></p> <p><a href="#">Program Inquiry: Programs/participation/attainment rates of % of ECCC</a></p> <p><a href="#">3 - 8 On Track</a></p>
Yes	<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><a href="#">Individualized Learning Plans</a></p> <p>IEP Transition Plans Eighth grade students engage in a one-on-one interview regarding career interest and post-secondary plans. Parents also participate in the interview process. The questionnaires have been adapted to meet the needs of diverse learners, including DHH students.</p> <p>International Baccalaureate Middle Years Programme (IB MYP) The students have been a part of the Middle Years Programme which is embedded with the teaching of the ATL Skills (Approaches to Learning). These skills and strategies are progression and will teach students to be engaged, critical thinkers. As a requirement of the programme, students have taken Language Acquisition (Spanish) which gives them the foundational knowledge to build upon during High School and beyond. Service Learning within the curriculum is a priority and will hopefully remain a priority in the students lives as they become a global citizen.</p> <p>Seal of Biliteracy Students in grades 5 and 8 have the opportunity to participate in the Seal of Biliteracy Assessment based on their participation in the WL Spanish program and/or in our TBE or TPI programs. This year, we had students take the assessment in Spanish and Arabic. In 5th grade, 21 out of 22 students passed the assessment. In 8th grade, 22 out of 33 students passed the assessment.</p>	<p><a href="#">Learn, Plan, Succeed</a></p> <p><a href="#">% of KPIs Completed (12th Grade)</a></p> <p><a href="#">College Enrollment and Persistence Rate</a></p>
Yes	<p>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).</p>	<p><a href="#">Work Based Learning Toolkit</a></p> <p><b>What is the feedback from your stakeholders?</b></p> <p>Each year, we have increased the number of high school DHH programs presenting at the High School Fair. </p> <p>Parents have expressed that they would like to have more information provided regarding special education services at the high school level at the 8th grade parent meeting that happens at the beginning of the year.</p>	<p><a href="#">9th and 10th Grade On Track</a></p> <p><a href="#">Cultivate (Relevance to the Future)</a></p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
Select Rating	<p>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).</p>	<p>Students have expressed that they would like more specific information about programs available at the high school level. It would be helpful to have a list of programs available at each school.</p>	
Select Rating	<p>Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).</p>	<p><a href="#">ECCE Certification List</a></p>	
Select Rating	<p>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).</p>	<p><a href="#">PLT Assessment Rubric</a></p>	
Select Rating	<p>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).</p>	<p><a href="#">Alumni Support Initiative One Pager</a></p> <p>Each year, we have increased the number of high school DHH programs presenting at the High School Fair. We plan to meet ahead of the 8th grade meeting to provide specific parent groups with information about options for Diverse Learner students. Looking into the Success Bound Curriculum might help to address college and career competencies for our students. </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.

Although ILPs are completed by students, we need to use the data to help locate resources aligned to their talents and interests for postsecondary and beyond. 

