

## 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
Janette Guzman	Teacher Leader	jpguzman172@cps.edu
Lindsay Griess	Teacher Leader	lgriess@cps.edu
Evelyn Correa	Teacher Leader	ecorrea23@cps.edu
Patricia Garza	Teacher Leader	pgarza2@cps.edu
Andrea Leonte	Teacher Leader	aenache@cps.edu
Nancy Cordova	Curriculum & Instruction Lead	ncordova@cps.edu
Maria Aguilar	LSC Member	mariaaguilar833@gmail.com
Martha Barron	LSC Member	mebarron@cps.edu
Jessie Carrasco	Principal	jncarrasco@cps.edu
	Select Role	
	Select Role	
	Select Role	

## Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date 📅	Planned Completion Date 📅
Team & Schedule	6/13/23	7/10/23
Reflection: Curriculum & Instruction (Instructional Core)	6/26/23	7/10/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/26/23	7/10/23
Reflection: Connectedness & Wellbeing	6/26/23	7/10/23
Reflection: Postsecondary Success	6/26/23	7/10/23
Reflection: Partnerships & Engagement	6/26/23	7/10/23
Priorities	6/26/23	7/12/23
Root Cause	7/12/23	8/2/23
Theory of Acton	7/12/23	8/2/23
Implementation Plans	8/2/23	9/1/23
Goals	8/2/23	9/1/23
Fund Compliance	9/1/23	9/15/23
Parent & Family Plan	9/1/23	9/15/23
Approval	9/1/23	9/15/23

## SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates 📅	
Quarter 1	10/22/23
Quarter 2	12/22/23
Quarter 3	2/9/23
Quarter 4	4/1/23

**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](#)

[Return to Top](#) **Curriculum & Instruction**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<a href="#">CPS High Quality Curriculum Rubrics</a> All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	IAR: More support in math needed, higher number of students not meeting expectations.  iReady: Some trend reflected where students need more support in math. More than half of students fall under category of needing tier 2 or tier 3 interventions.  Star360: In math this test reflected that Students needed more support in reading, and nearly 40% of students need urgent intervention and roughly 15% are "on watch"  Spanish Star360: Newcomers are outperforming the students that have been here.  GPA data reflects that most students (80%) are receiving A's and Bs, but most students are below grade level according to other data metrics.	<a href="#">IAR (Math)</a> <a href="#">IAR (English)</a> Rigor Walk Data (School Level Data) <a href="#">PSAT (EBRW)</a> <a href="#">PSAT (Math)</a> <a href="#">STAR (Reading)</a>
Partially	<a href="#">Rigor Walk Rubric</a>  <a href="#">Teacher Team Learning Cycle Protocols</a>  <a href="#">Quality Indicators Of Specially Designed Instruction</a> Students experience grade-level, standards-aligned instruction.	<b>What is the feedback from your stakeholders?</b>  Rolling out new curriculum was a challenge- need more support with appropriate scaffolding and continued time for collaborative planning/pacing.  Need more resources in Spanish	<a href="#">STAR (Math)</a> <a href="#">iReady (Reading)</a> <a href="#">iReady (Math)</a>
Partially	<a href="#">Powerful Practices Rubric</a>  <a href="#">Learning Conditions</a> 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="#">Cultivate</a> <a href="#">Grades</a> <a href="#">ACCESS</a>
Partially	<a href="#">Continuum of ILT Effectiveness</a>  <a href="#">Distributed Leadership</a> The ILT leads instructional improvement through distributed leadership.		<a href="#">TS Gold</a>
Partially	<a href="#">Customized Balanced Assessment Plan</a>  <a href="#">ES Assessment Plan Development Guide</a>  <a href="#">HS Assessment Plan Development</a> 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="#">Interim Assessment Data</a>
Partially	<a href="#">Assessment for Learning Reference Document</a> Evidence-based assessment for learning practices are enacted daily in every classroom.	<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>  everyone has implemented skyline for a year, and all 3-8 have implemented eureka	
<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.			
Tier 1 curriculum may have been too scaffolded and students didn't get access to the productive struggle			

