CIWP Team & Schedules

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

CIWP Team Guidance

Name ✏️	Role ✏️	Email ✏️
July Cyrwus	Principal	ecyrwus@cps.edu
Nick Cartagena	AP	ncartagena@cps.edu
Usapan Miranda	Teacher Leader	utmiranda@cps.edu
Jose Candia	Teacher Leader	amfleming@cps.edu
Ann Fleming	Teacher Leader	amfleming@cps.edu
Michael Kukla	Connectedness & Wellbeing Lead	jacandia@cps.edu
Mike Elliott	Inclusive & Supportive Learning Lead	mbelliott@cps.edu
Deanne Zachacki	Curriculum & Instruction Lead	dzachacki@cps.edu
Margarita Garcia	Partnerships & Engagement Lead	mmgarcia2@cps.edu
Lindsey Thornton	LSC Member	lethornton@cps.edu
Ashley Moore	LSC Member	alsantiago2@cps.edu
Jason Danyluk	Parent	jdanyluk@gmail.com

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✏️	Planned Completion Date ✏️
Team & Schedule	3/24/23	5/31/23
Reflection: Curriculum & Instruction (Instructional Core)	3/6/23	5/31/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	3/6/23	5/31/23
Reflection: Connectedness & Wellbeing	3/6/23	5/31/23
Reflection: Postsecondary Success	NA	NA
Reflection: Partnerships & Engagement	5/10/23	5/31/23
Priorities	3/6/23	6/5/23
Root Cause	3/24/23	5/31/23
Theory of Acton	3/24/23	5/31/23
Implementation Plans	5/31/23	6/7/23
Goals	4/27/23	June 7, 2023
Fund Compliance	4/27/23	6/7/23
Parent & Family Plan	4/27/23	6/7/23
Approval	6/7/23	8/16/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates ✏️	
Quarter 1	September 22, 2023
Quarter 2	December 1, 2023
Quarter 3	March 1, 2024
Quarter 4	May 3, 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

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	[takeaways reflecting most students; takeaways reflecting specific student groups] ✏️ With using the N4 Rigor Walk and multiple instructional classoom viists by Lorca Admin and with the guidance and support of N4 Chief and ISL, it is necessary for Lorca ES to adopt SKYLINE ELA and Social Sciences. Using the required EDREPORTS, the Lorca Admin and Department Chairs could not substantiate the continued use of Journeys/Senderos because it does not meet the required criteria for Language Arts set by CPS. The Lorca Admin and Department Chairs acknowledge that there is Social Studies Weekly is not a curriculm and does not meet the CPS required criterioa nor the ISBE requirements to meet the Social Sciences standards.	IAR (Math)
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric / Teacher Team Learning Cycle Protocols / Quality Indicators Of Specially Designed Instruction		IAR (English) / Rigor Walk Data (School Level Data) / PSAT (EBRW) / PSAT (Math) / STAR (Reading)
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric / Learning Conditions	**What is the feedback from your stakeholders?** [feedback trends across stakeholders; feedback trends across specific stakeholder groups] ✏️ Per the 2023 5 Essentials, 61% teachers completed the survey (72% CPS) and responded with WEAK in Collaborative Teachers, specifically the majority have not observed their peers. The ILT members will need to follow-up and ask techers to share their peer observatioins during monthly cycles of learning. teachers believe classroom instruction is focused on the Inner Core. However, data from the ILT & N4 Rigor Walk, 5 Essentials, Cultivate and assessments (iReady, Star 360, ACCESS, IAR) show that the majority of students are not at grade-level. With the guidance and support of N4 Chief and ISLs, the Lorca Admin acknowledge that teachers do not have access to high-quality curriculum and there is no schoolwide cohesion within and across grade-levels. Schoolwide adoption of SKYLINE ELA and Social Sciences and creating common grade-level aligned assessments in ASPEN Gradebook will ensure Lorca classrooms are focused on the Inner Core. Our ILT reflected on our EOY Rigor Walk with N4 Chief and ISLs: Increase of productive struggle Use of self-assessment tool for students to Use of progress monitoring tool for teacher utilization Planned group work with conversation starters	STAR (Math) / iReady (Reading) / iReady (Math) / Cultivate / Grades / ACCESS
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness / Distributed Leadership		TS Gold / Interim Assessment Data
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan / ES Assessment Plan Development Guide / HS Assessment Plan Development Guide		
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** [impact on most students; impact on specific student groups] ✏️ Lorca ILT and Coaches will continue to provide actionable feedback to teachers in response to N4 Rigor Walk and PL indicators. This includes inentional review of student learning outcomes during our Literacy Block and selecting students for Tutor Corps support. Also that all ESL staff understand their role in setting and monitoring language goals of our newcomers and students in the program year. 3rd-8th grade ELA & Math teachers will continue to show IAR-type questions to students. Principal will continue to share all student achievemnet data with all staff, ILT, LSC.	

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.