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## Partnership & Engagement

	Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	<a href="#">Spectrum of Inclusive Partnerships</a>	<p>Kinzie has active parent committees such as the LSC, PAC, BAC, and PTC. On average, 10-20 parents participate in the BAC/PAC meetings. Meetings are held in both English and Spanish to ensure that communication is not a barrier to parent participation. These committees meet regularly to discuss a variety of student-centered topics. All written communication is sent home in multiple languages. We have a parent book club with 15 active parent members who meet once a week to discuss the books selected to be read. We have a partnership with Parenting for Non-Violence (P4NV) that established parent cohorts and provides families with strategies for parents and children to actively communicate. </p> <p>Open House Open House is offered annually at the beginning of each school year so that parents and students can meet their teachers and discuss expectations.</p> <p>Volunteers Parents are encouraged to sign up as volunteers. Our ELPT provides assistance to our parents who need help with the CPS volunteer process so that this is not a deterrent for parent involvement.</p> <p>Parent Teacher Conferences Kinzie offers Parent-Teacher Conference 3 times a year versus the required 2 by CPS.</p> <p>MTSS Parental Involvement At the BOY, all parents receive an email explaining the MTSS process. For students identified as needing Tier 2 or 3 supports, an individual parent letter is sent home explaining the interventions students will receive and why. As an integral part of the MTSS process, parents of students at Tier 3 are interviewed so that the team has insight as to what concerns the parent may have from their perspective.</p>	<p><a href="#">Cultivate</a></p> <p><a href="#">5 Essentials Parent Participation Rate</a></p> <p><a href="#">5E: Involved Families</a></p>
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	<a href="#">Reimagining With Community Toolkit</a>	<p>8th Grade Student/Parent Support School administration and 8th grade teachers meet with parents of students at risk of not graduating every 5 weeks. To support parents who may not be able to help their 8th graders at home, school administration offers to help students after school. Students are also offered assistance by school administration during their lunch/recess period if the student chooses this level of support.</p> <p>Hiring From Within the School Community Parents are encouraged to seek employment opportunities within the school in positions such as part-time seasonal and paraprofessional. In this way, parents are empowered to become even more involved as stakeholders in the school's success.</p> <p>Community Partnerships Artlink--Students participate in virtual sessions with other students from various parts of the world. They share their art pieces, stories of daily lives, and their experiences as learners. Communities in Schools (CIS)--Different programs such as the Virtual Career Fair and Junior Achievement are offered to students. Ravinia--Students in grades K-3rd participate in music education that culminates in a celebration and performance at the school and at Ravinia.</p>	<p><a href="#">5E: Supportive Environment</a></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	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).	<a href="#">Student Voice Infrastructure Rubric</a>	<p><b>What is the feedback from your stakeholders?</b></p> <p>Two-Way Communication  Two way communication between staff and parents takes place via CPS Email, Google Classroom, phone calls, ASPEN email, Blackboard, the Kinzie Website, school marquis, school calendar, the Kinzie Facebook Page, teacher newsletters, and in person conferences as needed by staff, students, and parents.</p> <p>Home Visits Every Friday, the Principal does home visits for students and families that need additional outreach (ie. attendance matters, behavior, etc).</p> <p>Feedback from Surveys In the initial student survey, one of the major concerns for students was checking for understanding. Parents on the CIWP parent group wondered about student attendance rates and the impact on academics, data on discipline, the amount of time and options provided for student lunch, home supports to help students be successful, the use of online tools (IXL). Several parents have commented on the monthly/weekly teacher newsletters, Wilson Home Connections, and the resources available on Google Classrooms. In upper grades, teachers utilize Google Classroom to make weekly announcements. post notes.</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>

classroom to make weekly announcements, post notes, assignments, anchor charts, study guides, etc. Parents in the DHH program state concerns over the amount of copies sent home. Teachers have stated concerns over Skyline with regard to accessibility to the Spanish component of ELA not being available at the start of the school year. For students in DHH, there is a need for individual copies of texts to support the Skyline curriculum based on student need.

**Hiring from Within the Community**  
 Parents have expressed appreciation for being able to apply for positions within the school. Many have started in lunchroom monitor positions and have been able to move into paraprofessional positions within the school allowing them to contribute in a more committed role.

**Parent Volunteers**  
 Interest in volunteering increased during the SY23 school year. Parents were provided with opportunities for assistance within the school if they required help with the process.

**Multiple Ways for Parents to Engage**  
 Parent participation has increased in meetings, conferences, and IEP/504 meetings with the options of attending in-person, virtually, or via phone.

**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?**

**Active Student Participation in Conferences**  
 For next year, we see the need for more student-led conferences in which the student has an opportunity to discuss their strengths, concerns, and their plan for future success.

**Attendance Team**  
 Each member of the team is responsible for specific grade level(s) to monitor student attendance daily. Staff contacts parents of students with chronic absenteeism.

ISRC Grant for PBIS with the DHH program. A store will be established for student behavior incentives.

**MTSS Parental Involvement**  
 Parents of Tier 3 students participate in the process via interviews and provide additional recommendations, suggestions, or are given resources to support their child's learning at home.

**Student Voice Surveys**  
 Implementation of student voice surveys from the ILT co-labs, Cultivate, 5 Essentials, and school-created surveys provide insight as to the needs of our student population.

**Parent Interest Surveys**  
 Parents are encouraged to share their needs/wants for parental involvement opportunities within the school.

**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 to be afforded more opportunities for participation in school-wide decision making. Our Kinzie Student Council should be re-established to provide a structure for continuous student voice.





Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of 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.
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.
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.

In comparing SY22 and SY23 ACCESS data, there is a consistent increase across grade levels in the average proficiency score in Receptive Language (Listening and Reading domains). However, in the Expressive language (Writing and Speaking) we see an increase from Kindergarten to 4th grade. However, we see a decrease, especially in the Speaking domain in grades 5-8 average proficiency level score.

