

CIWP Team & Schedules

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Indicators of Quality CIWP: CIWP Team

The CIWP team includes staff reflecting the diversity of student demographics and school programs.
 The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.
 The CIWP team includes leaders who are responsible for implementing Foundations, those with institutional memory and those most impacted.
 The CIWP team includes parents, community members, and LSC members.
 All CIWP team members are meaningfully involved in the planning process for CIWP components and include other stakeholders, as appropriate for their role, with involvement along the [CPS Spectrum of Inclusive Partnerships](#) (from the CPS Equity Framework).

[CIWP Team Guidance](#)

Name	Role	Email
Katie Welsh	Principal	kbsolimine@cps.edu
Gavin Lamb	AP	gmlamb@cps.edu
Derek Gould	Curriculum & Instruction Lead	djgould@cps.edu
Katie Arbuckle	Curriculum & Instruction Lead	karbuckle@cps.edu
Griselda Ramirez	Inclusive & Supportive Learning Lead	gsalgado@cps.edu
Laura Kautz	Inclusive & Supportive Learning Lead	laschuler@cps.edu
Rian Richardson	Postsecondary Lead	rrichardson18@cps.edu
Katylyn Frew	Social Worker	kfrew@cps.edu
Andrea Crudder	LSC Member	acrudder@gmail.com
Nathan Ramin	Teacher Leader	naramin@cps.edu
Lindsey Vanbogaert	Teacher Leader	lrstapleton@cps.edu
Alexa	LSC Member	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	6/6/23	6/6/23
Reflection: Curriculum & Instruction (Instructional Core)	6/20/23	6/20/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/20/23	6/20/23
Reflection: Connectedness & Wellbeing	6/20/23	6/20/23
Reflection: Postsecondary Success	6/20/23	6/20/23
Reflection: Partnerships & Engagement	6/20/23	6/20/23
Priorities	7/13/23	7/13/23
Root Cause	7/13/23	7/13/23
Theory of Acton	7/13/23	7/13/23
Implementation Plans	7/19/23	7/19/23
Goals	7/19/23	7/19/23
Fund Compliance	7/6/23	7/6/23
Parent & Family Plan	7/6/23	7/6/23
Approval	9/11/23	9/11/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates

Quarter 1	10/20/23
Quarter 2	1/12/24
Quarter 3	3/22/2024
Quarter 4	6/20/23

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](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics	
Yes	CPS High Quality Curriculum Rubrics	<p>IReady-85% of students who are two grade levels below in reading are making gains. 30% of students who are one grade level below on iready are not making gains.. 0 ELs are on GL in BOY in reading. Majority start below GL in BOY Reading (summer slide). More students are at/above GL in reading than in math. Less movement in urgent than in higher bands. Star 360-68% of students at urgent/intervention stayed in ugent and only 28% of those students grew-18 of those 25 are DLs and 7 are Els and possible DLs too. IAR-Writing is assessed! 38% meet/exceed in math and 53% in Reading. 48% are meeting/exceeding in written expression. 50% are meeting/exceeding in language. Fewer students are able to m/e all indicators in math.</p>	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading)	
Yes	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		<p>What is the feedback from your stakeholders?</p> <p>See parent survey data. Key takeaways: Acceleration focus, science fair/CPS academic events and competitions, foundational skills and the science of reading focus, rigor and high school readiness are all areas the community wants us to prioritize. The supports for ELs also came up in LSC feedback as we enter into a phase where we are supporting more newcomers in Chicago.</p>	STAR (Math) iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold Interim Assessment Data
Partially	Powerful Practices Rubric Learning Conditions	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>Curriculum unit planning in isolation of grade bands (consistency of content across classrooms within a grade level. Regular Rigor Walks using the Rigor Tool from CPS with a focus on productive struggle, EL Modules per the direction of OLCE, Gust partnership wth co-teaching and Tier one curriculum support. Our current barriers include ESL supports for newcomers and staff who speak the native language of our students (Ukrainian)</p>		
Yes	Continuum of ILT Effectiveness Distributed Leadership			
Partially	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development			
Partially	Assessment for Learning Reference Document			
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p><i>[problems experienced by most students; problems experienced by specific student groups]</i></p>				