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<a href="#">MTSS Integrity Memo</a>  <a href="#">MTSS Continuum</a>  <a href="#">Roots Survey</a> 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.	only SOME interventions are being logged on branching minds ( mostly reading, some SEL and 0 math)  Roughly 80% of ELL students are NOT proficient  We have appropriate LRE distribution based on population/needs (LRE1: 52%, LRE2: 19%, LRE3: 28 %- Cluster)	Unit/Lesson Inventory for Language Objectives (School Level Data) <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a>
Partially	<a href="#">MTSS Integrity Memo</a> School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.		<a href="#">ACCESS</a> <a href="#">MTSS Academic Tier Movement</a> <a href="#">Annual Evaluation of Compliance (ODLSS)</a>
Partially	<a href="#">LRE Dashboard Page</a> 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.	<b>What is the feedback from your stakeholders?</b>  BRM Was not user friendly & impacted implementation  Need clearer outline of who is getting interventions and when-	<a href="#">Quality Indicators of Specially Designed Curriculum</a> <a href="#">EL Program Review Tool</a>

Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	paired with timelines for progress monitoring Support with MTSS paired with tier 1 intervention Attendance impacts consistent intervention implementation	
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier 1 instructional services.	<a href="#">IDEA Procedural Manual</a>	
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.	<a href="#">EL Placement Recommendation Tool ES</a> <a href="#">EL Placement Recommendation Tool HS</a>	

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

Students and teachers don't all/always have consistent time or clear systems and structures for MTSS interventions: data collection and progress monitoring determinations 🗑️

[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	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	33% of students feel connected at school, 35% feel safe 🗑️ 56% of students are chronically absent	<a href="#">% of Students receiving Tier 2/3 interventions meeting targets</a> <a href="#">Reduction in OSS per 100</a> <a href="#">Reduction in repeated disruptive behaviors (4-6 SCC)</a> <a href="#">Access to OST</a>
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		<a href="#">Increase Average Daily Attendance</a> <a href="#">Increased Attendance for Chronically Absent Students</a>
Partially	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.	<b>What is the feedback from your stakeholders?</b> Home/School communication can be hard 🗑️ Rely on clerk to do a lot, but are in need of systems/structures to have consistency around attendance & communication. When one student in a family is absent, most siblings stay home too.	<a href="#">Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</a> <a href="#">Cultivate (Belonging &amp; Identity)</a> Staff trained on alternatives to exclusionary discipline (School Level Data)
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		<a href="#">Enrichment Program Participation: Enrollment &amp; Attendance</a> <a href="#">Student Voice Infrastructure</a> <a href="#">Reduction in number of students with dropout codes at EOY</a>

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

Students need more opportunities (incentives, programs, sports etc.) to build their connectedness at school. We need clear systems and structures to support attendance expectations and protocols 🗑️

**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?**  
Msr. 🗑️

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Partially	<a href="#">College and Career Competency Curriculum (C4)</a> 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).	Counselor working on high quality planning/need more evidence & supports for HS and College/career readiness.	<a href="#">Graduation Rate</a> <a href="#">Program Inquiry: Programs/participation/attainment rates of % of ECCC</a> <a href="#">3 - 8 On Track</a> <a href="#">Learn, Plan, Succeed</a> <a href="#">% of KPIs Completed (12th Grade)</a> <a href="#">College Enrollment and Persistence Rate</a>
Partially	<a href="#">Individualized Learning Plans</a> Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).		<a href="#">9th and 10th Grade On Track</a>
No	<a href="#">Work Based Learning Toolkit</a> 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).	<b>What is the feedback from your stakeholders?</b> Want to see more visual & active ways to get students thinking about long term careers/high schools. Hope to build more partnerships with local orgs/universities	<a href="#">Cultivate (Relevance to the Future)</a> Freshmen Connection Programs Offered (School Level Data)
No	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).		
Select Rating	<a href="#">ECCE Certification List</a> Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		
Select Rating	<a href="#">PLT Assessment Rubric</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).		
Select Rating	<a href="#">Alumni Support Initiative One Pager</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).	<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> Strong tier 1 counseling is in place & running.	
<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.			
Students need consistent access to college/career readiness contnet			