EL On-Track Data from Dashboard shows that at Week 01 of the SY22-23 school year, 19% of ELs were on track and 81% were off track. As the year progressed, more EL students moved along the continuum from far off track to near on track to almost on track and on track. By Week 38, our data shows that 33% of EL students were on track, 20% almost on track, 22% near on track, and 19% far from on track, and 6% were off track. As far as attendance, 3 EL students had less than 85% attendance, 3 had between 85 and 89%, 15 had between 90 and 94%, 20 EL students had between 95-less than 97.5%, and 10 EL students had 97.5-100% attendance. From BOY to EOY K-8, Tier 3 went from 121 students (19%) to 81 students (13%). Tier 2 went from 86 students (14%) to 89 students (14%). Tier 1 went from 404 (66%) to 449 students (72%).

Although we saw improvement in the number of D and F grades for EL and DL students during SY23, we still have concerns over the amount of students in these subgroups earning Ds and Fs. Targeted differentiation and strategic implementation of accommodations and modifications could help address these concerns.

DL Grades of D and F SY23	EL Grade pof D and F SY23
Qtr 1 = 26%	Qtr 1 = 14%
Qtr 2 = 20%	Qtr 2 = 10%
Qtr 3 = 22%	Qtr 3 = 11%
Qtr 4 = 14%	Qtr 4 = 9%

Based on the MTSS Integrity Memo, we are Partially or Fully meeting all 9 expectations under the MTSS Framework.

The Root Survey was completed and submitted to the District as part of the MTSS process in September 2022. During this meeting, we discussed the different components of MTSS to ensure compliance with District and State law. Progress monitoring through the school was done and is consistent with the expectations of MTSS integrity memo for K-8. However, as a school, we decided to begin implementing BrM partially and move to the whole school sy 23-24.

What student-centered problems have surfaced during this reflection?

EL students in grades K-4 have access to Bilingual and/or ESL endorsed teachers in all content areas. However, students in grades 5-8 do not have endorsed teachers in all areas. As such, students receive only 30 minutes of ESL/Sheltered English instruction from the ELPT, when she is not performing other duties within her role. Lesson plans show Content and Language objectives as well as MPIs. However, these are at various levels of development. Language Objectives are not always reflective of specific language learning targets for the week. Additionally, differentiation for ELs based on their EL proficiency level in the specific targeted domain are not always evident in instructional practice. The majority of our students receive instruction in LRE 1 and 2 but we need to ensure that IEP goals are reflecting the general education curriculum and Common Core State Standards. We want to meet our students at their instructional level with consistent exposure to the general education curriculum to help bridge the gaps in learning. Appropriate co-teaching strategies need to be implemented with fidelity at all grade levels.

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?

Since the SY20 school year, all Kinzie teachers have received Professional Development on the WIDA Standards, EL proficiency level scores and their meaning, content and language objectives, and the creation of Model Performance Indicators for all content areas. We began with only one content area to be documented in lesson plans, have provided weekly feedback and examples, and increased the number of content areas for which to plan using MPIs over the past 3 years. At this point, all lesson plans show evidence of WIDA ELD standards, content and language objectives, and differentiation through Model Performance Indicators at various stages of development. Teachers use the WIDA Can Do Name Charts to identify where students are in their English development for each domain and create MPIs that target the next level of proficiency. MTSS: for the SY23-24, all Reading and Math teachers will be trained and begin implementing the branching minds platform to document interventions and progress monitoring for tier 2 and tier 3 students. We will also begin our year two of implementation of the Wilson foundational reading skills program in our K-2 classrooms, and in 3-5, we will begin a word study section as part of our implementation of the skyline ELA curriculum. DL; Ongoing professional development for teachers and staff, any updates from the district in regards to special education will be shared with the staff at monthly grade level meetings. We will look at hiring a new LBS1 teacher to ensure students receive instruction in the least restrictive environment while maintaining class size requirements.

Return to Top Determine Priorities

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

Students...  
 Students need access to differentiated instruction and assessments in all classrooms to meet academic, linguistic and SEL needs.

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?

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

Resources:

As adults in the building, we...

Need additional professional development on co-teaching and differentiation practices with on-going support during the school year grounded in a common understanding of differentiated instruction.

**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... engage in co-teaching and differentiated practices and IB ATL skills being explicitly taught, with ongoing PD and support throughout the school year

**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.

then we see... evidence of differentiation in lesson plans, IB Unit plans, observations, learning walks, and implementation of strategies in addition to teachers reflecting on data and current practices

which leads to... improved student outcomes for all students.