[problems experienced by most students; problems experienced by specific student groups] ✏️
EOY Star 360 data English Reading has the following URGENT/Tier 3: 28% -3rd, 26%-4th, 28%-5th, 29%-6th, 26%-7th.
IAR ELA data 17% Met, 25% Approached; IAR Math 2% Exceeded, 25% Met, 27% Approached.
On the 2023 Lorca 5 Essentials, students responded with NEUTRAL in Math instruction, Quality of Student Discussion and Academic Press.
Lorca's newcomers and Special ed students need to be support during our OST programs. (OST and Reengagement data.)
We continue to have a group of students whose parents need intensive support with sending students to school. (Chronic absences data)
We also need to use our Advisory time to make connections with our 5th-8th graders (Cultivate date).

Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo / MTSS Continuum / Roots Survey	[takeaways reflecting most students; takeaways reflecting specific student groups] ✏️ Our Lorca BHT is established and must consistently ocmmunicate and collaborate with Lorca staff. They will continue to meet monthly as a BHT and do 15-minute pop-ins with Vertical Teams. BHT members will also make student connections and assist during quarterly PL days. All staff can benefit from learning more about the impact of trauma. Our BHT members will provide all-staff PD during Zero/August days and also provide a parent workshop with our PAC. Lastly, our MTSS team will continue to work with our Tutor Corps staff by meeting weekly to monitor the progress of our students. Our ELPT will play a vital role to ensure our ELLs are appropriately assessed with collaboration between the parent, teacher, ELPT and administration.	Unit/Lesson Inventory for Language Objectives (School Level Data) / MTSS Continuum / Roots Survey / ACCESS / MTSS Academic Tier Movement / Annual Evaluation of Compliance (ODLSS)
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo		

Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page		

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups] ✏️
During school year 2022-2023, the Lorca staff had voted a unique daily model focused on co-teaching in grade-bands to ensure our DLs were receiving their required instructional minutes in their LRE settings.
However, staff believes that our diverse learners will be better served with in two vertical teams: Prek-K, 1st-2nd, 3rd-4th, 5th-6th, 7th-8th.
Lorca staff voted to have our unique daily model revert back to vertical teams and our Special ed team will continue to collaborate weekly with gen-ed teachers on implementation of IEPs.

Quality Indicators of Specially Designed Curriculum

EL Program Review Tool

Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual

Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS

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

Students are not reading on grade level in ELA (17% IAR) ✏️

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

What student-centered problems have surfaced during this reflection?
If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

[problems experienced by most students; problems experienced by specific student groups] ✏️
EOY Star360 Tier 3 ENglish Reading movemnet decrease by 12% for DLs (68% EOY Urgent) and 11% for ELs (42% EOY Urgent),
Lorca is a Personalized Learning school and wiill continue to have all students set achievement goals in their Learning Profiles.
As the Lorca ILT reviewed achievement data aligned to recommendations made by N4 EL ISL, it is clear that Lorca 6th-8th grade teachers need more training and understanding on equitable grading practices. Also, while the SY23 ACCESS data shows a 6% increase of students achieving the exit criteria, the Lorca ESL staff still need a better understanding of their roles and responsiblities with teaching English during the daily ESL block.

Bilingual endorsed teachers are also inconsistent with following the MTSS process and must ensure on-going conversations with parents and collection of data before submitting a referral to the Case Manager.
Lastly, there is a general misunderstanding of the roles and responsiblities of the English Language Program Teacher.
From the 2023 5 Essentials, 75%, the majority of students trust their teachers

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Connectedness & Wellbeing

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Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment SEL Teaming Structure	[takeaways reflecting most students; takeaways reflecting specific student groups] ✏️ Our Lorca BHT is established and must consistently communicate and collaborate with Lorca staff. They will continue to meet monthly as a BHT and do 15-minute pop-ins with Vertical Teams. BHT members will also make student connections and assist during quarterly PL days. All staff can benefit from learning more about the impact of trauma. Our BHT members will provide all-staff PD during Zero/August days and also provide a parent workshop with our PAC. Lastly, our MTSS team will continue to work with our Tutor Corps staff by meeting weekly to monitor the progress of our students. Our ELPT will play a vital role to ensure our ELLs are appropriately assessed with collaboration between the parent, teacher, ELPT and administration.	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students Reconnected by 20th Day, Reconnected after 8 out of 10 days absent Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance Student Voice Infrastructure
Partially Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			
Yes All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		**What is the feedback from your stakeholders?** [feedback trends across stakeholders; feedback trends across specific stakeholder groups] ✏️ The parent-leaders on the Lorca CWIP suggested we set our student attendance goal at 97% to align with CPS. Our CIWP committee also will highlight and showcase our Personalized Learning enrichment block and Passion Projects as a meaningful way to engage and partner with parents on Lorca's PL initiatives. Our BHT completed the BOY and EOY survey and as a next step will share action items with all staff in August 2023. A BHT member will then proivide monthly support during Principal-directed vertical-team meetings.	
No Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.			

