

CIWP Team & Schedules

[Resources](#)

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

[CIWP Team Guidance](#)

Name	Role	Email
	Principal	ramota@cps.edu
	AP	klcabrera@cps.edu
	Curriculum & Instruction Lead	cccruz3@cps.edu
	Inclusive & Supportive Learning Lead	jayeagle@cps.edu
	Connectedness & Wellbeing Lead	ndlamaka@cps.edu
	Teacher Leader	pmfernandez@cps.edu
	Postsecondary Lead	dpljevaljci@cps.edu
	Curriculum & Instruction Lead	aarevalo@cps.edu
	LSC Member	phelps.pamela@gmail.com
	LSC Member	Migdalia.martinez@att.net
	LSC Member	manuelnlucy@gmail.com>
	LSC Member	denisebadillo@yahoo.com>

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	6/1/23	
Reflection: Curriculum & Instruction (Instructional Core)	6/8/23	6/8/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/8/23	6/8/23
Reflection: Connectedness & Wellbeing	6/8/23	6/8/23
Reflection: Postsecondary Success	7/18/23	7/18/23
Reflection: Partnerships & Engagement	8/15/23	8/15/23
Priorities	7/31-8/11/23	8/11/23
Root Cause	7/31-8/11/23	8/11/23
Theory of Action	8/21-9/1/23	8/21-9/1/23
Implementation Plans	8/21-9/8/23	9/8/23
Goals	8/21-9/8/23	9/8/23
Fund Compliance	9/8/23	9/9/23
Parent & Family Plan	9/4/23	9/8/23
Approval	9/12/23	9/12/23

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	2/23/24
Quarter 2	9/20/24
Quarter 3	3/21/25
Quarter 4	9/19/25

Indicators of a Quality CIWP: Reflection on Foundations





Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.
 Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.
 Stakeholders are consulted for the Reflection of Foundations.
 Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

Resources

[Reflection on Foundations Protocol](#)


[Return to Top](#)

Curriculum & Instruction

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	CPS High Quality Curriculum Rubrics	Dual Language works:  -ACCESS: most of the students (14 out of 20) that exited the TBE program were in the intermediate grades; these students have been in the dual language program since Kinder -Seal of Biliteracy: all the 5th graders (dual language program) passed the assessment and most of the 8th grade students (TBE program)	IAR (Math) IAR (English) Rigor Walk Data (School Level Data)
Partially	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction	Need for additional training on how to effectively teach Skyline ELA lessons: 44 students met or exceeded ELA in grades 3-8th 75 students are approaching 86 partially met 94 did not yet meet grade level standards There is a need of a standards-based aligned Math curriculum: 29 met or exceeded math standards 51 are approaching 103 partially met 116 did not meet	PSAT (EBRW) PSAT (Math) STAR (Reading)
Partially	Powerful Practices Rubric Learning Conditions	<p style="text-align: center;">What is the feedback from your stakeholders?</p> The 5essentials for 23 went from partial to weak in supportive environment. Students need feedback from their teachers and more meaningful work that is standards based aligned. There is a need for student voice, more support from their teachers and incentives. 	STAR (Math) iReady (Reading)
Yes	Continuum of ILT Effectiveness Distributed Leadership	<p style="text-align: center;">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> We have the following in place: GSA, PRAA after school programs for students in 3-8, OLCE tutoring, Success Bound, Tutor Corps, Parent Mentors, Mustnag Money and school store, attendance dances, Career Week, high school fair, Learning Cycles on accountable talk and small group instruction , Lesson plan template , Second Step, Calm Classroom 	iReady (Math) Cultivate Grades ACCESS TS Gold Interim Assessment Data
No	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development		
No	Assessment for Learning Reference Document		
<p style="text-align: center;">What student-centered problems have surfaced during this reflection?</p>			
<p style="text-align: center;">If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>			
<p>The 5essentials for 23 went from partial to weak in supportive environment. Students need feedback from their teachers and more meaningful work that is standards based aligned. There is a need for student voice, more support from their teachers and incentives. </p>			

[Return to Top](#)

Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	MTSS Integrity Memo MTSS Continuum Roots Survey	-Looking at Tutor Corps schedule to service all students.  -Review DL schedules to make sure goals and instruction is in proper language. -Only 20 out of 250 students exited TBE program so there is a need for ESL lessons to develop ELs language acquisition. -Support teachers with implementation of Branching Minds and develop a rotating schedule for MTSS meetings.	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey

No	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo
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
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Yes	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
No	There are language objectives (that demonstrate HOW students will use language) across the content.	