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

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

**Team/Individual Responsible for Implementation Plan**   
 Principal, AP, MTSS Interventionist, ELPT, Case Manager, IB Coordinator, Counselor, CPS Departments

**Dates for Progress Monitoring Check Ins**  
 Q1 9/22/2023 Q3 2/9/2024  
 Q2 10/27/2023 Q4 6/7/2024

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	Design Professional Development focused on programmatic differentiation strategies	Principal, AP, MTSS Interventionist, ELPT, Case Manager, IB Coordinator, Counselor, CPS Departments	SY23-24 Semester 1	Select Status
<b>Action Step 1</b>	Instructional Planning for ELs PD based on language proficiency and domains	ELPT	SY23-24 Semester 1	Select Status
<b>Action Step 2</b>	Branching Minds PD and ongoing MTSS support	MTSS Coordinator	SY23-24 Semester 1	Select Status
<b>Action Step 3</b>	Co-teaching PD	CPS Departments, Teacher Leaders, outside vendors, Case Manager	SY23-24 Semester 1	Select Status
<b>Action Step 4</b>	Needs analysis for differentiation and co-teaching (Teachers, ESPs, students, families)	ILT, BHT, MTSS Team, ESPs	SY23-24 Semester 1	Select Status
<b>Action Step 5</b>	Implement Second Step SEL Curriculum across all grade levels	BHT and all Classroom Teachers	SY23-24 Semester 1	Select Status
<b>Action Step 6</b>	SEL PD specific to Tier 2 and 3 Students	BHT	SY23-24 Semester 1	Select Status
<b>Action Step 7</b>	IB Professional Development	IB Coordinator	SY23-24 Semester 1	Select Status
<b>Implementation Milestone 2</b>	Delivered Professional Development focused on programmatic differentiation	Principal, AP, MTSS Interventionist, ELPT, Case Manager, IB Coordinator, Counselor, CPS Departments	August 2023--ongoing	Select Status
<b>Action Step 1</b>	Instructional Planning for ELs PD based on language proficiency and domains	ELPT	August 2023--ongoing	Select Status
<b>Action Step 2</b>	Branching Minds PD and ongoing support	MTSS Coordinator	August 2023--ongoing	Select Status
<b>Action Step 3</b>	Co-teaching PD	CPS Departments, Teacher Leaders, outside vendors, Case Manager	August 2023--ongoing	Select Status
<b>Action Step 4</b>	Revisit needs analysis for differentiation and co-teaching (Teachers, ESPs, students, families)	ILT, BHT, MTSS Team, ESPs	August 2023--ongoing	Select Status
<b>Action Step 5</b>	SEL PD specific to Tier 2 and 3 Students	BHT	August 2023--ongoing	Select Status

<b>Action Step 6</b>	IB Professional Development; Curriculum mapping and subject group overviews	IB Coordinator	August 2023--ongoing	Select Status
<b>Action Step 7</b>				Select Status
<b>Implementation Milestone 3</b>	Need time for reflection on our practice via learning/reflection walks	ILT	August 2023--Ongoing	Select Status
<b>Action Step 1</b>	Create Learning Walk (Rigor Walk) schedule and protocols and programmatic look fors	ILT, IB Coordinator and Staff	August 2023	Select Status
<b>Action Step 2</b>	Engage in Learning Walk (Rigor Walk) focused on differentiation and components of IB philosophy (6-8)	ILT, IB Coordinator and Staff	August-Sept 2023	Select Status
<b>Action Step 3</b>	Debrief and reflect on Learning Walk (Rigor Walk) results	ILT and Staff	August 2023--ongoing quarterly	Select Status
<b>Action Step 4</b>	Identify targeted interventions and supports needed based on results for both staff and students	ILT and Staff	August 2023--ongoing quarterly	Select Status
<b>Action Step 5</b>	Implement targeted interventions and supports needed based on results for both staff and students	ILT and Staff	August 2023--ongoing quarterly	Select Status
<b>Action Step 6</b>	Repeat steps 1-5 once per quarter	ILT and Staff	August 2023--ongoing quarterly	Select Status
<b>Action Step 7</b>				Select Status
<b>Implementation Milestone 4</b>	Revisit instructional practices through continuous improvement cycles (Differentiation)	Classroom Teachers (Grade Level/Content Area), MTSS Coordinator, IB Coordinator, ELPT, Case Manager, Administration	Quarter 2--ongoing	Select Status
<b>Action Step 1</b>	Review/analyze individual data from quarterly learning/rigor walk	Classroom Teachers (Grade Level/Content Area)	Quarter 2--ongoing	Select Status
<b>Action Step 2</b>	Identify trends and problems to be addressed at the grade level and/or content area	Classroom Teachers (Grade Level/Content Area), MTSS Coordinator, IB Coordinator, ELPT, Case Manager, Administration	Quarter 2--ongoing	Select Status
<b>Action Step 3</b>	Come to a consensus on a common problem to address as part of the Continuous learning cycle	Classroom Teachers (Grade Level/Content Area), MTSS Coordinator, IB Coordinator, ELPT, Case Manager, Administration	Quarter 2--ongoing	Select Status
<b>Action Step 4</b>	Come to a consensus on a common strategies to address the problem	Classroom Teachers (Grade Level/Content Area), MTSS Coordinator, IB Coordinator, ELPT, Case Manager, Administration		Select Status
<b>Action Step 5</b>	Implement and track data from strategy implementation	Classroom Teachers (Grade Level/Content Area), MTSS Coordinator, IB Coordinator, ELPT, Case Manager, Administration		Select Status
<b>Action Step 6</b>	Determine effectiveness of the strategy; document reflections in the IB Units of Study	Classroom Teachers (Grade Level/Content Area), MTSS Coordinator, IB Coordinator, ELPT, Case Manager, Administration		Select Status
<b>Action Step 7</b>	Plan for future learning/rigor walk	ILT, CIWP Committee		Select Status