Reduction in number of students with dropout codes at EOY

What student-centered problems have surfaced during this reflection?
If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

[problems experienced by most students; problems experienced by specific student groups]
EOY 2023 DL Attendance: 84% K, 90% 1st, 93% 2nd & 3rd, 91% 4th & 5th , 89% 6th & 7th compared to Non-DL attendance 92%.
Our Lorca Counselors consistently respond to students whenever a self-referral is completed. As the BHT reflected on the EOY survey, we understand that our students still need additional external support. Our counsels and SW will create available mental health resources they can immediately provide to our students and parents.
Another realization is the need to get to the root cause for on-going chronic truancy concerns and how best to partner with parents. Counselors will continue with their attendance lunch bunches because priority students did attend more school often. Tardiness and early dismissals also impact student academics because they are missing core instruction. The administration will continue to reach out to parents.
Safety has become extremely urgent across the Avondale neighborhood and is impacting Lorca students as shown on the 2023 5 Essentials: 27% do not feel safe outside of school, 18% do not feel safe traveling to/from school; 35% do not feel safe in the school bathrooms. With our Admin and Security staff, our BHT will need to have a specific targeted responses to issues of vaping and incidents of inappropriate touching.

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?

[impact on most students; impact on specific student groups]
As the BHT reflected, the equity issue was discussed as our students of color are more often refered by staff members. More training and support will be provided by the BHT.

Our PL Coach will facilitate cycles of learning with teacher teams to model and monitor how teachers conference with students to update their PL profiles.

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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	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	*[takeaways reflecting most students; takeaways reflecting specific student groups]* *Students need more information on postsecondary success and how best to set their goals. Lorca's Personalized Learning Signature Practices include connections to career plans. Our Counselors will continue to engage our 6th-8th graders through Career Day, visiting college & universities and support our teachers with experiential learning field trips.*	Graduation Rate

Program Inquiry: Programs/participation/attainment rates of % of ECCC

3 - 8 On Track

Learn, Plan, Succeed

% of KPIs Completed (12th Grade)

College Enrollment and Persistence Rate

9th and 10th Grade On Track

Cultivate (Relevance to the Future)

Freshmen Connection Programs Offered (School Level Data) |
Partially	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		
Partially	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit	**What is the feedback from your stakeholders?**	
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).		*[feedback trends across stakeholders; feedback trends across specific stakeholder groups]* *Our CIWP committee, especially our parent-leaders, recognize the need of bringing college and career partnerships to our students - through speakers and by engaging students in our Personalized Learning "Passion" projects.*	
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric		
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager	**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?**	
			[impact on most students; impact on specific student groups] *Budget includes a school bus for an experiential work-based field trip. Counselors will continue to host Career Day. Teachers will continue to host Classroom Speakers (after completion of the CPS Volunteer application).*	

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.

[problems experienced by most students; problems experienced by specific student groups]
Our students need to see that college and career is a reality for them by seeing more Latinx community members speak to them about this reality.

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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

Yes	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	*[takeaways reflecting most students; takeaways reflecting specific student groups]* ✏️ Students with above average grade point average and 95% attendance have parents who are involved and connected with their teachers. Our newcomers are learning how best to fit in with their peers and also are looking for support for their parents. Lorca's Bilingual Advisory Committee and Title Parent Advisory Council are starting to support parents of our newcomers by encouraging them to attend our parent workshops.	Cultivate

5 Essentials Parent Participation Rate

5E: Involved Families

5E: Supportive Environment

Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)

Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)

Formal and informal family and community feedback received locally. (School Level Data) |
| Partially | Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate. | Reimagining With Community Toolkit | | |
| Yes | School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP). | Student Voice Infrastructure Rubric | **What is the feedback from your stakeholders?**

[feedback trends across stakeholders; feedback trends across specific stakeholder groups] ✏️ The trend for the parents of our ELs and DLs is that the parents want to be involved but are working or do not know how to navigate ASPEN Parent Portal because they do not have email or devices. | |

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.

[problems experienced by most students; problems experienced by specific student groups] ✏️
Our newcomers need support for their parents.

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?

[impact on most students; impact on specific student groups] ✏️
Our ELPT and parent leaders remove barriers by continually reaching out to our parents in English and Spanish through robo-calls, distribution of flyers. Additional support is given by our school Counselors and Social Worker by connecting with external partners, Metropolitan Family Services and Catholic Charities.

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Partially	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

[takeaways reflecting most students; takeaways reflecting specific student groups]
With using the N4 Rigor Walk and multiple instructional classoom viists by Lorca Admin and with the guidance and support of N4 Chief and ISL, it is necessary for Lorca ES to adopt SKYLINE ELA and Social Sciences.
Using the required EDREPORTS, the Lorca Admin and Department Chairs could not substantiate the continued use of Journeys/Senderos because it does not meet the required criteria for Language Arts set by CPS.
The Lorca Admin and Department Chairs acknowledge that there is Social Studies Weekly is not a curriculum and does not meet the CPS required critieria nor the ISBE requirements to meet the Social Sciences standards.

