CIWP Team & Schedules

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

CIWP Team Guidance

Name 👍	Role 👍	Email 👍
Kerrin Quezada	Principal	kstaskawicz@cps.edu
Yolanda Ayala-Santana	AP	ycayalasantana@cps.edu
Rachel Sweeney	Curriculum & Instruction Lead	rrhodebeck@cps.edu
Alexsandy Jimenez	Teacher Leader	ajimenez55@cps.edu
Sari Willis	Curriculum & Instruction Lead	sawillis@cps.edu
Erin Conway	Postsecondary Lead	emconway2@cps.edu
Nicole Pertile	Curriculum & Instruction Lead	nmpertile@cps.edu
Fabiola Gomez	Curriculum & Instruction Lead	fgomezrodriguez@cps.edu
Kevin Kreller	Connectedness & Wellbeing Lead	kmkreller@cps.edu
Libby Battaglia	Inclusive & Supportive Learning Lead	ermoss@cps.edu
Jason Dones	Parent	jasondones@gmail.com
Katherine Sabillon	Curriculum & Instruction Lead	ksabillon@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✏️	Planned Completion Date ✏️
Team & Schedule	5/16/23	5/16/23
Reflection: Curriculum & Instruction (Instructional Core)	5/30/23	5/30/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/6/23	6/6/23
Reflection: Connectedness & Wellbeing	6/6/23	6/6/23
Reflection: Postsecondary Success	5/30/23	5/30/23
Reflection: Partnerships & Engagement	6/6/23	6/6/23
Priorities	6/6/23	6/6/23
Root Cause	6/21/23	6/21/23
Theory of Acton	6/21/23	6/21/23
Implementation Plans	8/2/23	9/1/23
Goals	8/28/23	9/1/23
Fund Compliance	9/1/23	9/1/23
Parent & Family Plan	9/1/23	9/1/23
Approval	9/5/23	9/5/23

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	10/13/23
Quarter 2	1/8/24
Quarter 3	3/19/24
Quarter 4	5/28/24

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	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	50% on level in Reading per iReady and STAR ✏️ Less than 20% on level in Reading per IAR Less than 38% on level in Math per iReady and STAR Less than 10% on level in Math per IAR IB PYP Units have been written, language objectives created - need to review with High-Quality Curriculum rubric; improved assessments Reading attainment is up 10+% from past years at Moos	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading) STAR (Math) iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold Interim Assessment Data
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed 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.	Powerful Practices Rubric Learning Conditions	**What is the feedback from your stakeholders?** Focus on unpacking standards, objective alignment and assessment development preferred for next year ✏️ More vertical alignment Explicit minilessons need to be planned aligned to standards and added to unit plans Math is being assessed at levels students have not seen before - huge jump from 5th to 6th/7th/8th grade On cultivate, students scored Meaningful Work as one of the lowest categories. On 5 Essentials, students scored Ambitious Instruction as one of the lowest categories.	
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness 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.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development		
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** MYP units are being revised and written ✏️ Assessments and rubrics are being revised in PYP/ MYP Math Talks PD New K-2 Math Curriculum Purchased - Illustrative Math Adjustment of order of units to ensure all topics are discussed before major assessments Staff Equity survey; developing an equity action plan	

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.

Less than 50% of students on grade level in Reading and Math ✏️

Discrepancy between IAR and STAR360 results (student may in "on level" in one and far from "on level" in the other)

Academic vocabulary being used schoolwide (can lead to lack of consistent understanding)

Low levels of student engagement in upper grade classrooms

Student understanding of their own strengths and weaknesses (with a growth mindset)

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey	- funtioning MTSS team to increase supports for tier II and tier III interventions ✏️ - Least Restrictive environment with support of teachers and clinicians -Language objectives created for most prek-5 ELA, Science, Social Studies -Branching minds is being used with the interventionist leading the charge, will need PD to help continue this work -Students with IEP's are making more growth than their gen ed peers -Need for teachers to be EL certified, when interviewing keeping EL certification in mind	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS
		MTSS Integrity Memo		