**SY25-SY26 Implementation Milestones**

<b>SY25 Anticipated Milestones</b>	Continue learning walks (Rigor Walks) focused on differentiation strategies and inquiry-based learning within the IB Units to meet the needs of all learners.	
<b>SY26 Anticipated Milestones</b>	Continue revisiting instructional practices and reviewing authentic student engagement through continuous improvement cycles (Differentiation and in	

**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
Increase in the % of students earning	Yes	Grades	English Learners	91%			

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Inclusive & Supportive Learning Environment				
Reflection	Root Cause	Implementation Plan			Select the Priority Foundation to pull over your Reflections here =>				
passing grade of C or higher		yes			Grades	Students with an IEP	86%		
Increase in the % of students meeting/exceeding expectations in math	No	IAR (Math)			Overall	Overall	35%		

### Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 🏠

Specify your practice goal and identify how you will measure progress towards this goal. 🏠

	SY24	SY25	SY26
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	The MTSS Leadership team rates as "Developed" or higher in most components as measured by the MTSS Continuum.	Implement high quality interventions for Math and Reading to provide Tiered interventions and support.	100% of classroom teachers will implement high quality interventions for reading and math, progress monitor, analyze student data, and use the problem-solving process to address gaps in student learning.
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.	Implement Branching Minds platform in all grade levels to progress monitor student growth in reading and math.	Implement Branching Minds platform in all grade levels to progress monitor student growth in SEL	Implement Branching Minds platform in all grade levels to progress monitor student growth in all content areas.
I&S:3 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.	Ensure 100% of classrooms have access to high quality grade level curriculum in ELA & Social Science as well as implement accommodations and modifications in student IEPs with fidelity.	Ensure 100% of classrooms have access to high quality grade level curriculum in ELA, Social Science and Math as well as implement accommodations and modifications in student IEPs with fidelity.	Ensure 100% of classrooms have access to high quality grade level curriculum in ELA, Math, Science and Social Science as well as implement accommodations and modifications in student IEPs with fidelity.

## 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 % of students earning passing grade of C or higher	Grades	English Learners	91%		Select Status	Select Status	Select Status	Select Status
		Students with an IEP	86%		Select Status	Select Status	Select Status	Select Status
Increase in the % of students meeting/exceeding expectations in math	IAR (Math)	Overall	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
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	The MTSS Leadership team rates as "Developed" or higher in most components as measured by the MTSS Continuum.	Select Status	Select Status	Select Status	Select Status
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Implement Branching Minds platform in all grade levels to progress monitor student growth in reading and math.	Select Status	Select Status	Select Status	Select Status
I&S:3 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.	Ensure 100% of classrooms have access to high quality grade level curriculum in ELA & Social Science as well as implement accommodations and modifications in student IEPs with fidelity.	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of 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.
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.
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.

In comparing SY22 and SY23 ACCESS data, there is a consistent increase across grade levels in the average proficiency score in Receptive Language (Listening and Reading domains). However, in the Expressive language (Writing and Speaking) we see an increase from Kindergarten to 4th grade. However, we see a decrease, especially in the Speaking domain in grades 5-8 average proficiency level score.