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups]
Per the 2023 5 Essentials, 61% teachers completed the survey (72% CPS) and responded with WEAK in Collaborative Teachers, specifically the majority have not observed their peers. The ILT members will need to follow-up and ask techers to share their peer observatioins during monthly cycles of learning.
teachers believe classroom instruction is focused on the Inner Core. However, data from the ILT & N4 Rigor Wallk, 5 Essentials, Cultivate and assessments (iReady, Star 360, ACCESS, IAR) show that the majority of students are not at grade-level.
With the guidance and support of N4 Chief and ISLs, the Lorca Admin acknowledge that teachers do not have access to high-quality curriculum and there is no schoolwide cohesion within and across grade-levels. Schoolwide adoption of SKYLINE ELA and Social Sciences and creating common grade-level aligned assessments in ASPEN Gradebook will ensure Lorca classrooms are focused on the Inner Core.
Our ILT reflected on our EOY Rigor Walk with N4 Chief and ISLs:
Increase of productive struggle
Use of self-assessment tool for students to
Use of progress monitoring tool for teacher utilization
Planned group work with conversation starters

What student-centered problems have surfaced during this reflection?

[problems experienced by most students; problems experienced by specific student groups]
EOY Star 360 data English Reading has the following URGENT/Tier 3: 28% -3rd, 26%-4th, 28%-5th, 29%-6th, 26%-7th.
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On the 2023 Lorca 5 Essentials, students responded with NEUTRAL in Math instruction, Quality of Student Discussion and Academic Press.
Lorca's newcomers and Special ed students need to be support during our OST programs. (OST and Reengagement data.)
We continue to have a group of students whose parents need intensive support with sending students to school. (Chronic absences data)
We also need to use our Advisory time to make connections with our 5th-8th graders (Cultivate date).

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?

[impact on most students; impact on specific student groups]
Lorca ILT and Coaches will continue to provide actionable feedback to teachers in response to N4 Rigor Walk and PL indicators.
This includes inentional review of student learning outcomes during our Literacy Block and selecting students for Tutor Corps support. Also that all ESL staff understand their role in setting and monitoring language goals of our newcomers and students in the program year.
3rd-8th grade ELA & Math teachers will continue to show IAR-type questions to students.
Principal will continue to share all student achievemnet data with all staff, ILT, LSC.

Determine Priorities

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

Students...

1. struggle with using robust academic vocabulary when explaining their work both orally and in writing.
2. need frequent daily opportunities to have conversations with their peers without being prompted by teachers.
3. do not have access to high quality foundational skills curriculum.

Resources: 🚀

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

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

As adults in the building, we...

are limiting our students' voices as evidenced by our quiet classrooms;
acknowledge our past literacy curriculum does not meet the CPS expectations for high quality, culturally relevant Tier 1 foundational skills;
need to consistently monitor our students' progress and collaborate with our grade-level teams to create common, grade-level assessments;
must use best practices focused on equity-based grading to ensure our new comers and English Language learners are fairly assessed based on their language proficiency;
are not consistently using iReady and Star 360 benchmark data to create MTSS plans for our T2 and T3 students.

Resources: 🚀

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

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What is your Theory of Action?

If we....

commit to teaching foundational literacy skills, creating grade-level, higher-order common assessments, reflecting on the Marzano's Rigor Walk data

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.

Curriculum & Instruction

then we see....

teachers collaborating on effective instructional practices ✏️

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

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

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

which leads to...

all students growing in literacy and language proficiency and meeting grade-level standards on the IAR. ✏️

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 ✏️

Admin, ILT (CM, ELPT, PL Coach) and Department Chairs

Dates for Progress Monitoring Check Ins

Q1	September 2:	Q3	March 1, 2024
Q2	December 1, 2	Q4	May 3, 2024

	SY24 Implementation Milestones & Action Steps ✏️	Who ✏️	By When ✏️	Progress Monitoring
Implementation Milestone 1	All Lorca teachers implement with fidelity standards-aligned,high-quality, and culturally relevant curriculum.	Department Chairs	September	In Progress
Action Step 1	Teachers will complete professional development to successfully teach their content area.	Administration	September	In Progress
Action Step 2	All teachers understand and commit to the Department's Scope & Sequence, including creating common, grade-level assessments	Department Chairs	October	In Progress
Action Step 3	Vertical teams agree to use outcomes of their common unit assessment by using the "Looking at Student Work Protocol"	ILT	August	In Progress
Action Step 4	Vertical Teams plan a specific content skill to inform parents during Parent Workshops	Vertical teams	November	Not Started
Action Step 5				Select Status
Implementation Milestone 2	Lorca teachers use multiple data s to collaborate with colleagues, students and parents on Short-term Learning Plans focused on academic rigor, especially for Gifted, Diverse Learners and English Learners.	ILT	October	Not Started
Action Step 1	ILT sets expectations and monitors results on focused Rigor Walk.	ILT	September	Not Started
Action Step 2	PL Coaching sessions for teachers requested per needs survey.	PL Coach	October	Not Started
Action Step 3	Peer Observations are collaborative, purposeful and focused on best practices.	Admin	September	Not Started
Action Step 4	Short-term student Personalized Learning Plans are publicly posted and shared with parents.	PL Coach	October	Not Started
Action Step 5				Select Status
Implementation Milestone 3	Lorca teachers use equity-based grading practices reflecting grade-level common assessment aligned to Common Core State Standards	AP	August	In Progress
Action Step 1	Alll teachers who give grades complete Gradebook training with the AP and understand the expecations of equitable grading practices and Targeted Universalism.	AP	August	In Progress
Action Step 2	All teachers gather parent feedback on their grade-level, standards-aligned scope & sequence during their Open House presentations & Fall Conference.	Teachers	September	Not Started
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	All Lorca teachers implement with fidelity standards-aligned,high-quality, and culturally relevant curriculum.	✏️