					Metrics
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.				MTSS Academic Tier Movement
					Annual Evaluation of Compliance (ODLSS)
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.	LRE Dashboard Page	**What is the feedback from your stakeholders?**		Quality Indicators of Specially Designed Curriculum
			Parents would like more information about interventions and progress ✍️		EL Program Review Tool
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual			
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES / EL Placement Recommendation Tool HS	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**		
			Interviewing potential staff members with those having ESL or bilingual endorsement as a priority ✍️		
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.		Parent communication		

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

Students need to know where they are, what they need and how they are progressing, through data review and teacher support. ✍️

Students need intervetnions, available by teachers, in order to meet the needs of all students, which will mean building teacher capacity.

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	-We have a lot of OST programming being offered this school year (39 offerings) ✍️ -258 participants for OST - but there are some concerns with the quality of the programming and safety during this time -We have weekly MTSS meetings, both for BHT and academic -What were results in term of movement of students after the BHT meetings -MOY cultivate survey results: affirming identities scored the highest, student voice, meaningful work, and classroom community scored the lowest -Chronic absences 12% decrease from last year to this year (specifially low during the winter months) -significant number of growth in documenting student misconduct -We need to make sure we follow the documentation process for group 2+ -Big push, non exclusionary discipline practices	% of Students receiving Tier 2/3 interventions meeting targets
				Reduction in OSS per 100
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			Reduction in repeated disruptive behaviors (4-6 SCC)
				Access to OST
				Increase Average Daily Attendance
				Increased Attendance for Chronically Absent Students
			What is the feedback from your stakeholders?	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.		-see other boxes ✍️ -teachers want to feel supportive, students want to feel heard -What are our practices around responses to misbehavior -When the behavior is repeated, what do we do? What are the interventions for students who are at the tier III level	Cultivate (Belonging & Identity)
				Staff trained on alternatives to exclusionary discipline (School Level Data)
				Enrichment Program Participation: Enrollment & Attendance

No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

Student Voice Infrastructure

Reduction in number of students with dropout codes at EOY

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

-23% for suspensions still feels high, and higher than we have ever had, what other interventions and solutions are there
-capacity to be able to address student SEL needs
-classroom community piece from the cultivate survey results, why was it an area of need for our students? How can we adress this?
-We want students to see after school opportunities that align to their interests and are meaningful?
-students in 5-8 do not see Moos as a supportive enviornment (cutlivate/5 essentials)

-If we build classroom community (positive relationships) peer to peer conflict will decrease

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?

-Shared expectations around SEL implementation
-Discuss barriers to implementation
-More comprehensive approach to RP
-Ongoing training for all staff
-Improvement to OST quality and inclusiveness and variety, and dedicated days

SEL WEBSITE:
https://sites.google.com/scred.k12.mn.us/scredsel/educators/be-good-people-curriculum

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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)	Calibration with staff around grading expectations to improve On/Off-Track Data Success Bound implementation 6-8th grade Individualized Learning Plans built into Success Bound (every student will develop a post-secondary plan; scaffolded from 6-8th grade) - will continue Naviance tasks completion is very high (86%+) Much higher than district and network averages by 20% or more College Enrollment tracking: 90% on track as freshman, 85% high school graduates, 49% college enrollment (very similar to the CPS average)	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate 9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
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		
Partially	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit	**What is the feedback from your stakeholders?** Students feel anxiety when asked to think about post-secondary plans. LSC noted post-secondary supports as the lowest area (need for improved understanding of what IS happening for parents)	
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	**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?**	
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	Organizational skills and time management developed through teaching of the ATLs Continue Success Bound for all 6-8th graders Student reflection on the Learner Profile attributes Seeking professional development around executive functioning (from RUSH) Student planners ordered for SY24	

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.

How do our grading expectations support On/Off-Track data?

How do we support students that have high attendance and low grades? How can we support student executive functioning skills?