What is the feedback from your stakeholders?

Teachers need professional development on how to use branching minds to input data and progress monitor intervention plans; teachers need additional professional development on creating ESL lessons that include content and language objectives aligned to content standards

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?

ELPT and Dual Language coordinator visited grades 3-8th to talk to students about the importance of ACCESS.

Lesson plan template was created to ensure language objectives are created for each lesson.

MTSS team is in place and is developing a system to implement Branching Minds.

- [ACCESS](#)
- [MTSS Academic Tier Movement](#)
- [Annual Evaluation of Compliance \(ODLSS\)](#)
- [Quality Indicators of Specially Designed Curriculum](#)
- [EL Program Review Tool](#)

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.

DL/EL students are not receiving native language support. Student instruction is focused on content instead of language (need ESL instruction). Students are not exposed to scaffolded instruction to ensure access to curriculum. Students are not given the opportunity to adapt to the school environment academically and socially before referring students to MTSS team.

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

Using the associated references, is this practice consistently implemented?	References
Yes	BHT Key Component Assessment SEL Teaming Structure
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.

What are the takeaways after the review of metrics?

We need a re-entry system for students chronically absent. We need a school-wide incentive program involving parents to ensure they bring their child/ren to school.

What is the feedback from your stakeholders?

We need more enrichment programs for primary students. There seems to be a focus on grades 3-8.

- Metrics**
- [% of Students receiving Tier 2/3 interventions meeting targets](#)
 - [Reduction in OSS per 100](#)
 - [Reduction in repeated disruptive behaviors \(4-6 SCC\)](#)
 - [Access to OST](#)
 - [Increase Average Daily Attendance](#)
 - [Increased Attendance for Chronically Absent Students](#)
 - [Reconnected by 20th Day, Reconnected after 8 out of 10 days absent](#)
 - [Cultivate \(Belonging & Identity\)](#)
 - Staff trained on alternatives to exclusionary discipline (School Level Data)
 - [Enrichment Program Participation: Enrollment & Attendance](#)

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.		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?	
Creation of a reentry plan for chronic absenteeism or tardiness, Conflict Resolution during recess and lunch for students between student-student & student staff, more opportunities for student recognition such as assemblies and incentives,		We have a BHT team as well as Culture and Climate team who plan school-wide events.	

[Return to Top](#) **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	College and Career Competency Curriculum (C4) 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).	Students in 6th -8th grade have an understanding of what being on-track to graduate means. Students have an understanding of the 16 Career Clusters and different jobs that fall into the clusters as a result of Success Bound lessons, career interest inventories and listening to professionals talking about their jobs through Career Fairs. Students know the differences of different High School Programs and how to look for a good " match " and " fit" when it come to High School. Student make a connection between different High School programs and job trainings and educational paths after.	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCE 3 - 8 On Track
Partially	Individualized Learning Plans Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).		Learn, Plan, Succeed % of KPIs Completed (12th Grade)
Partially	Work Based Learning Toolkit 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).	What is the feedback from your stakeholders? Students in Middle School attended a CTE careers Field Trips where they were able to perform hands-on job related activities in the fields of health care and digital media. Students showed interest and awareness of different jobs and the training that are possible even as early as High School years.	9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
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	ECCE Certification List Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		
N/A	PLT Assessment Rubric 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).		
N/A	Alumni Support Initiative One Pager 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).	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? The plan is to continue with our Career Fairs and try to bring in diverse professionals that also reflect our student demographics. The plan is to open it up to our parents/guardians that would like to come in and talk about their careers.	