EL On-Track Data from Dashboard shows that at Week 01 of the SY22-23 school year, 19% of ELs were on track and 81% were off track. As the year progressed, more EL students moved along the continuum from far off track to near on track to almost on track and on track. By Week 38, our data shows that 33% of EL students were on track, 20% almost on track, 22% near on track, and 19% far from on track, and 6% were off track. As far as attendance, 3 EL students had less than 85% attendance, 3 had between 85 and 89%, 15 had between 90 and 94%, 20 EL students had between 95-less than 97.5%, and 10 EL students had 97.5-100% attendance. From BOY to EOY K-8, Tier 3 went from 121 students (19%) to 81 students (13%). Tier 2 went from 86 students (14%) to 89 students (14%). Tier 1 went from 404 (66%) to 449 students (72%).

Although we saw improvement in the number of D and F grades for EL and DL students during SY23, we still have concerns over the amount of students in these subgroups earning Ds and Fs. Targeted differentiation and strategic implementation of accommodations and modifications could help address these concerns.

DL Grades of D and F SY23	EL Grade pof D and F SY23
Qtr 1 = 26%	Qtr 1 = 14%
Qtr 2 = 20%	Qtr 2 = 10%
Qtr 3 = 22%	Qtr 3 = 11%
Qtr 4 = 14%	Qtr 4 = 9%

Based on the MTSS Integrity Memo, we are Partially or Fully meeting all 9 expectations under the MTSS Framework.

The Root Survey was completed and submitted to the District as part of the MTSS process in September 2022. During this meeting, we discussed the different components of MTSS to ensure compliance with District and State law. Progress monitoring through the school was done and is consistent with the expectations of MTSS integrity memo for K-8. However, as a school, we decided to begin implementing BrM partially and move to the whole school sy 23-24.

What student-centered problems have surfaced during this reflection?

EL students in grades K-4 have access to Bilingual and/or ESL endorsed teachers in all content areas. However, students in grades 5-8 do not have endorsed teachers in all areas. As such, students receive only 30 minutes of ESL/Sheltered English instruction from the ELPT, when she is not performing other duties within her role. Lesson plans show Content and Language objectives as well as MPIs. However, these are at various levels of development. Language Objectives are not always reflective of specific language learning targets for the week. Additionally, differentiation for ELs based on their EL proficiency level in the specific targeted domain are not always evident in instructional practice. The majority of our students receive instruction in LRE 1 and 2 but we need to ensure that IEP goals are reflecting the general education curriculum and Common Core State Standards. We want to meet our students at their instructional level with consistent exposure to the general education curriculum to help bridge the gaps in learning. Appropriate co-teaching strategies need to be implemented with fidelity at all grade levels.

What is the feedback from your stakeholders?

EL and DL students benefit from appropriate language models as well as strategies/differentiation to meet their academic and linguistic needs. When looking at Star 360 data for the SY23 school year by classroom, rooms in which EL and DL students are placed have significantly lower at/above grade level scores compared to classrooms without EL or DL students. The gap increases over time in looking from grades 3-8. With more ESL/Bilingual endorsed teachers at each grade level, we would be able to place students in various classrooms across the grade level rather than all EL and DL students in one room at each grade. This would also facilitate differentiation for teachers based on student IEPs and EL Proficiency Levels. Our priority is to place students in the least restrictive environment, and decisions are made on a case-by-case basis and based on individual student needs. We follow the IDEA procedural manual as reflected on the dashboard with 100% compliance for IEPs, 504s, and evaluations. MTSS tier two and tier three students receive interventions based on their specific needs and in accordance with the integrity memo guidelines. MTSS interventionist supports tier 3 students four times weekly in 30-minute periods. 63% of our students receive instruction in LRE 1 or 2. Students who receive instruction in LRE 3 are enrolled in our intensive preK and total communication cluster programs; less than 1% of our neighborhood students receive instruction in our LRE 3 program.

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?

Since the SY20 school year, all Kinzie teachers have received Professional Development on the WIDA Standards, EL proficiency level scores and their meaning, content and language objectives, and the creation of Model Performance Indicators for all content areas. We began with only one content area to be documented in lesson plans, have provided weekly feedback and examples, and increased the number of content areas for which to plan using MPIs over the past 3 years. At this point, all lesson plans show evidence of WIDA ELD standards, content and language objectives, and differentiation through Model Performance Indicators at various stages of development. Teachers use the WIDA Can Do Name Charts to identify where students are in their English development for each domain and create MPIs that target the next level of proficiency. MTSS: for the SY23-24, all Reading and Math teachers will be trained and begin implementing the branching minds platform to document interventions and progress monitoring for tier 2 and tier 3 students. We will also begin our year two of implementation of the Wilson foundational reading skills program in our K-2 classrooms, and in 3-5, we will begin a word study section as part of our implementation of the skyline ELA curriculum. DL: Ongoing professional development for teachers and staff, any updates from the district in regards to special education will be shared with the staff at monthly grade level meetings. We will look at hiring a new LBS1 teacher to ensure students receive instruction in the least restrictive environment while maintaining class size requirements.