How can we give students more opportunities to engage with college & career readiness experiences?

How are students getting foundational supports to ensure they have post-secondary plans?

Return to Top

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	-Improvement for family engagement from last year -We have many ways families can still be involved in, and some new ways for this year -Continue working with these partnerships -woman from the PRCC from October until now and taught a computer class to our Madrina's -School CNXT, 451 users, but only an average of 175 users view the posts (looking for new platfom that sync's with the website) -Moos Student Ambassadors? whenever there is a new student, students are trained and welcome them and take them to their class (Sweeney) -Student council with Santana and Quezada	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data) Formal and informal family and community feedback received locally. (School Level Data)
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		
No	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric	**What is the feedback from your stakeholders?** -Parents want timely communication about data especially -Increase parent workshops -it is important that black and brown parents are drivers of decision making within the school and that the school is initiating support to help them feel comfortable and safe to express concerns and contribute their voice	

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 are not involved in CIWP and other school decision making, and structures
- How do our partnerships understand IB/dual languae?

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?

-built in time for teachers to work on their school CNXT post
-Adding student ambassadors and welcoming committee
-looking into other two-way communication options
-LSC student representative report
-schoolwide discussion about homework policy and sending books home

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?

50% on level in Reading per iReady and STAR
Less than 20% on level in Reading per IAR

Less than 38% on level in Math per iReady and STAR
Less than 10% on level in Math per IAR

IB PYP Units have been written, language objectives created - need to review with High-Quality Curriculum rubric; improved assessments

Reading attainment is up 10+% from past years at Moos

What is the feedback from your stakeholders?

Focus on unpacking standards, objective alignment and assessment development preferred for next year

More vertical alignment

Explicit minilessons need to be planned aligned to standards and added to unit plans

Math is being assessed at levels students have not seen before - huge jump from 5th to 6th/7th/8th grade

On cultivate, students scored Meaningful Work as one of the lowest categories.

On 5 Essentials, students scored Ambitious Instruction as one of the lowest categories.

What student-centered problems have surfaced during this reflection?

Less than 50% of students on grade level in Reading and Math

Discrepancy between IAR and STAR360 results (student may in "on level" in one and far from "on level" in the other)

Academic vocabulary being used schoolwide (can lead to lack of consistent understanding)

Low levels of student engagement in upper grade classrooms

Student understanding of their own strengths and weaknesses (with a growth mindset)

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?

MYP units are being revised and written

Assessments and rubrics are being revised in PYP/ MYP

Math Talks PD

New K-2 Math Curriculum Purchased - Illustrative Math

Adjustment of order of units to ensure all topics are discussed before major assessments

Staff Equity survey; developing an equity action plan

Determine Priorities

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

Students...

Less than 50% of students on grade level in Reading and Math

Low levels of student engagement in upper grade classrooms

Resources: 🚀

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

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

As adults in the building, we...

We are not looking at student work, analyzing grade level standards or developing assessments as grade level teams

Resources: 🚀

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

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What is your Theory of Action?

If we....

plan AND assess student learning, provide professional development on equitable, research based instructional strategies

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

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

Curriculum & Instruction

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, coaches and admin focused on mastery of standards and delivering engaging instruction ✍️

which leads to...