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Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
No	<a href="#">Spectrum of Inclusive Partnerships</a> 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.	Newcomer families are around and ready to support the school. Need to identify ways to get them approved to volunteer.	<a href="#">Cultivate</a> <a href="#">5 Essentials Parent Participation Rate</a> <a href="#">5E: Involved Families</a>
No	<a href="#">Reimagining With Community Toolkit</a> Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.		<a href="#">5E: Supportive Environment</a> Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)

			<p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
<p>No</p>	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles &amp; CIWP).</p> <p><a href="#">Student Voice Infrastructure Rubric</a></p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>Parents and families need more opportunity to hear about long term plans/goals and participate in te process of planning. 🗣️</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p><b>What student-centered problems have surfaced during this reflection?</b></p> <p>If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>	<p>Parents and families do not consistently feel as though they are a part of the community/decision making process. 🗣️</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></p> <p>We are working to fill our LSC vacancies and get PTO on the ground. 🗣️</p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
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?

IAR: More support in math needed, higher number of students not meeting expectations.  
 iReady: Some trend reflected where students need more support in math. More than half of students fall under category of needing tier 2 or tier 3 interventions.  
 Star360: In math this test reflected that Students needed more support in reading, and nearly 40% of students need urgent intervention and roughly 15% are "on watch"  
 Spanish Star360: Newcomers are outperforming the students that have been here.  
 GPA data reflects that most students (80%) are receiving A's and Bs, but most students are below grade level according to other data metrics.

What is the feedback from your stakeholders?

Rolling out new curriculum was a challenge- need more support with appropriate scaffolding and continued time for collaborative planning/pacing.  
 Need more resources in Spanish

What student-centered problems have surfaced during this reflection?

Tier 1 curriculum may have been too scaffolded and students didn't get access to the productive struggle

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?

everyone has implemented skyline for a year, and all 3-8 have implemented eureka

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Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

Students do not always have access to high quality standards aligned tier 1 instruction and a majority of students are not meeting proficiency expectations



Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.  
 Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).  
 For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.  
 Priorities are determined by impact on students' daily experiences.

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Root Cause

Resources:

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

[5 Whys Root Cause Protocol](#)

As adults in the building, we...

don't consistently provide regular access to grade level content.



Indicators of a Quality CIWP: Root Cause Analysis

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

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Theory of Action

What is your Theory of Action?

If we....

create clear expectations for curriculum pacing and a systematic process for tier 1 planning aligned to the CCSS paired with ongoing teacher PD, collaboration and feedback

then we see....

teachers applying subtractive planning paired with strategic scaffolding AND more rigorous tasks aligned to the grade level standards

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.

which leads to...

100% of teachers implementing high quality curriculum measured by school wide instructional walks and 20% of students in 3-8th grade achieving grade level proficiency in math and ELA and 15% of EL students achieving grade level proficiency in math and ELA



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**Implementation Plan**

Resources:

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

**Team/Individual Responsible for Implementation Plan**

ILT, ELPT

**Dates for Progress Monitoring Check Ins**

Q1	10/22/23	Q3	2/9/23
Q2	12/22/23	Q4	4/1/23

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	100% of teachers will implement a planning protocol to ensure standard/task/assessment alignment	ILT	10/22/23	Select Status
<b>Action Step 1</b>	Teacher PD with samples of how it is done within identified curriculum	Admin	8/15/23	Select Status
<b>Action Step 2</b>	Consistent collaboration time weekly to give & receive feedback on planning (3X a month)	ILT	10/22/23	Select Status
<b>Action Step 3</b>	Observational feedback on planning implementation & standard/task alignment	Admin	10/22/23	Select Status
<b>Action Step 4</b>	EL Focus: PD on Access Score levels & determine specific areas of need for ELs	ELPT	9/22/23	Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	100% of teachers will facilitate lessons that prioritize the objective aligned activities/tasks	ILT	12/21/23	Select Status
<b>Action Step 1</b>	Teacher PD around subtractive planning protocol aligned to EL/DL supports	Admin	10/27/23	Select Status
<b>Action Step 2</b>	Consistent collaboration time weekly to give & receive feedback on subtractive planning	Admin	ongoing	Select Status
<b>Action Step 3</b>	Observational feedback on planning implementation & standard/task alignment	Admin	ongoing	Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>	In at least 80% of classrooms teacher will be implementing DL and EL scaffolding strategies from the curriculum to support ALL learners.	ILT	03/22/24	Select Status
<b>Action Step 1</b>	PD on utilizing curriculum embedded EL/DL supports/scaffolds	Admin		Select Status
<b>Action Step 2</b>	Consistent collaboration time weekly to give & receive feedback on implementing embedded scaffolds	Admin	ongoing	Select Status
<b>Action Step 3</b>	Observational feedback implementing EL/DL scaffolding strategies.	Admin/ELPT	ongoing	Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>	100% of teachers will engage in peer observations giving feedback on the 3 priorities ( standard/task assessment alignment, subtractive planning and strategic scaffolding)	ILT	06/06/24	Select Status
<b>Action Step 1</b>	Create calendar for quarterly peer observation dates	ILT	2/9/24	Select Status
<b>Action Step 2</b>	Set the observational criteria for each quarter using selected questions from the instructional the core walk tool	ILT	2/9/24	Select Status
<b>Action Step 3</b>	GLT focused on debrief/reflection of schoolwide Tier 1 instructional practices quarterly	ILT	ongoing	Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

**SY25-SY26 Implementation Milestones**

<b>SY25 Anticipated Milestones</b>	100% of teachers are engaged i Student task analysis protocols focused on student data, alignment and engagement.
<b>SY26 Anticipated Milestones</b>	100% of teachers applying high quality subtractive planning and scaffolding 100% of students accessing high quality standards lined rigorous tasks

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**Goal Setting**

Resources:

**Indicators of a Quality CIWP: Goal Setting**  
 Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data).  
 Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).

**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

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.

-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
In 3 years, Lozano will Increase the percentage of students in meeting/exceeding standards to 15% on the IAR; Lozano will increase the percentage of EL students meeting/exceeding standards to 10%	Yes	IAR (English)	Overall	4.82%	8%	12%	15%
			English Learners	2.30%	5%	8%	10%
In 3 years, Lozano will Increase the percentage of students in meeting/exceeding standards to 15% on the IAR; Lozano will increase the percentage of EL students meeting/exceeding standards to 10%	Yes	IAR (Math)	Overall	1.20%	6%	11%	15%
			English Learners	0%	3%	7%	10%

### 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. 🏆

	Teachers will apply:	Specify your practice goal and identify how you will measure progress towards this goal. 🏆		
		SY24	SY25	SY26
C&I:2 Students experience grade-level, standards-aligned instruction.	1. 3 step standards aligned annotated planning protocol 2. A subtractive planning protocol to ensure standard/task/assessment alignment 3. Strategic scaffolding to ensure access to rigorous standard aligned tasks	High quality rigorous standards aligned tasks		High quality scaffolding, subtractive planning & access to rigorous tasks
Select a Practice				
Select a Practice				

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### SY24 Progress Monitoring

Resources: 🚀

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

### Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
In 3 years, Lozano will Increase the percentage of students in meeting/exceeding standards to 15% on the IAR; Lozano will increase the percentage of EL students meeting/exceeding standards to 10%	IAR (English)	Overall	4.82%	8%	Select Status	Select Status	Select Status	Select Status
		English Learners	2.30%	5%	Select Status	Select Status	Select Status	Select Status
In 3 years, Lozano will Increase the percentage of students in meeting/exceeding standards to 15% on the IAR; Lozano will increase the percentage of EL students meeting/exceeding standards to 10%	IAR (Math)	Overall	1.20%	6%	Select Status	Select Status	Select Status	Select Status
		English Learners	0%	3%	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:2 Students experience grade-level, standards-aligned instruction.	Teachers will apply: 1. 3 step standards aligned annotated planning protocol 2. A subtractive planning protocol to ensure standard/task/assessment alignment 3. Strategic scaffolding to ensure access to rigorous standard aligned tasks	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status



Jump to...	<a href="#">Priority</a>	<a href="#">TOA</a>	<a href="#">Goal Setting</a>	<a href="#">Progress Monitoring</a>	Select the Priority Foundation to pull over your Reflections here =>	Curriculum & Instruction			
Select a Practice						Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
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?

only SOME interventions are being logged on branching minds ( mostly reading, some SEL and 0 math)  
 Roughly 80% of ELL students are NOT proficient  
 We have appropriate LRE distribution based on population/needs (LRE1: 52%, LRE2: 19%, LRE3: 28 %- Cluster)

What is the feedback from your stakeholders?