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 having more opportunities to learn about real-world experiences and different trades through additional CTE careers exposures and learning from professionals in these fields in order to keep motivated, empowered and self driven.



[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	<p>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.</p>	<p>Families know teachers very well, classroom teachers communicate with parents regularly. However, there is a need for more information trickled down to parents, along with more opportunities to connect to school and each other. Banners, electronic bulletin board to announce school events to families near the main entrance would be helpful. Parents want to meet other parents in academic and social settings other than report card pick up or LSC, PAC or BAC meetings. 🍌</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
Partially	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
Partially	<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>What is the feedback from your stakeholders?</p> <p>Student ownership and choice needs to be a priority at Mozart. Students want opportunities to lead in the school community. 🍌</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<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>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>Student voice, students feeling connected to the school and their teachers 🍌</p>		<p>Student Council for SY24, Active GSA, Culture and Climate planning tier one celebrations schoolwide, PRAA Community and Schools fully funded grant that focuses on parent engagement and after school programming for grades Pre-k through eighth grade. 🍌</p>	

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.
No	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.
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
No	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

-Looking at Tutor Corps schedule to service all students.
 -Review DL schedules to make sure goals and instruction is in proper language.
 -Only 20 out of 250 students exited TBE program so there is a need for ESL lessons to develop ELs language acquisition.
 -Support teachers with implementation of Branching Minds and develop a rotating schedule for MTSS meetings.

What is the feedback from your stakeholders?

Teachers need professional development on how to use branching minds to input data and progress monitor intervention plans; teachers need additional professional development on creating ESL lessons that include content and language objectives aligned to content standards

What student-centered problems have surfaced during this reflection?

DL/EL students are not receiving native language support. Student instruction is focused on content instead of language (need ESL instruction).
 Students are not exposed to scaffolded instruction to ensure access to curriculum. Students are not given the opportunity to adapt to the school environment academically and socially before referring students to MTSS team.

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?

ELPT and Dual Language coordinator visited grades 3-8th to talk to students about the importance of ACCESS.
 Lesson plan template was created to ensure language objectives are created for each lesson.
 MTSS team is in place and is developing a system to implement Branching Minds.

Return to Top Determine Priorities

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

Students...
 Indicators from Cultivate- teacher feedback for growth, building a classroom community and teachers supporting students. 5Essentials- academic personalism dropped from 51 to 46, peer support for academic work dropped from 56 to 45, student to teacher trust dropped from 56 to 42

Resources:

[Determine Priorities Protocol](#)

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

Return to Top Root Cause

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

As adults in the building, we...
 We engage students in learning tasks at the level of retrieval and comprehension. We lack a clear process for tracking interventions in BrM. We also need a structured way to provide feedback to the students we teach. Data shows we need to focus on building teacher-to-teacher trust, provide focused professional development, and opportunities for collaboration.

Resources:

[5 Whys Root Cause Protocol](#)

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

Return to Top Theory of Action

What is your Theory of Action?

If we....
 offer professional development and coaching for educators to learn and utilize Marzano's New Art of Teaching to align learning targets with student learning tasks that go beyond retrieval and comprehension and deeper towards analysis and knowledge utilization

Resources:

Indicators of a Quality CIWP: Theory of Action
 Theory of Action is grounded in research or evidence based practices.

Inclusive & Supportive Learning Environment

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 will gain a deeper understanding of Marzano's framework, enabling them to design and deliver more effective lessons that go beyond basic retrieval and comprehension. Teachers will be more equipped to create engaging lessons and students will actively participate in the classroom.

which leads to...

Improvement response rates in the 5Essentials for teachers and students. Mozart students demonstrating mastery of grade level standards in content areas while making growth on the IAR for grades third through eighth.