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	MTSS Integrity Memo MTSS Continuum Roots Survey	<p>IReady-85% of students who are two grade levels below in reading are making gains. 30% of students who are one grade level below on iready are not making gains.. 0 ELs are on GL in BOY in reading. Majority start below GL in BOY Reading (summer slide). More students are at/above GL in reading than in math. Less movement in urgent than in higher bands. Star 360-68% of students at urgent/intervention stayed in ugent and only 28% of those students grew-18 of those 25 are DLs and 7 are Els and possible DLs too. IAR-Writing is assessed! 38% meet/exceed in math and 53% in Reading. 48% are meeting/exceeding in written expression. 50% are meeting/exceeding in language. Fewer students are able to m/e all indicators in math.</p>	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS)
Yes	MTSS Integrity Memo		<p>What is the feedback from your stakeholders?</p> <p>See parent survey data. Key takeaways: Acceleration focus, science fair/CPS academic events and competitions, foundational skills and the science of reading focus, rigor and</p>
Yes	LRE Dashboard Page		

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

high school readiness are all areas the community wants us to prioritize. The supports for ELs also came up in LSC feedback as we enter into a phase where we are supporting more newcomers in Chicago.

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] 📌

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] 📌

[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
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	<i>[takeaways reflecting most students; takeaways reflecting specific student groups]</i> 📌	% 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
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	What is the feedback from your stakeholders? <i>[feedback trends across stakeholders; feedback trends across specific stakeholder groups]</i> 📌	Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance Student Voice Infrastructure Reduction in number of students with dropout codes at EOY
Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		

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] 📌

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] 📌

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Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)

References

What are the takeaways after the review of metrics?

Metrics

Yes	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	<p><i>[takeaways reflecting most students; takeaways reflecting specific student groups]</i></p> <p>What is the feedback from your stakeholders?</p> <p><i>[feedback trends across stakeholders; feedback trends across specific stakeholder groups]</i></p> <p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p><i>[impact on most students; impact on specific student groups]</i></p>	<p>Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECCC</p> <p>3 - 8 On Track</p> <p>Learn, Plan, Succeed</p> <p>% of KPIs Completed (12th Grade)</p> <p>College Enrollment and Persistence Rate</p> <p>9th and 10th Grade On Track</p> <p>Cultivate (Relevance to the Future)</p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
Yes	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		
Yes	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit		
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).			
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric		
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager		
<p>What student-centered problems have surfaced during this reflection?</p> <p>If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p><i>[problems experienced by most students; problems experienced by specific student groups]</i></p>				

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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	<p><i>[takeaways reflecting most students; takeaways reflecting specific student groups]</i></p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p> <p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p>
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		

Yes	<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 & CIWP).</p> <p style="text-align: right;">Student Voice Infrastructure Rubric</p>


What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups] 


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)

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] 

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] 

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.
Yes	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.
Yes	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?

IReady-85% of students who are two grade levels below in reading are making gains. 30% of students who are one grade level below on iReady are not making gains. 0 ELs are on GL in BOY in reading. Majority start below GL in BOY Reading (summer slide). More students are at/above GL in reading than in math. Less movement in urgent than in higher bands. Star 360-68% of students at urgent/intervention stayed in urgent and only 28% of those students grew-18 of those 25 are DLs and 7 are ELs and possible DLs too. IAR-Writing is assessed! 38% meet/exceed in math and 53% in Reading. 48% are meeting/exceeding in written expression. 50% are meeting/exceeding in language. Fewer students are able to m/e all indicators in math.

What is the feedback from your stakeholders?