SY26 Anticipated Milestones

Lorca teachers use multiple data s to collaborate with colleagues, students and parents on Short-term Learning Plans focused on academic rigor, especially for Gifted, Diverse Learners and English Learners.

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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 ✏️	SY24	SY25	SY26
By end of SY24, all teachers will use equitable grading practices to increase overall student achievement, especially Language Learners.	Yes	Grades	English Learners				
			Overall				
By end of SY24, all teachers will use high quality, standards-based and grade-level curriculum to increase overall IAR (Enligsh) achievement for 3rd-8th graders from 27% to 30%.	Yes	IAR (English)	Overall	27%	30%	35%	40%
			Select Group or Overall				

Numerical Targets [Optional] ✏️

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✏️	Specify your practice goal and identify how you will measure progress towards this goal. ✏️		
	SY24	SY25	SY26
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.	More tha 60% of students state their teachers care and create a sense of community on 5E, Cultivate.	More than 75% of classrooms visited during Rigor Walk have multiple evidence focused on Inner Core.	100% of students state all adults care for them on 5E and Cultivate. Survey.
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	All teachers have equitable grading practices and consistently collaborate with grade-level colleagues.	All teachers have common assessments and use the same categories and weights in ASPEN Gradebook.	All teachers use equitable grading practices, administer Mastery Checks, and conference with students to monitor their progress.
Select a Practice			

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SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
By end of SY24, all teachers will use equitable grading practices to increase overall student achievement, especially Language Learners.	Grades	English Learners			Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status
By end of SY24, all teachers will use high quality, standards-based and grade-level curriculum to increase overall IAR (Enligsh) achievement for 3rd-8th graders from 27% to 30%.	IAR (English)	Overall	27%	30%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Identified Practices	SY24	Progress Monitoring			
		Quarter 1	Quarter 2	Quarter 3	Quarter 4

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

Curriculum & Instruction

		Select Status	Select Status	Select Status	Select Status
C&I: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.	More tha 60% of students state their teachers care and create a sense of community on 5E, Cultivate.	Select Status	Select Status	Select Status	Select Status
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	All teachers have equitable grading practices and consistently collaborate with grade-level colleagues.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

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

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

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

[takeaways reflecting most students; takeaways reflecting specific student groups]
Our Lorca BHT is established and must consistently ocmmunicate and collaborate with Lorca staff.
They will continue to meet monthly as a BHT and do 15-minute pop-ins with Vertical Teams.
BHT members will also make student connections and assist during quarterly PL days.
All staff can benefit from learning more about the impact of trauma. Our BHT members will provide all-staff PD during Zero/August days and also provide a parent workshop with our PAC.
Lastly, our MTSS team will continue to work with our Tutor Corps staff by meeting weekly to monitor the progress of our students. Our ELPT will play a vital role to ensure our ELLs are appropriately assessed with collaboration between the parent, teacher, ELPT and administration.

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups]
During school year 2022-2023, the Lorca staff had voted a unique daily model focused on co-teaching in grade-bands to ensure our DLs were receiving their required instructional minutes in their LRE settings.
However, staff believes that our diverse learners will be better served with in two vertical teams: Prek-K, 1st-2nd, 3rd-4th, 5th-6th, 7th-8th.
Lorca staff voted to have our unique daily model revert back to vertical teams and our Special ed team will continue to collaborate weekly with gen-ed teachers on implementation of IEPs.

What student-centered problems have surfaced during this reflection?

[problems experienced by most students; problems experienced by specific student groups]
EOY Star360 Tier 3 ENglish Reading movemnet decrease by 12% for DLs (68% EOY Urgent) and 11% for ELs (42% EOY Urgent),
Lorca is a Personalized Learning school and wiill continue to have all students set achievement goals in their Learning Profiles.
As the Lorca ILT reviewed achievement data aligned to recommendations made by N4 EL ISL, it is clear that Lorca 6th-8th grade teachers need more training and understanding on equitable grading practices. Also, while the SY23 ACCESS data shows a 6% increase of students achieving the exit criteria, the Lorca ESL staff still need a better understanding of their roles and responsiblities with teaching English during the daily ESL block.