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

Coordinators, Administration, ILT, Teacher leads

Dates for Progress Monitoring Check Ins

Q1	2/23/24	Q3	3/21/25
Q2	9/20/24	Q4	9/19/25

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Marzano Institute with leads during SY23-24	DL coordinator, Principal, teacher leads	June 30, 2024	In Progress
Action Step 1	teacher leads attend training sessions in SY23-24 and implement learning in their content areas	DL coordinator, Principal, teacher leads	June 30, 2024	In Progress
Action Step 2	Teacher leads share teaching strategies and best practices with their grade level bands during GLM's Flex days and school improvement days	teacher leads	June 20, 2024	In Progress
Action Step 3	Learning Walks	ILT	June 2025	Not Started
Action Step 4	Administration provides feedback to educators during informal observations outside of Reach	Administration	June 2025	Not Started
Action Step 5				Select Status
Implementation Milestone 2	Teacher Collaboration/Lesson Planning	ELPT and Dual Language Coordinator	June 30, 2024	In Progress
Action Step 1	Design lesson plan template that reflects small group instruction, scaffolding lessons, objectives aligned to standards	ELPT and Dual Language Coordinator	August 2023	Completed
Action Step 2	Coordinators review lesson plan and provide feedback using Mozart's lesson plan checklist	ELPT and Dual Language Coordinator	quarterly	Not Started
Action Step 3	Collaboration between dual language teachers, general education teachers, and diverse learner teachers to review plans, reflect on lessons, and share ideas/best practices	K-8 teachers	on-going	Select Status
Action Step 4	Teachers using Check point and common assessments to monitor students' understanding of the standards	Pre-k -8 teachers	on going	In Progress
Action Step 5				Select Status
Implementation Milestone 3	MTSS/Branching Minds Learning Cycle		December 2023	In Progress
Action Step 1	Present to staff how to create learning plans, set goals, and record progress monitoring data in Branching Minds. Review interventions available for use.	Interventionist/Classroom teachers	June, 2024	Select Status
Action Step 2	Reviewing Branching Minds Data to provide students with appropriate SEL interventions schoolwide	Counselor, clinicians, culture and climate, teachers	June, 2025	Select Status
Action Step 3	Collaboration between diverse learner teachers, general education teachers, and staff to review that individualized education plans align with branching minds interventions and assessment data to reflect accurate goals and accommodations/modifications to access grade level curriculum in mono and dual language classrooms	prek - 8 general education and special education teachers	June 2025	Not Started
Action Step 4	Provide students with interventions	Tutor Corps, Parent Mentors	June, 2024	In Progress
Action Step 5				Select Status
Implementation Milestone 4	ESL Learning Cycle	ELPT and Dual Language Coordinator	June 2023	Not Started
Action Step 1	Deliver ELD modules	ELPT and Dual Language Coordinator	on-going	In Progress
Action Step 2	Create ESL lesson template within lesson plan template to ensure delivery of one ESL lesson per day across all content areas	ELPT and Dual Language Coordinator	June 2026	In Progress
Action Step 3	Review ESL lesson template and provide feedback	ELPT and Dual Language Coordinator	quarterly	Not Started
Action Step 4	Teachers utilize ESL lesson template and design an ESL lesson per day across all content areas	K-8th grade teachers	June 2026	Not Started
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones Teacher leads implementing and coaching grade band teammates in Marzano's art of teaching.. Teachers' lesson plans reflect a variety of levels of learning for students using Marzano's taxonomy. Teachers fully using Branching Minds to enter data and develop intervention plans and flexible grouping for students. 🏆

SY26 Anticipated Milestones Students meeting their goals in Branching Minds, students reaching English language proficiency levels to exit the EL program, students exposed to rigorous grade level tasks to scaffold them to meet grade level standards. 🏆

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

Indicators of a Quality CIWP: Goal Setting

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

Resources: 🚀

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

Performance Goals

Specify the Goal 🏆	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 🏆	Numerical Targets [Optional] 🏆		
					SY24	SY25	SY26
Increase in Star reading grade level performance for 3rd to 8th	Yes <input type="checkbox"/>	STAR (Reading)	Select Group or Overall				
			Overall	57.80%	60%	62%	64%
Increase in iReady reading grade level performance for kinder thru 2nd grade	Yes <input type="checkbox"/>	iReady (Reading)	Overall	32%	35%	37%	39%
			Select Group or Overall				