BRM Was not user friendly & impacted implementation  
 Need clearer outline of who is getting interventions and when- paired with timelines for progress monitoring  
 Support with MTSS paired with tier 1 intervention  
 Attendance impacts consistent intervention implementation

What student-centered problems have surfaced during this reflection?

Students and teachers don't all/always have consistent time or clear systems and structures for MTSS interventions, data collection and progress monitoring determinations

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?

Resources/intervention programs have been purchased and some teams rolled out a pilot at the end of the year.

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Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

lack consistent access to targeted high quality interventions that match their deficit



Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.  
 Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).  
 For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.  
 Priorities are determined by impact on students' daily experiences.

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Root Cause

Resources:

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

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

As adults in the building, we...

need access to improved systems and structures to support intervention identification and clear protocols for progress monitoring



Indicators of a Quality CIWP: Root Cause Analysis

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

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Theory of Action

What is your Theory of Action?

If we....

create a systematic approach to MTSS including time, high quality interventions and a process for progress monitoring/data collection



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....

teachers consistently implementing high quality interventions that meet students area of deficit and and progress monitoring data that accurately depicts progress in their area of need



which leads to...

100% of teachers will implement high quality interventions  
all students receiving tier 2 and tier 3 interventions will move 1 level towards towards proficiency



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### Implementation Plan

Resources:

#### Indicators of a Quality CIWP: Implementation Planning

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

#### Team/Individual Responsible for Implementation Plan

MTSS Team, Admin, ELPT

#### Dates for Progress Monitoring Check Ins

Q1	10/22/23	Q3	2/9/23
Q2	12/22/23	Q4	4/1/23

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
<b>Implementation Milestone 1</b>	100% of teachers will implement class wide interventions (SpringMath and Wilson/fundations) with fidelity	MTSS Team	10/22/23	Select Status
<b>Action Step 1</b>	Time in master schedule for the interventions	MTSS Team	8/21/23	Select Status
<b>Action Step 2</b>	PD for teachers on intervention implementation	MTSS Team	8/18	Select Status
<b>Action Step 3</b>	Grade Level Team Cycles for MTSS monthly	MTSS Team	6/6/24	Select Status
<b>Action Step 4</b>	PD for teachers around branching minds	MTSS Team	10/27/23	Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	100% of teachers will engage in cycles of data collection and analysis to make appropriate progress monitoring determinations based on student progress towards goals.	MTSS Team	12/21/23	Select Status
<b>Action Step 1</b>	Create a school wide MTSS calendar of cycles	MTSS Team	9/22/23	Select Status
<b>Action Step 2</b>	Follow up PD on how to desaggrgate the data from interventions (Amira, Freckle, Wilson, Spring Math)	MTSS Team	10/27/23	Select Status
<b>Action Step 3</b>	Branching Minds refresher PD	MTSS Team	11/29/23	Select Status
<b>Action Step 4</b>	Monthly Grade level meetings to go through data analysis protocol	MTSS Team	6/6/24	Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>	100% of teachers will engage in cycles of a student problem solving process for students who are not making adequate progress	MTSS Team	3/23	Select Status
<b>Action Step 1</b>	Identify key dates ( calendar) for quarterly problem solving	MTSS Team	3/23	Select Status
<b>Action Step 2</b>	MTSS team models/gives PD on the problem solving process	MTSS Team	GLT 3/23	Select Status
<b>Action Step 3</b>	Quarterly Grade level meetings to go throught the pproblem solving process	MTSS Team	3/23	Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>	100% of teachers will engage in a peer observation to give/recieve feedback on intervention practices	MTSS Team	6/6	Select Status
<b>Action Step 1</b>	Create calendar for observation dates	MTSS Team	6/6	Select Status
<b>Action Step 2</b>	Set the observational criteria	MTSS Team	6/6	Select Status
<b>Action Step 3</b>	GLT focused on debrief/reflection of schoolwide MTSS practices	MTSS Team	6/6	Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