See parent survey data. Key takeaways: Acceleration focus, science fair/CPS academic events and competitions, foundational skills and the science of reading focus, rigor and high school readiness are all areas the community wants us to prioritize. The supports for ELs also come up in LSC feedback as we enter into a phase where we are supporting more newcomers in Chicago.

What student-centered problems have surfaced during this reflection?

[problems experienced by most students; problems experienced by specific student groups]

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?

Curriculum unit planning in isolation of grade bands (consistency of content across classrooms within a grade level. Regular Rigor Walks using the Rigor Tool from CPS with a focus on productive struggle, EL Modules per the direction of OLCE, Gust partnership with co-teaching and Tier one curriculum support. Our current barriers include ESL supports for newcomers and staff who speak the native language of our students (Ukrainian)

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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...



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...

have a tier I curriculum that is lacking foundational skills and alignment to standards-based assessments and instruction.



Indicators of a Quality CIWP: Root Cause Analysis

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

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Theory of Action

What is your Theory of Action?

If we....

evaluate our current curricula and implement units of study that align to the standards and our students' needs...



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.

Resources:

then we see....

teachers implementing standards-aligned learning tasks and assessments that engage students in productive struggle.



which leads to...
 An overall increase in student growth, and students meeting/exceeding standards, on IAR, iReady, and Star360. 




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Resources: 



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

Team/Individual Responsible for Implementation Plan 
 Katie Welsh, Derek Gould, Griselda Ramirez

Dates for Progress Monitoring Check Ins
 Q1 10/20/23 Q3 3/22/2024
 Q2 1/12/24 Q4 6/20/23

	SY24 Implementation Milestones & Action Steps 	Who 	By When 	Progress Monitoring
Implementation Milestone 1	ILT creates a Year Long Cycle of Learning for SY24 incorporating rigor tool.	ILT/Admin with T/S feedback.	10/1/23	In Progress
Action Step 1	Creating a schedule for Quarter 1 ILT-led Core Walks focused on Productive Struggle	ILT	9/8/23	Completed
Action Step 2	Creating a schedule for Quarter 2 ILT-led Core Walks focused on Productive Struggle	ILT	10/27/23	In Progress
Action Step 3	Creating a schedule for Quarter 3 ILT-led Core Walks focused on Productive Struggle	ILT	12/22/23	In Progress
Action Step 4	Creating a schedule for Quarter 4 ILT-led Core Walks focused on Productive Struggle	ILT	4/22/24	In Progress
Action Step 5	Implement peer observations 3 times.	All Staff	6/6/24	In Progress
Action Step 6	Host whole staff data conversations after each administration of IReady and Star 360-3 times a year	Admin	10/1/23	In Progress
Action Step 7	Host parent workshops after each data cycle to review GL expectations in reading/math	Admin/MTSS Team	Quarterly	In Progress
Implementation Milestone 2	All teachers Pk-8th Grade Implement Foundational Skills (K-5) and Skyline ELA (5-8) content as outlined by CCSS	All Staff	6/6/23	In Progress
Action Step 1	All P-8th grade teachers (literacy) attend required Skyline Foundational Skills/ELA Training	All required staff	Quarterly	In Progress
Action Step 2	Implement peer observations focused on foundational skills (P-5) and ELA (5-8)	All required staff	Quarterly	In Progress
Action Step 3	Utilize GLT for 5th-8th ELA teachers to utilize Checkpoint to analyze data and plan accordingly.	All required staff	Monthly	Not Started
Action Step 4	Develop and monitor instructional schedules that adhere to workshop principles and Skyline implementation	All required staff	Weekly	In Progress
Action Step 5	Order materials needed for Orton/Skyline Foundational Skills implementation	Welsh	9/1/23	Completed
Implementation Milestone 3	All teachers PK-8 will implement standards-aligned units.	All required staff	Weekly	In Progress
Action Step 1	Cross reference Star 360 outcomes with Engage New York Scope and Sequence to identify changes/gaps in curriculum implementation	All staff	12/20/23	Not Started
Action Step 2	Cross reference IAR outcomes with Engage New York Scope and Sequence to identify changes/gaps in curriculum implementation	All staff	10/20/23	Not Started
Action Step 3	Create a unit deconstruction process to guide teachers in evaluating and revising an upcoming unit.	ILT	9/22/23	In Progress
Action Step 4	Design a learning cycle around unit deconstruction and revision.	ILT	9/22/23	In Progress
Action Step 5	Use student work protocol quarterly to analyze end of quarter performance assessments to inform next steps in teaching.	All staff	Quarterly	Not Started
Action Step 6	Analyze cognitive demand of student learning tasks and assessments.	All staff	Quarterly	In Progress
Action Step 7	Deconstruct Common Core Speaking and Listening standards for cross-curricular alignment.	All staff	Quarterly	Not Started
Implementation Milestone 4	Realign math practice standards with current curriculum to identify gaps and create opportunities for vertical alignment.	All staff who teach math		Not Started
Action Step 1	Create Math Content Team	ILT	By Q2	In Progress
Action Step 2	Create Math Cycle of PL with UDL focus	Math Content Team	By Q2	Not Started
Action Step 3	Math Content Specialist observations at partnering schools	Math Content Team	By Q3	Not Started
Action Step 4	Research curriculum enhancements and make recommendations for SY25 changes	Math Content Team	By Q4	Not Started
Action Step 5	GLoss Administration and data tracking	Math Content Team	By beginning of Q3	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	TBD 
SY26 Anticipated Milestones	TBD 