Practice Goals

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

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

	SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Adoption of SLA Curriculum and Skyline ELA , teaches implementation of standards based curr	Teachers giving students feedback on mastery towards standards and opportunities to revise and reflect on their progress	Teachers using Interim assessments to measure students understanding of grade level standards
C&I:2 Students experience grade-level, standards-aligned instruction.	lesson plan template that reflects content and language objectives aligned to standards	teachers analyze Interim assessment data to adjust instruction- reteach or provide students with enrichment activities	students increase mastery of grade level standards
Select a Practice			

[Return to Top](#) **SY24 Progress Monitoring**

Resources: 🚀

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

Performance Goals

Inclusive & Supportive Learning Environment

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase in Star reading grade level performance for 3rd to 8th	STAR (Reading)	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Overall	57.80%	60%	On Track	Select Status	Select Status	Select Status
Increase in iReady reading grade level performance for kinder thru 2nd grade	iReady (Reading)	Overall	32%	35%	On Track	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Adoption of SLA Curriculum and Skyline ELA , teaches implementation of standards based curr	On Track	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	lesson plan template that reflects content and language objectives aligned to standards	On Track	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	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.
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.
Partially	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).

What are the takeaways after the review of metrics?

Families know teachers very well, classroom teachers communicate with parents regularly. However, there is a need for more information trickled down to parents, along with more opportunities to connect to school and each other. Banners, electronic bulletin board to announce school events to families near the main entrance would be helpful. Parents want to meet other parents in academic and social settings other than report card pick up or LSC, PAC or BAC meetings.

What is the feedback from your stakeholders?

Student ownership and choice needs to be a priority at Mozart. Students want opportunities to lead in the school community.

What student-centered problems have surfaced during this reflection?

Student voice, students feeling connected to the school and their teachers

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

Student Council for SY24, Active GSA, Culture and Climate planning tier one celebrations schoolwide, PRAA Community and Schools fully funded grant that focuses on parent engagement and after school programming for grades Pre-k through eighth grade.

Return to Top Determine Priorities

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

Students...
 Indicators from Cultivate- teacher feedback for growth, building a classroom community and teachers supporting students. 5Essentials- academic personalism dropped from 51 to 46, peer support for academic work dropped from 56 to 45, student to teacher trust dropped from 56 to 42

Resources:

[Determine Priorities Protocol](#)

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

Return to Top Root Cause

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

As adults in the building, we...
 are currently communicating with families using Remind, monthly principal newsletters and school website. We are partnered with Palenque, PRAA, and YMCA. Restorative practices, morning meetings, Calm Classroom, and Second Step are utilized in the classrooms. Students lead GSA meetings. Student led accountable talk is being implemented in classroom. Teachers have received trauma response training. High school transition supports are provided by teachers and counselors. Post secondary career information is provided through Career Fairs. Offer school tours to prospective families.

Resources:

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

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

Return to Top Theory of Action

What is your Theory of Action?

If we....
 prioritize and schedule more student and parent engagement opportunities at Mozart school

Resources:

Indicators of a Quality CIWP: Theory of Action
 Theory of Action is grounded in research or evidence based practices.

then we see....
parents, students and community members who are more connected to the school and each other through active participation in organized events sponsored by the school

Theory of Action is an impactful strategy that counters the associated root cause.
Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.
Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"
All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

which leads to...
Students and families taking ownership and contributing to Mozart's goals and an improvement in response rates on the 5Essentials for students and families.

[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
Culture Climate, Teachers, Administration and Coordinators

Dates for Progress Monitoring Check Ins
Q1 2/23/24 Q3 3/21/25
Q2 9/20/24 Q4 9/19/25