all students making progress towards mastery of grade level standards ✍️

Return to Top | **Implementation Plan**

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍️

Teachers, Coaches, Admin

Dates for Progress Monitoring Check Ins

Q1	10/13/23	Q3	3/19/24
Q2	1/8/24	Q4	5/28/24

SY24 Implementation Milestones & Action Steps ✍️

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	Develop data literacy skills among stakeholders by EOY SY24	Leadership and Teachers	Ongoing	In Progress
Action Step 1	Learn to interpret IAR	Leadership and Teachers	10/1/23	Not Started
Action Step 2	Create interim assessments using checkpoint	Teachers	9/15/23	Not Started
Action Step 3	Teach caregivers about data and student progress	Coordinators	PT conferences 10/26/23	In Progress
Action Step 4	Host individual teacher data mtgs with admin and coach after Interimn Assessments	Admin	after each quarterly interim is administered	Not Started
Action Step 5				Select Status
Implementation Milestone 2	Deliver standards-based instruction and corrective instruction in 100% of classrooms	Teachers	Ongoing	In Progress
Action Step 1	Use CPS Framework Targeted Universalism to plan for instructional strategies and small groups after each interim assessment	Teachers	Ongoing	Not Started
Action Step 2	Provide PD, resources and time for teachers to plan lessons at the daily level for whole group and small group instruction	Coordinators and Admin.	Ongoing	In Progress
Action Step 3	Plan PD/cluster schedule to analyze student work (formative assessment) to plan for instruction	Leadership Team	8/17/23	In Progress
Action Step 4	Communicate to staff expectations around posting objectives and daily lesson plans for the week	Admin	8/17/23	Completed
Action Step 5	Teachers will upload lesson plans to drive weekly by Thursday COB	Teachers	Every Thursday	In Progress
Implementation Milestone 3	Implement equitable, research-based instructional strategies in 100% of classrooms	Teachers	Ongoing	In Progress
Action Step 1	Provide professional development on equitable, research-based strategies for teachers and coaches (Illustrative Math, Math Talks, Foundational Skills, Executive Functioning, DOK Questions, etc.)	Admin	Ongoing	Not Started
Action Step 2	Peer visits, coaching cycles, on-going admin visits and feedback	Leadership Team	Ongoing	Not Started
Action Step 3	Establish look for documents/rubrics to guide learning walks	Leadership Team	10/27/23	Not Started
Action Step 4	Parent workshops on instructional strategies to support gaps at home	Teachers	Flex Day Event Dates (quarterly)	Not Started
Action Step 5				Select Status
Implementation Milestone 4	Understand bias and racism in schools by EOY SY24	All staff	Ongoing	In Progress
Action Step 1	Introducing bias/engage in self-reflection	AP	Week 0 & 9/22/23	In Progress
Action Step 2	Understand historical perspective on race in America	Admin	Ongoing	Not Started
Action Step 3	Explore bias manifestation in school	Admin	Ongoing	Not Started
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Engage in vertical and horizontal alignment of assessments; create mid-quarter assessments in Reading and Math to monitor student student process toward standard mastery by EOY SY25	✍️

Jump to...	Priority	TOA	Goal Setting	Progress	Select the Priority Foundation to
Reflection	Root Cause	Implementation Plan		Monitoring	pull over your Reflections here =>

Curriculum & Instruction

SY26 Anticipated Milestones	Conduct learning walks with teachers and provide peer feedback on assessments and instructional strategies; creating additional mid-quarter assessments to monitor student student process toward standard mastery in Reading and Math by EOY SY26	✍️

Goal Setting

Resources: 🚀

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

					Numerical Targets [Optional] ✍️		
Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	SY24	SY25	SY26
Evidence of increased student mastery on IAR (Math)	No	IAR (Math)	Overall	5%	15%	25%	35%
			English Learners	1%	10%	20%	30%
Evidence of increased student mastery on IAR (Reading)	No	IAR (English)	Overall	15%	25%	35%	45%
			English Learners	5%	15%	25%	35%

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍️	Specify your practice goal and identify how you will measure progress towards this goal. ✍️		
	SY24	SY25	SY26
C&I:2 Students experience grade-level, standards-aligned instruction.	Teachers know how to unpack standards (monitor unpacked standards & objectives in weekly lesson plans)	Teachers plan differentiated objectives	Teachers give peer feedback on each others' objectives
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	100% teachers particpate in professional learning about developing interim assessments (monitor development of assessments and provide feedback in Checkpoint)	100% teachers develop and implement interim assessment for Math & Reading	100% teachers vertically align interim assessments for Math & Reading