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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
IAR (3-8) Currently 53% meet/exceed on reading: GOAL-62%	No <input type="text"/>	IAR (English)	Overall <input type="text"/>	53%	62%	70%	78%
			Select Group or Overall <input type="text"/>				
Currently 38% meet/exceed on math: GOAL-50%	No <input type="text"/>	IAR (Math)	Overall <input type="text"/>	38%	50%	57%	68%
			Select Group or Overall <input type="text"/>				

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:2 Students experience grade-level, standards-aligned instruction.	100% of units will be monitored using the Rigor Tool and framework.	New curriculum will be adopted to align to needs in math.	
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.	100% of units will be monitored using the Rigor Tool and framework.		
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT members will facilitate 4 learning cycles resulting in marked improvements in IAR and Star 360.	ILT members will facilitate 4 learning cycles resulting in marked improvements in IAR and Star 360.	

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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
IAR (3-8) Currently 53% meet/exceed on reading: GOAL-62%	IAR (English)	Overall	53%	62%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Currently 38% meet/exceed on math: GOAL-50%	IAR (Math)	Overall	38%	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&I:2 Students experience grade-level, standards-aligned instruction.	100% of units will be monitored using the Rigor Tool and framework.	Select Status	Select Status	Select Status	Select Status

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Reflection Root Cause Implementation Plan	Curriculum & Instruction			
					Select the Priority Foundation to pull over your Reflections here =>	Select Status	Select Status	Select Status	Select Status
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.					100% of units will be monitored using the Rigor Tool and framework.	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.					ILT members will facilitate 4 learning cycles resulting in marked improvements in IAR and Star 360.	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

IReady-85% of students who are two grade levels below in reading are making gains. 30% of students who are one grade level below on iReady are not making gains. 0 ELs are on GL in BOY in reading. Majority start below GL in BOY Reading (summer slide). More students are at/above GL in reading than in math. Less movement in urgent than in higher bands. Star 360-68% of students at urgent/intervention stayed in urgent and only 28% of those students grew-18 of those 25 are DLs and 7 are ELs and possible DLs too. IAR-Writing is assessed! 38% meet/exceed in math and 53% in Reading. 48% are meeting/exceeding in written expression. 50% are meeting/exceeding in language. Fewer students are able to m/e all indicators in math.

What is the feedback from your stakeholders?