#### SY25-SY26 Implementation Milestones

**SY25 Anticipated Milestones** Focused, high quality interventions based on need; instructional matching for interventions

**SY26 Anticipated Milestones** High quality interventions paired with clear systems & structures for cycles of interventions

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### Goal Setting

Resources:

#### Indicators of a Quality CIWP: Goal Setting

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

#### IL-EMPOWER Goal Requirements

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

**Performance Goals**

Specify the Goal 🏆	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 🏆	Numerical Targets [Optional] 🏆		
					SY24	SY25	SY26
In 3 years 80% of students with an intervention goal will meet their target and increase their percentile on the STAR/I-Ready test	Yes	STAR (Reading)	Overall	33.82%			
			English Learners	48.28%			
In 3 years 80% of students with an intervention goal will meet their target and increase their percentile on the STAR/I-Ready test	Yes	STAR (Math)	Overall	36.62			
			English Learners	42.42%			

**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. 🏆

	Teachers will:	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.	1. Implement consistent daily high quality interventions 2. Engage in a data collection and analysis process 3. Engage in a collaborative problem solving process to support students not making adequate growth	Focused, high quality interventions based on need; instructional matching for interventions
Select a Practice				
Select a Practice				

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**SY24 Progress Monitoring**

Resources: 🚀

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

**Performance Goals**

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
In 3 years 80% of students with an intervention goal will meet their target and increase their percentile on the STAR/I-Ready test	STAR (Reading)	Overall	33.82%		Select Status	Select Status	Select Status	Select Status
		English Learners	48.28%		Select Status	Select Status	Select Status	Select Status
In 3 years 80% of students with an intervention goal will meet their target and increase their percentile on the STAR/I-Ready test	STAR (Math)	Overall	36.62		Select Status	Select Status	Select Status	Select Status
		English Learners	42.42%		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.	Teachers will: 1. Implement consistent daily high quality interventions 2. Engage in a data collection and analysis process 3. Engage in a collaborative problem solving process to support students not making adequate growth	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Partially	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?

33% of students feel connected at school, 35% feel safe  
56% of students are chronically absent

What is the feedback from your stakeholders?

Home/School communication can be hard  
Rely on clerk to do a lot, but are in need of systems/structures to have consistency around attendance & communication.  
When one student in a family is absent, most siblings stay home too.

What student-centered problems have surfaced during this reflection?

Students need more opportunities (incentives, programs, sports etc.) to build their connectedness at school. We need clear systems and structures to support attendance expectations and protocols

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?

Msr.

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Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

Students need more incentives/CC initiatives to build motivation for coming to school/feeling connected

Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.  
Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).  
For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.  
Priorities are determined by impact on students' daily experiences.

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Root Cause

Resources:

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

[5 Whys Root Cause Protocol](#)

As adults in the building, we...

lack systems and structures to ensure high quality tier 1 attendance protocols & SEL are in place

Indicators of a Quality CIWP: Root Cause Analysis

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

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Theory of Action

What is your Theory of Action?

If we....

create a system for building positive student experiences aligned to school spirit, student interests, passions and cultures paired with a strong tier 1 attendance plan

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....

monthly & quarterly student celebrations, OST offerings & sports offered to every child throughout the school year and a high functioning culture/climate team engaged in data cycles around attendance & cultivate data

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...  
 a reduction in our percentage of chronic absenteeism to below 50%  
 Every child at Lozano having an opportunity to join a club, sport or program aligned to their interests  
 20% increase in connectedness on the cultivate survey

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

Resources:

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

<b>Team/Individual Responsible for Implementation Plan</b>	<b>Dates for Progress Monitoring Check Ins</b>
BHT/Culture & Climate	Q1 10/22/23      Q3 2/9/23 Q2 12/22/23      Q4 4/1/23