[Return to Top](#) **Determine Priorities**

Resources:

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

[Determine Priorities Protocol](#)

Students...

Students need access to differentiated, high quality, and culturally-relevant curriculum in all classrooms to meet academic, linguistic and SEL needs.

**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**

Resources:

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

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

As adults in the building, we...

Currently we do not have access to high quality curriculum, in K-5 ELA, K-8 Math, and K-8 Scier

**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?**

Resources:

If we....

Ensure that students have access to high quality curriculum, in K-5 ELA, K-8 Math, and K-8 Science and provide teachers with ongoing professional development for effective implementation

**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.

then we see....

increased exposure to grade level, standards-based, culturally-responsive content in all subject areas

which leads to...

an increase of student performance as evidenced in the amount of passing grades and number of students moving towards grade level standard expectations (iReady and Star360).

[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**   
 Administration, MTSS Coordinator, General Education, Diverse Learner, EL Teachers

**Dates for Progress Monitoring Check Ins**  
 Q1 9/22/2023 Q3 2/9/2024  
 Q2 10/27/2023 Q4 6/7/2024

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	SY23 K-3 Foundational Skills curriculum implementation (Wilson Foundations)	Administration, MTSS Coordinator, Classroom Teachers	SY23--ongoing	Select Status
<b>Action Step 1</b>	MTSS Coordinator provides PD regarding implementation	MTSS Coordinator	August 2023--ongoing	Select Status
<b>Action Step 2</b>	MTSS Coordinator creates observation schedule for implementation monitoring	MTSS Coordinator	August 2023--ongoing	Select Status


<b>Action Step 3</b>	Individual check-ins with teachers	MTSS Coordinator, classroom teachers	August 2023--ongoing	Select Status
<b>Action Step 4</b>	Review K-3 Lesson Plans to ensure implementation of curriculum	MTSS Coordinator, Administration	August 2023--ongoing	Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	SY24 K-5 Skyline ELA Implementation	Administration, MTSS Coordinator, Classroom Teachers, ELPT	June 2023--ongoing	Select Status
<b>Action Step 1</b>	Attend District-mandated Professional Development	Administration, MTSS Coordinator, Classroom Teachers, ELPT	Summer 2023--ongoing	Select Status
<b>Action Step 2</b>	Ensure district materials arrive on time and are distributed to classrooms. Administration will purchase additional materials to meet teacher and student needs.	Administration, MTSS Coordinator, ELPT	August 2023--ongoing	Select Status
<b>Action Step 3</b>	Implement K-5 Skyline ELA and SLA/ALE curriculum	Administration, MTSS Coordinator, Classroom Teachers, ELPT	August 2023--ongoing	Select Status
<b>Action Step 4</b>	MTSS Coordinator, Administrators and ELPT ensure and monitor implementation	Administration, MTSS Coordinator, ELPT	August 2023--ongoing	Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>	SY25 K-8 High Quality Math Curriculum Implementation	Administration, MTSS Coordinator, Classroom Teachers, ELPT	Summer 2024--ongoing	Select Status
<b>Action Step 1</b>	Attend Professional Development	Administration, MTSS Coordinator, Classroom Teachers, ELPT	Summer 2024--ongoing	Select Status
<b>Action Step 2</b>	Ensure materials arrive on time and are distributed to classrooms. Administration will purchase additional materials to meet teacher and student needs.	Administration, MTSS Coordinator, ELPT	August 2024--ongoing	Select Status
<b>Action Step 3</b>	Implement high quality math curriculum K-8	Administration, MTSS Coordinator, Classroom Teachers, ELPT	August 2024--ongoing	Select Status
<b>Action Step 4</b>	MTSS Coordinator, Administrators and ELPT ensure and monitor implementation	Administration, MTSS Coordinator, ELPT	August 2024--ongoing	Select Status
<b>Action Step 5</b>	Implement IB Math Units according to subject group overview	IB Coordinator; 6-8th Math Teachers	August 2024--ongoing	Select Status
<b>Implementation Milestone 4</b>	SY26 K-8 High Quality Science Curriculum Implementation			Select Status
<b>Action Step 1</b>	Attend Professional Development	Administration, MTSS Coordinator, Classroom Teachers, ELPT	Summer 2025--ongoing	Select Status
<b>Action Step 2</b>	Ensure materials arrive on time and are distributed to classrooms. Administration will purchase additional materials to meet teacher and student needs.	Administration, MTSS Coordinator, ELPT	August 2025--ongoing	Select Status
<b>Action Step 3</b>	Implement high quality science curriculum K-8	Administration, MTSS Coordinator, Classroom Teachers, ELPT	August 2025--ongoing	Select Status
<b>Action Step 4</b>	MTSS Coordinator, Administrators and ELPT ensure and monitor implementation	Administration, MTSS Coordinator, ELPT	August 2025--ongoing	Select Status
<b>Action Step 5</b>	Implement IB Science Units according to subject group overview	IB Coordinator; 6-8th Science Teachers	August 2025--ongoing	Select Status