Bilingual endorsed teachers are also inconsistent with following the MTSS process and must ensure on-going conversations with parents and collection of data before submitting a referral to the Case Manager.
Lastly, there is a general misunderstanding of the roles and responsiblities of the English Language Program Teacher.
From the 2023 5 Essentials, 75%, the majority of students trust their teachers

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

Students are not reading on grade level in ELA (17% IAR)

Determine Priorities

Return to Top

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

Students...

who are language learners and/or receive specialized services are not fully receiving specific additional services and supports from adults

Resources: 🚀

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

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

As adults in the building, we...

are not effectively using our Intervention block with Targeted Universalism and not creating student action plans in Branching Minds

Resources: 🚀

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

Return to Top

What is your Theory of Action?

If we....

use our daily intervention block to review multiple data (screeners, grade-level, attendance) during the MTSS process with Targeted Universalism to create specific student learning plans focused on meeting specific academic, SEL, and language goals

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.

then we see....

Inclusive & Supportive Learning Environment

daily conferences between students and teachers with on-going partnerships between teachers, students and their parents ✍️

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

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

which leads to...

Diverse and English Language students aware of their goals and consistently receiving appropriate specialized supports from all teachers. ✍️

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 ✍️

Special Ed team led by Case Manager and ESL teachers led by ELPT

Dates for Progress Monitoring Check Ins

Q1	September 2	Q3	March 1, 2024
Q2	December 1, :	Q4	May 3, 2024

	SY24 Implementation Milestones & Action Steps ✍️	**Who** ✍️	**By When** ✍️	**Progress Monitoring**
Implementation Milestone 1	Teachers use multiple data and partner with parents to create and monitor a plan in Branching Minds for all T2 & T3 students.	Teachers	September	Not Started
Action Step 1	Lorca teachers analyze iReady or STAR 360 benchmark data and actively create intervention plans in Branching Minds.	Principal & AP	August	Not Started
Action Step 2	Monthly grade-level collaboration on best practices	ILT member	September	Not Started
Action Step 3	Monthly progress monitoring in Branching Minds	Principal & AP	September	Not Started
Action Step 4	Log of Parent meetings and notifications	Teachers	October	Not Started
Action Step 5	Tutor Corps staff provides monthly updates on students' progress to teachers.	ELPT, Reading & Math Lead	August	Not Started
Implementation Milestone 2	During the MTSS process, Lorca teachers use Learner Profiles which include language goals for English Learners aligned with IEP goals, when applicable.	Teachers	September	Not Started
Action Step 1	Use inclusive practices rubric twice a year during EL & Inclusion Walk	ILT withL EL & Special ed teachers	October	Not Started
Action Step 2	Complete quarterly IEP Progress monitoring shared with parents	CM & Principal	October	Not Started
Action Step 3	Learner Profiles posted and shared with parents	PL Coach & AP	October	Not Started
Action Step 4	Special Ed team Presentation on Inclusive practices	CM	September	Not Started
Action Step 5				Select Status
Implementation Milestone 3	Lorca teachers conference with students & provide daily Academic Interventions, and/or Advisory/Enrichment activities.	Teachers	September	Not Started
Action Step 1	Parent engagement team partners with parents on ePL nrichment activities	PAC & BAC parents with Lorca FACE team	November	Not Started
Action Step 2	Enrichment/Passion Project Presentation during Open House, Fall Conferences, Spring Open House	PL Coach & AP	November	Not Started
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	During the MTSS process, Lorca teachers use Learner Profiles which include language goals for English Learners aligned with IEP goals, when applicable.	✍️
SY26 Anticipated Milestones	Lorca teachers conference with students & provide daily Academic Interventions, and/or Advisory/Enrichment activities.	✍️

Return to Top | **Goal Setting**

Inclusive & Supportive Learning Environment

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
By the end of SY24, all teachers will create student plans in Branching Minds to increase the percentage of Tier2 & Tier 3 sntudents receiving interventions, especially for Language Learners.	Yes	% of Students receiving Tier 2/3 interventions meeting targets	English Learners		80%	88%	90%
			Select Group or Overall				
By the end of SY24, all teachers will collaborate on accommodations and modifications to increase the percentage of students in LRE 1.	Yes	% of Students in LRE 1	Students with an IEP	77%	81%	85%	88%
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍️	Specify your practice goal and identify how you will measure progress towards this goal. ✍️		
	SY24	SY25	SY26
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	100% of teachers know how to use tracking and T3 students have a plan in Branching Minds	100% of teachers have partnered with parents of T2 & T3 student to create a plan.	100% of teachers have partnered with parents to create a plan in Branching Minds for all T2 & T3 students.
Select a Practice			
Select a Practice			