See parent survey data. Key takeaways: Acceleration focus, science fair/CPS academic events and competitions, foundational skills and the science of reading focus, rigor and high school readiness are all areas the community wants us to prioritize. The supports for ELs also came up in LSC feedback as we enter into a phase where we are supporting more newcomers in Chicago.

What student-centered problems have surfaced during this reflection?

[problems experienced by most students; problems experienced by specific student groups]

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]

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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...

who are 1-2 grade levels below need additional supports to grow and students at grade level need additional supports to maintain growth

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 to continue to track and support interventions for non-DL students in addition to DL and EL learners

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....

implement an equity-based MTSS framework

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...

individualized support provided to all learners at all levels

which leads to...

growth for all learners as evidenced by comparing BOY, MOY, and EOY assessment data from iReady, Star360 and IAR, Access, while cross-referencing it with summative IAR results for 3rd-8th graders.

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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

Dates for Progress Monitoring Check Ins

Q1	10/20/23	Q3	3/22/2024
Q2	1/12/24	Q4	6/20/23

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Fine tune and implement with fidelity MTSS framework at Mitchell.	MTSS Team and all staff	By June 2024	In Progress
Action Step 1	Schedule Assessments	CPS, Laura K, GLTs	9/1/2023	Completed
Action Step 2	Create comprehensive timeline for 2 6-week(ish) intervention cycles	MTSS Team	9/xx/2023	In Progress
Action Step 3	Train staff on Branching Minds	Laura K	9/22/2023	Completed
Action Step 4	Provide staff training on digital intervention tools (Amira, Freckle, IXL, IXL)	Laura K	10/9/2023	In Progress
Action Step 5	Educate staff on possible quality interventions and structures for imp	MTSS Team	bi-weekly	In Progress
Action Step 6	Para training (paras can take small groups)	MTSS Team	10/22/23	In Progress
Action Step 7	Staff pulse check (see what additional training/support is needed)	MTSS Team	quarterly	In Progress
Implementation Milestone 2	MTSS Cycle implementation and PD for those providing intervention	All Staff	ongoing	In Progress
Action Step 1	Schedule weekly intervention times (1-2x/week; 20-30 min)	Lamb + GLTs	9/1/2023	In Progress
Action Step 2	Group students by need/skill; Look at screener data and classroom-le	Teachers in GLT	9/29/2023	In Progress
Action Step 3	Plan rewards/recognition for the kids who meet intervention benchma	MTSS + Teachers	10/20/2023	Not Started
Action Step 4	Create informational handouts with different tech programs for teach	MTSS Team	9/29/2023	Completed
Action Step 5	Develop way for students to independently track needs and	MTSS Team	9/29/2023	Not Started
Action Step 6	SECA/Staff classroom-level and screener level data analysis to plan for intervention	All staff	9/22/23	In Progress
Action Step 7	Letters to parents (BOY/MOY/EOY)	Gen ed teachers	9/22/23 (BOY)	In Progress
Implementation Milestone 3	Support English Learners in both content mastery and language aquisition as measured by IAR, IReady and Access	All staff	9/22/23	In Progress
Action Step 1	All staff will complete the ELD modules per OLCE's recommendation	ELPT	5/31/2024	In Progress
Action Step 2	Grade book Audits to determine supports with equity lens	administration	Biweekly	In Progress
Action Step 3	School links for students who are identified for additional supports	ELPT and MTSS Team	By 3rd quarter	In Progress
Action Step 4	Staff to obtain ESL or LBS endorsements	Teachers	By Sy26	In Progress
Action Step 5	OLCE learning walks focused on language objectives for TBE/TPI	ELPT/OLCE and Admin	ongoing	In Progress
Action Step 6	Track speaking and listening targets for students across key content areas.	All staff	ongoing	In Progress
Action Step 7	School visits for TBE/TPI programs to continue ELD learning for staff	Key staff	ongoing	Not Started
Implementation Milestone 4	Deepening our understanding of how diverse needs play out in the classroom in LRE 1/2.	LBS and Co-teachers	ongoing	In Progress
Action Step 1	IEP implications in regards to behavior	GUST and RSPs	ongoing	In Progress
Action Step 2	Training Sped Staff on IEP-writing expectations	Case manager/GUST	ongoing	In Progress
Action Step 3	Provide outside training on disability and behavior intersection	GUST	ongoing	In Progress
Action Step 4	SECA Training	SECAs, Admin	ongoing	In Progress
Action Step 5	Participation in GUST PDs	Co-teachers	ongoing	In Progress