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
<b>Implementation Milestone 1</b>	Tier 1 Culture & Climate initiatives	CC Team	10/22/23	Select Status
<b>Action Step 1</b>	PD: Research on student connectedness & student success	Admin	8/18	Select Status
<b>Action Step 2</b>	Cadence of meeting/structures for the CC team	CC Team	9/1	Select Status
<b>Action Step 3</b>	5 week tier 1 Climate initiatives- consistent school wide community building	CC Team	9/22	Select Status
<b>Action Step 4</b>	Build Classroom Community Expectations	CC Team	8/18	Select Status
<b>Action Step 5</b>	Build tier 1 attendance protocols	CC team	9/22	Select Status
<b>Implementation Milestone 2</b>	Student Celebrations & supports	CC Team	12/22/23	Select Status
<b>Action Step 1</b>	Student of the month: Outline specific criteria & process for celebrating	Cc Team	monthly	Select Status
<b>Action Step 2</b>	Develop Schoolwide committees: Celebrating key holidays, months etc.	CC Team	11/9/23	Select Status
<b>Action Step 3</b>	GLT meeting dedicated to BHT/CC	CC /BHT	ongoing	Select Status
<b>Action Step 4</b>	Student Voice interest forms & Speakers Bureau	Counselor	11/9/23	Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>	Continuous cycles of Teaming Structures, communication & student celebrations	Culture/Climate & BHT	2/3/24	Select Status
<b>Action Step 1</b>	Cadence of BHT in place	BHT	ongoing	Select Status
<b>Action Step 2</b>	Cadence of CC in place	CC	ongoing	Select Status
<b>Action Step 3</b>	Cadence of student celebrations ( student of the month)	CC	ongoing	Select Status
<b>Action Step 4</b>	Cadence of attendance protocols ( phone calls, meetings, incentives )	CC/BHT	ongoing	Select Status
<b>Action Step 5</b>	Cadence of Student Voice Committee & Speakers Bureau	Counselor	ongoing	Select Status
<b>Implementation Milestone 4</b>	Continuous cycles of Teaming Structures, communication & student celebrations	Culture/Climate & BHT	4/1/24	Select Status
<b>Action Step 1</b>	Cadence of BHT in place	BHT	ongoing	Select Status
<b>Action Step 2</b>	Cadence of CC in place	CC Team	ongoing	Select Status
<b>Action Step 3</b>	Cadence of student celebrations ( student of the month)	CC Team	ongoing	Select Status
<b>Action Step 4</b>	Cadence of attendance protocols ( phone calls, meetings, incentives)	CC Team/BHT	ongoing	Select Status
<b>Action Step 5</b>	Cadence of Student Voice Committee & Speakers Bureau	Counselor	ongoing	Select Status

**SY25-SY26 Implementation Milestones**

<b>SY25 Anticipated Milestones</b>	Elevating student voice & choice inside & outside the classroom
<b>SY26 Anticipated Milestones</b>	Consistent high quality tier 1 program structures; opportunities for ALL students to engage in a program based on interest

[Return to Top](#) **Goal Setting**

Resources:

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

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

**Performance Goals**

Specify the Goal 🏆	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 🏆	Numerical Targets [Optional] 🏆		
					SY24	SY25	SY26
By the end of 3 years, Lozano's chronic absenteeism will fall below 50%	Yes	Increased Attendance for Chronically Absent Students	Overall	56%	53	50	49%
			Select Group or Overall				
By the end of the 3 years, we will see a 20% increase in student connectedness on the cultivate survey.	Select Answer	Cultivate (Relevance to the Future)	Overall	41%	50%	55%	61%
			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&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	High quality tier 1- new CC team, systems & structures for student celebrations	Elevating student voice & choice inside & outside the classroom	Consistent high quality tier 1 program structures; opportunities for ALL students to engage in a program based on interest
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 3 years, Lozano's chronic absenteeism will fall below 50%	Increased Attendance for Chronically Absent Students	Overall	56%	53	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
By the end of the 3 years, we will see a 20% increase in student connectedness on the cultivate survey.	Cultivate (Relevance to the Future)	Overall	41%	50%	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&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	High quality tier 1- new CC team, systems & structures for student celebrations	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

## Parent and Family Plan

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

### 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.

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