Return to Top | **SY24 Progress Monitoring**

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
By the end of SY24, all teachers will create student plans in Branching Minds to increase the percentage of Tier2 & Tier 3 sntudents receiving interventions, especially for Language Learners.	% of Students receiving Tier 2/3 interventions meeting targets	English Learners		80%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
By the end of SY24, all teachers will collaborate on accommodations and modifications to increase the percentage of students in LRE 1.	% of Students in LRE 1	Students with an IEP	77%	81%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Identified Practices	SY24	Progress Monitoring			
		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.	100% of teachers know how to use tracking and T3 students have a plan in Branching Minds	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Inclusive & Supportive Learning Environment

Connectedness & Wellbeing

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

[takeaways reflecting most students; takeaways reflecting specific student groups]
Our Lorca BHT is established and must consistently communicate and collaborate with Lorca staff.
They will continue to meet monthly as a BHT and do 15-minute pop-ins with Vertical Teams.
BHT members will also make student connections and assist during quarterly PL days.
All staff can benefit from learning more about the impact of trauma. Our BHT members will provide all-staff PD during Zero/August days and also provide a parent workshop with our PAC.
Lastly, our MTSS team will continue to work with our Tutor Corps staff by meeting weekly to monitor the progress of our students. Our ELPT will play a vital role to ensure our ELLs are appropriately assessed with collaboration between the parent, teacher, ELPT and administration.

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups]
The parent-leaders on the Lorca CWIP suggested we set our student attendance goal at 97% to align with CPS. Our CIWP committee also will highlight and showcase our Personalized Learning enrichment block and Passion Projects as a meaningful way to engage and partner with parents on Lorca's PL initiatives.

Our BHT completed the BOY and EOY survey and as a next step will share action items with all staff in August 2023. A BHT member will then proivide monthly support during Principal-directed vertical-team meetings.

What student-centered problems have surfaced during this reflection?

[problems experienced by most students; problems experienced by specific student groups]
EOY 2023 DL Attendance: 84% K, 90% 1st, 93% 2nd & 3rd, 91% 4th & 5th , 89% 6th & 7th compared to Non-DL attendance 92%.
Our Lorca Counselors consistently respond to students whenever a self-referral is completed. As the BHT reflected on the EOY survey, we understand that our students still need additional external support. Our counsels and SW will create available mental health resources they can immediately provide to our students and parents.
Another realization is the need to get to the root cause for on-going chronic truancy concerns and how best to partner with parents. Counselors will continue with their attendance lunch bunches because priority students did attend more school often. Tardiness and early dismissals also impact student academics because they are missing core instruction. The administration will continue to reach out to parents.
Safety has become extremely urgent across the Avondale neighborhood and is impacting Lorca students as shown on the 2023 5 Essentials: 27% do not feel safe outside of school, 18% do not feel safe traveling to/from school; 35% do not feel safe in the school bathrooms. With our Admin and Security staff, our BHT will need to have a specific targeted responses to issues of vaping and incidents of inappropriate touching.

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?

[impact on most students; impact on specific student groups]
As the BHT reflected, the equity issue was discussed as our students of color are more often refered by staff members. More training and support will be provided by the BHT.

Our PL Coach will facilitate cycles of learning with teacher teams to model and monitor how teachers conference with students to update their PL profiles.

Return to Top | **Determine Priorities**

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

Students...

do not have the necessary skills to solve conflicts;
do not have clear expectations from their teachers and all adults in the building.

Resources: 🚀

[Determine Priorities Protocol]

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Return to Top | **Root Cause**

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

As adults in the building, we...

have confusing expectations for student behavior when they are in differrent classrooms or common-areas

Resources: 🚀

[5 Why's Root Cause Protocol]

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Return to Top | **Theory of Action**

What is your Theory of Action?

If we....

consistently message set expectations on attendance and behavior with our students and families

then we see....

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.

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

Connectedness & Wellbeing

more collaborative teams ✏️

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

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

which leads to...

increased student attendance, wellness, and voice with impacts a more positive school culture per students' responses on EOY Cultivate. ✏️

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 ✏️

Attendance, Behavioral Health Team and Culture & Climate

Dates for Progress Monitoring Check Ins

| Q1 | September 2: | Q3 | March 1, 2024 |
| Q2 | December 1, 2 | Q4 | May 3, 2024 |