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	By SY24 100% of staff utilizes Branching Minds Platform with fidelity. By 3rd Quarter 100% of SECA and support staff are providing students with high quality interventions. By MOY assessment administration window 100% of staff have designated MTSS block in schedule. 100% of students with fluency goals will utilize Amira and meet projected growth goals by EOY assessment administration.	
SY26 Anticipated Milestones	TBD	

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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
EOY 61% at/above in reading: GOAL 72% EOY 67% at/above in math: GOAL 77% Subgroup reading: DL 29%: GOAL 40%, EL 13%: Goal 26%, African American/Black 50%: GOAL 65% Subgroup math: DL33%: GOAL 50%, EL 45%: GOAL	Yes	STAR (Reading)	English Learners	13%	26%	40%	50%
			Students with an IEP	29%	38%	50%	60%
EOY 61% at/above in reading: GOAL 72% EOY 67% at/above in math: GOAL 77% Subgroup reading: DL 29%: GOAL 40%, EL 13%: Goal 26%, African American/Black 50%: GOAL 65% Subgroup math: DL33%: GOAL 50%, EL 45%: GOAL	Yes	STAR (Math)	African American	50%	60%	70%	80%
			Students with an IEP	33%	40%	48%	55%

Practice Goals

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

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

	SY24	SY25	SY26
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	100% of staff have all interventions monitored in BM.	100% of staff have all interventions monitored in BM.100% of staff utilize the block for interventions/acceleration practices.	100% of staff have all interventions monitored in BM.100% of staff utilize the block for interventions/acceleration practices.
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	100% of IEP compliance met.	100% of IEP compliance met.	100% IEP compliance
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	100% of staff utilize language objectives across all content areas.	Speaking and listening standards assessed in core content areas.	Speaking and listening standards assessed in core content areas.

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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
EOY 61% at/above in reading: GOAL 72% EOY 67% at/above in math: GOAL 77% Subgroup reading: DL 29%: GOAL 40%, EL 13%: Goal 26%, African American/Black 50%: GOAL 65% Subgroup math: DL33%: GOAL 50%, EL 45%: GOAL	STAR (Reading)	English Learners	13%	26%	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	29%	38%	Select Status	Select Status	Select Status	Select Status
EOY 61% at/above in reading: GOAL 72% EOY 67% at/above in math: GOAL 77% Subgroup reading: DL 29%: GOAL 40%, EL 13%: Goal 26%, African American/Black 50%: GOAL 65% Subgroup math: DL33%: GOAL 50%, EL 45%: GOAL	STAR (Math)	African American	50%	60%	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	33%	40%	Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	100% of staff have all interventions monitored in BM.	Select Status	Select Status	Select Status	Select Status
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	100% of IEP compliance met.	Select Status	Select Status	Select Status	Select Status
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	100% of staff utilize language objectives across all content areas.	Select Status	Select Status	Select Status	Select Status

If Checked:
Complete
IL-Empower
Section below

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

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

If Checked:
No action needed

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



<input type="text" value="Select a Goal"/>					
<input type="text" value="Select a Goal"/>					
<input type="text" value="Select a Goal"/>					

Parent and Family Plan

If Checked:

Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections

Our school is a Title I school operating a Schoolwide Program

This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.

If Checked:

No action needed

Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)