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Culture and Climate Tier One Initiatives	Culture and Climate Members	9/29/23	In Progress
Action Step 1	student of the month recognition based on core values	C&C team	SY23-24	In Progress
Action Step 2	schoolwide book buddies	Middle School Team	SY23-24	In Progress
Action Step 3	attendance recognition -dances	C&C team	SY23-24	In Progress
Action Step 4	Members of Culture and Climate facilitate GSA meetings	Counselor and Teacher	SY23-24	In Progress
Action Step 5				Select Status
Implementation Milestone 2	Formation of Student Council	Teachers and Students	10/1/23	In Progress
Action Step 1	Sponsor spirit weeks throughout the year	C&C team	SY23-24	In Progress
Action Step 2	Fundraising for a cause	Teachers and Students	SY23-24	In Progress
Action Step 3	school beautification initiatives	Teachers and Students	SY23-24	In Progress
Action Step 4		Teachers and Students		Select Status
Action Step 5		Teachers and Students		Select Status
Implementation Milestone 3	PRAA Full Community School's Grant	Administrators and PRAA Coordinator	2023-2028	In Progress
Action Step 1	Partner with Urban Initiatives to create a safe and structured recess	Administrators and PRAA Coordinator	SY23-24	In Progress
Action Step 2	Planning workshops and school-wide diversity celebrations	Administrators and PRAA Coordinator	SY23-26	In Progress
Action Step 3	Partner with other agencies to support families in health and wellness	Administrators and PRAA Coordinator	SY23-26	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	After School Programming	Administration and Teachers	9/18/23	In Progress
Action Step 1	OLCE program to support English language learners proficiency levels	Administration and Teachers	10/2/23	In Progress
Action Step 2	Partner with PRAA for fine arts, academic and enrichment programs for grades 3-8.	Administration and Teachers	on-going	In Progress
Action Step 3	YMCA after school care for primary students	Administration and Teachers	8/21/23	In Progress
Action Step 4	OST fine arts, academic and enrichment programs for grades Prek-2	Administration and Teachers	9/18/23	In Progress
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
We would see an increase in parent participation in activities such as curriculum night, report card pick up and various workshops and celebrations held in the school community. Students are proud of leading and taking on more school initiatives to improve the school and their classroom culture. Educators are building strong positive relationships with students to ensure a sense of belonging to Mozart.

SY26 Anticipated Milestones
Parents and students have an active voice in school activities and initiatives at Mozart. There will be an increase in the 5essentials and cultivate survey. There will be an increase in parent participation committees such as PAC and BAC.

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

Indicators of a Quality CIWP: Goal Setting

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

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
A 5 % increase in academic personalism, peer support, and student-teacher trust for student's 5Essentials	Yes	5E: Supportive Environment	Overall	42	43	43.5	44
an increase in student attendance	Yes	Increase Average Daily Attendance	Overall	92	93	94	95

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>C&W:3 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.</i>	Offering all grade levels after school programs	Increasing student participation rate in the after school programs	parents and students increasing their own choice and voice about programming
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	PRAA Full grant which involves family activities and workshops	increase in parent participation in schoolwide events	parents giving their own input on schoolwide activities and more involved in their child's academic success
Select a Practice			

[Return to Top](#) **SY24 Progress Monitoring**

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
A 5 % increase in academic personalism, peer support, and student-teacher trust for student's 5Essentials	5E: Supportive Environment	Overall	42	43	Limited Progress	Select Status	Select Status	Select Status
					Select Status	Select Status	Select Status	
an increase in student attendance	Increase Average Daily Attendance	Overall	92	93	On Track	Select Status	Select Status	Select Status
					Select Status	Select Status	Select Status	

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:3 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.	Offering all grade levels after school programs	On Track	Select Status	Select Status	Select Status
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	PRAA Full grant which involves family activities and workshops	On Track	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Parent and Family Plan

If Checked:



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.

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

If Checked:



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

No action needed

SCHOOL & FAMILY ENGAGEMENT POLICY

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

- The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.
- At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.
- Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.
- Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.
- Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.
- Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.
- Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.
- Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.


SCHOOL & FAMILY COMPACT

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

- The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.
- The school will hold parent-teacher conferences.
- The school will provide parents with frequent reports on their children's progress.
- The school will provide parents reasonable access to staff.
- The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.
- The parents will support their children's learning.
- The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

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

All students making growth in core content areas- Reading, Math, Science and Social Studies. Supporting English Language Learners and Diverse Learners in meeting their projected growth targets. 

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