	SY24 Implementation Milestones & Action Steps ✏️	**Who** ✏️	**By When** ✏️	**Progress Monitoring**
Implementation Milestone 1	Lorca's 5th-8th graders have a high sense of belonging on Cultivate survey and have an average daily student attendance is 97%.	Principal, Counselors, Attendance Clerk, Security	Quarterly	Not Started
Action Step 1	Attendance Clerk calls daily	Attendance Clerk	On-going	In Progress
Action Step 2	Home visits,	Admin & Security	On-going	Not Started
Action Step 3	parent notifications	Homeroom teachers	On-going	Not Started
Action Step 4	parent meetings	Adim, Counselors, Homeroom teachers	On-going	Not Started
Action Step 5				Select Status
Implementation Milestone 2	Lorca's priority groups are engaged and motivated by monthly student events experiential field trips, CPS Scores, Tutoring and robust OST programs.	AP, Out-of-School Time team, Department Chairs, Specials Team, Culture & Climate Team, PL Coach	Twice a year	Not Started
Action Step 1	OST Summer registration,	AP	July	Completed
Action Step 2	OST Presentation during Open House	AP	September	Not Started
Action Step 3	CPS Score,	AP	November	Not Started
Action Step 4	Tutoring & OLCE Sessions	ELPT	November	Not Started
Action Step 5				Select Status
Implementation Milestone 3	Lorca's teachers provide daily Tier 1 Social-emotional Learning and collaborate with the BHT to create Branching Minds plans for Tier 2 & Tier 3.	Case Manager, Behavioral Health Team, ILT, MTSS	On-going	Not Started
Action Step 1	Branching Minds data	ILT	September	Not Started
Action Step 2	Teachers informed by BHT on student plans	BHT	October	Not Started
Action Step 3	Parent notifications and meetings	Homeroom teachers	November	Not Started
Action Step 4	Available T2 & T3 External programs and partners	Counselors, Psychologist, SW	December	Not Started
Action Step 5				Select Status
Implementation Milestone 4	Lorca's parents will attend parent workshops focused on academic, attendance, digital literacy, wellness and SEL.	Wellness Champion, Lunchroom Manager, Title 1 Parent Advisory Council, Bilingual Advisory Committee, Parent Engagement Team, LSC	November	Not Started
Action Step 1	Parent Workshops and meetings	Grade-level teams	December	Not Started
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Lorca's priority groups are engaged and motivated by monthly student events experiential field trips, CPS Scores, Tutoring and robust OST programs.	✏️
SY26 Anticipated Milestones	Conflicts between Lorca students will be reduced because studenst will know how to support their peers as evidenced on Cultivate Survey.	✏️

Return to Top   **Goal Setting**

Connectedness & Wellbeing

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting	IL-EMPOWER Goal Requirements

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	Numerical Targets [Optional] ✏️		
					SY24	SY25	SY26
By the end of SY24, Lorca will increase by 5% attendance of chronically absent students and students with an IEP.	Yes	Increased Attendance for Chronically Absent Students	Students with an IEP				
			Select Group or Overall				
By the end of SY24 Cultivate survey, increase the overall connectedness and well-being of 5th-8th graders.	Yes	Cultivate	Overall				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✏️	Specify your practice goal and identify how you will measure progress towards this goal. ✏️		
	SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	More than 75% of students have a sense of community on Cultivate & EOY BHT survey	All teacher used daily conferences to maintain and sustain consistent connections with students.	All practices are evident on the BHT EOY assessment.
Select a Practice			
Select a Practice			

Return to Top | SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
By the end of SY24, Lorca will increase by 5% attendance of chronically absent students and students with an IEP.	Increased Attendance for Chronically Absent Students	Students with an IEP			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
By the end of SY24 Cultivate survey, increase the overall connectedness and well-being of 5th-8th graders.	Cultivate	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals / Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	More than 75% of students have a sense of community on Cultivate & EOY BHT survey	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Jump to...
Reflection

Priority
Root Cause

TOA
Implementation Plan

Goal Setting

Progress
Monitoring

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

Connectedness & Wellbeing

Select a Practice

Select Status

Select Status

Select Status

Select Status

Jump to...
Reflection

Priority
Root Cause

TOA
Implementation Plan

Goal Setting

Progress
Monitoring

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

Select a Practice

Select Status

Select Status

Select Status

Select Status

If Checked:	☑	**Our school is a Title I school operating a Schoolwide Program**
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.
If Checked:	☐	**Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)**
No action needed		

SCHOOL & FAMILY ENGAGEMENT POLICY

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

☑ The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.

☑ At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.

☑ Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.

☑ Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.

☑ Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.

☑ Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.

☑ Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.

☑ Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct
other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

☑ Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.

SCHOOL & FAMILY COMPACT

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

☑ The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.

☑ The school will hold parent-teacher conferences.

☑ The school will provide parents with frequent reports on their children's progress.

☑ The school will provide parents reasonable access to staff.

☑ The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.

☑ The parents will support their children's learning.

☑ The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

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

The Lorca Title 1 PAC met on June 5, 2023 to approve the Lorca Parent Compact. Title 1 funds will be used for parent workshops Lorca Elementary School parents will participate in decisions relating to the education of their children. The principal will update the school's website - Federico Garcia Lorca Elementary School - notifying parents of the Local School Council meeting, PTA, ESSA PAC and BAC meetings. All parents are consistently invited to provide on-going suggestions and comments to better improve our programs. Specifically, parents are always able to come to the Main Office or call to leave a message, make an appointment with the principal or designee, or leave messages with their child's teachers. At the beginning of the academic year, teachers will also send an introductory letter with their contact information and curriculum goals for the year. Teachers may choose to send additional newsletters home and post available information on their web link. Parents of students in the bilingual program and/or diverse learner program are encouraged to meet with teachers providing those services and attend IEP and/or 504 meetings to offer feedback on how best can their children meet their goals. Parents are also able to share in the decision making process through the parent portal, the annual school survey or monthly with the LSC.

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