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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
Evidence of increased student mastery on IAR (Math)	IAR (Math)	Overall	5%	15%	Select Status	Select Status	Select Status	Select Status
		English Learners	1%	10%	Select Status	Select Status	Select Status	Select Status
Evidence of increased student	IAR (English)	Overall	15%	25%	Select Status	Select Status	Select Status	Select Status

Curriculum & Instruction

mastery on IAR (Reading)

IAR (English)

	Select the Priority Foundation to pull over your Reflections here =>			Select Status	Select Status	Select Status	Select Status
	English Learners	5%	15%				

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 know how to unpack standards (monitor unpacked standards & objectives in weekly lesson plans)	Select Status	Select Status	Select Status	Select Status
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	100% teachers particpate in professional learning about developing interim assessments (monitor development of assessments and provide feedback in Checkpoint)	Select Status	Select Status	Select Status	Select Status
		Select Status	Select Status	Select Status	Select Status

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

Partially — School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.

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

Partially — Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.

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?

- funtioning MTSS team to increase supports for tier II and tier III interventions
- Least Restrictive environment with support of teachers and clinicians
- Language objectives created for most prek-5 ELA, Science, Social Studies
- Branching minds is being used with the interventionist leading the charge, will need PD to help continue this work
- Students with IEP's are making more growth than their gen ed peers
- Need for teachers to be EL certified, when interviewing keeping EL certification in mind

What is the feedback from your stakeholders?

Parents would like more information about interventions and progress

What student-centered problems have surfaced during this reflection?

Students need to know where they are, what they need and how they are progressing, through data review and teacher support.

Students need intervetnions, available by teachers, in order to meet the needs of all students, which will mean building teacher capacity.

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?

Interviewing potential staff members with those having ESL or bilingual endorsement as a priority

Parent communication

Determine Priorities

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

Students...

Do not know how they are doing academically in relation to grade level standards & peers

Need more tailored instruction based on their level/ability

Resources: 🚀

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

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

As adults in the building, we...

Need to better understand the unfinished learning of our students as well as their learning styles/skills

Resources: 🚀

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

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What is your Theory of Action?

If we....

Support gen ed, dual language and DL teachers with professional learning about data analysis, identifying appropriate interventions, and progress monitoring

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

Inclusive & Supportive Learning Environment

then we see....

Students engaged in differentiated instruction (at their level) for all groups of students

which leads to...

Increased levels of tiered growth for all students

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 ✍️

Teachers, Coaches, Admin

Dates for Progress Monitoring Check Ins

Q1	10/13/23	Q3	3/19/24
Q2	1/8/24	Q4	5/28/24

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1 — Engage in professional learning about developing interventions and progress monitoring	Teachers	End of Quarter 1	In Progress
Action Step 1 — Develop PD/Cluster agendas with time for student work/data analysis (using iReady and Star360 data)	Leadership Team	9/15/23	In Progress
Action Step 2 — Establish school-wide calendar for progress monitoring	Battaglia	9/15/23	In Progress
Action Step 3 — PD for teachers about developing and implementing interventions	MTSS Team	10/27/23	Not Started
Action Step 4 — Establish look for document/rubric and provide ongoing coaching/feedback	ILT	10/27/23	Not Started
Action Step 5 — Equity work: Analyze bias in classroom	Teachers	6/5/24	Not Started
Implementation Milestone 2 — Provide high-quality SEL instruction with fidelity for all students	Teachers	Ongoing	In Progress
Action Step 1 — PD about Advisory/Circle of Power and Respect (6th-8th)	MYP Team	9/29/23	Completed
Action Step 2 — Ensure that each student has a trusting adult with regular check-ins	Teachers, Leadership Team	Ongoing	In Progress
Action Step 3 — Establish look for document/rubric and provide ongoing coaching/feedback	ILT	10/27/23	Not Started
Action Step 4 — Equity work: Bias & Student perspective/voice	Admin, Staff	Ongoing	In Progress
Action Step 5 — Regular checks on fidelity of Calm Classroom, 2nd Step, CPR	Admin	Ongoing	In Progress
Implementation Milestone 3 — Implement high quality MTSS/BHT Team process & routines	Teachers & MTSS Team		In Progress
Action Step 1 — PD for teachers about MTSS/BHT team & referral process, and root cause analysis	MTSS Team	10/27/23	In Progress
Action Step 2 — PD for teacher leaders, admin & classroom teachers about Branching Minds	Battaglia	10/27/23	In Progress
Action Step 3 — Develop evidence-based menu of interventions for math	MTSS Team	9/22/23	Not Started
Action Step 4 — Quarterly MTSS/BHT check-ins with admin	MTSS/BHT	Ongoing	Not Started
Action Step 5 — Parent workshop about MTSS/BHT team and services	Teachers	Flex Day Event Dates (quarterly)	Not Started
Implementation Milestone 4 — Implement Co-Teaching and Inclusion Practices			Not Started
Action Step 1 — Develop partnership with Gust Foundation	Admin, Case Manager	Ongoing	In Progress
Action Step 2 — PD for teachers about co-teaching models and establishing parity	GUST, Case Manager	12/21/23	In Progress
Action Step 3 — Equity work: identify bias in special education	Admin	Ongoing	Not Started
Action Step 4 — PD: Autism awareness for staff & students	LSC	4/30/24	Not Started
Action Step 5 — PD: Sensory room	Sensory Room Team	10/27/23	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Utilize student surveys (such a Cultivate) to assess levels of student engagement/connectedness and inform additional work ✍️