**SY25-SY26 Implementation Milestones**




<b>SY25 Anticipated Milestones</b>	Implementation of a K-8 High Quality Math Curriculum that addresses diverse students needs and reflects culturally response content. 
<b>SY26 Anticipated Milestones</b>	Implementation of a K-8 High Quality Science Curriculum that addresses diverse students needs and reflects culturally response content. 

**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

100% of K-8 teachers and students have access to high quality, culturally responsive curriculum by SY26	Yes	Other---Learning Walk/Rigor Walk data, observations, lesson plans	Overall <input type="text" value="50%"/>	50%			
			Select Group or Overall				
increase in the % of students at or above in reading	Yes	STAR (Reading)	Overall <input type="text" value="57%"/>	57%			
			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.	Continue use of Wilson Foundations and implement new Skyline ELA Curriculum. Progress toward the goal will be measured through Learning/Rigor Walks, observations, and lesson plans.	Begin implementation of high-quality math curriculum. Progress toward the goal will be measured through Learning/Rigor Walks, observations, and lesson plans.	Begin implementation of high-quality science curriculum. Progress toward the goal will be measured through Learning/Rigor Walks, observations, and lesson plans.
C&I:2 Students experience grade-level, standards-aligned instruction.	Continue use of Wilson Foundations and implement new Skyline ELA Curriculum. Progress toward the goal will be measured through Learning/Rigor Walks, observations, and lesson plans.	Begin implementation of high-quality math curriculum. Progress toward the goal will be measured through Learning/Rigor Walks, observations, and lesson plans.	Begin implementation of high-quality science curriculum. Progress toward the goal will be measured through Learning/Rigor Walks, observations, and lesson plans.
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Review data from Cultivate surveys and informal student reflections.	Use Learning/Rigor walk data, Cultivate, and informal student reflections to guide instruction and increase student voice throughout the curriculum.	Establish opportunities for student participation in Learning/Rigor walk to guide instruction and increase student voice throughout the curriculum.

[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
100% of K-8 teachers and students have access to high quality, culturally responsive curriculum by SY26	Other---Learning Walk/Rigor Walk data, observations, lesson plans	Overall	50%		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
increase in the % of students at or above in reading	STAR (Reading)	Overall	57%		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

**Practice Goals**

**Progress Monitoring**

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Continue use of Wilson Foundations and implement new Skyline ELA Curriculum. Progress toward the goal will be measured through Learning/Rigor Walks, observations, and lesson plans.	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Continue use of Wilson Foundations and implement new Skyline ELA Curriculum. Progress toward the goal will be measured through Learning/Rigor Walks, observations, and lesson plans.	Select Status	Select Status	Select Status	Select Status
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Review data from Cultivate surveys and informal student reflections.	Select Status	Select Status	Select Status	Select Status



If Checked:  
Complete  
IL-Empower  
Section below

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

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

If Checked:  
No action needed

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



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

## Parent and Family Plan

If Checked:	<input checked="" type="checkbox"/>	<p><b>Our school is a Title I school operating a Schoolwide Program</b></p> <p>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.</p>
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections	<input type="checkbox"/>	<p><b>Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)</b></p>
If Checked:	<input type="checkbox"/>	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.

Based on parent responses during the SY23 school year, parents have identified the following areas as priorities for their learning to best support their children's academic growth:

---social emotional health; mental health (identifying and addressing depression and anxiety in children; helping children adapt to change and demonstrate resilience; teaching empathy to children)

---increasing parent literacy skills to help children increase their literacy skills (Parent Book Club)

---understanding and addressing the needs of children with autism

Funds Summary:

24071.332.53205.390030.430303.2024	402.00	Commodities - Supplied Food
24071.332.53405.390030.430290.2024	0.73	Commodities - Supplies
24071.332.53405.390030.430303.2024	1,607.00	Commodities - Supplies

Total: 2,009.73

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