Inclusive & Supportive Learning Environment

SY26 Anticipated Milestones	Expand student leadership opportunities (ex: lead SEL/Advisory components, participate in learning walks & give feedback to teachers, plan parent workshops, lead disability awareness campaigns, etc.)	✍

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Goal Setting

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

Resources: 🚀

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍	SY24	SY25	SY26
Evidence of student growth on iReady (K-2nd)	Yes	iReady (Reading)	Overall	48%	60%	70%	80%
			English Learners	34%	45%	55%	65%
Evidence of student growth on Star360 (3rd-8th)	Yes	STAR (Reading)	Overall	27.50%	40%	50%	60%
			English Learners	13%	20%	30%	40%

Numerical Targets [Optional] ✍

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍	Specify your practice goal and identify how you will measure progress towards this goal. ✍		
	SY24	SY25	SY26
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.	Teachers participate in PD about developing interventions and progress monitoring plans and enter data into Branching Minds (monitor data in Branching Minds)	100% teachers use Branching Minds to develop interventions and progress monitor student plans	Teacher leaders present workshops to families about Branching Minds and student intervention plans
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.	MTSS team explains system & structure, meets regularly and supports the problem solving process for referrals	100% teachers understand and utilize the MTSS team to support student interventions	Teacher leaders present workshops to families about MTSS framework and process at Moos
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
Evidence of student growth on iReady (K-2nd)	iReady (Reading)	Overall	48%	60%	Select Status	Select Status	Select Status	Select Status
		English Learners	34%	45%	Select Status	Select Status	Select Status	Select Status
Evidence of student growth on	STAR (Reading)	Overall	27.50%	40%	Select Status	Select Status	Select Status	Select Status

Star360 (3rd-8th)

STAR (Reading)

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

Inclusive & Supportive Learning Environment

| English Learners | 13% | 20% | 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.	Teachers participate in PD about developing interventions and progress monitoring plans and enter data into Branching Minds (monitor data in Branching Minds)	Select Status	Select Status	Select Status	Select Status
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.	MTSS team explains system & structure, meets regularly and supports the problem solving process for referrals	Select Status	Select Status	Select Status	Select Status
Select a Practice		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)

Select a Goal

Select a Goal

Select a Goal

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

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.

Moos has established our PAC for SY24. The team is meeting on October 6th to allocate the funds for the school year. Parents plan to use the funds to sponsor workshops for families about supporting literacy and math development (Ex: Pi Day Event in March - teachers will stay after school to teach families how to play math games that can be practiced at home).

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