

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 
Philip Iem	Principal	piem@cps.edu
Alejandra Dorantes	AP	AMDorantes-cedill@cps.edu
Ana Lopez	Teacher Leader	aflopez9@cps.edu
Anabel Tapia	Curriculum & Instruction Lead	atapia25@cps.edu
Carolina Gonzalez	Curriculum & Instruction Lead	cgamino3@cps.edu
Hetland, Eli	Inclusive & Supportive Learning Lead	ehetland@cps.edu
Monica France	Teacher Leader	mfrance@cps.edu
Justin Luzzi	Connectedness & Wellbeing Lead	jluzzi@cps.edu
Hynes, Sean	Connectedness & Wellbeing Lead	sphynes@cps.edu
Ofelia Lopez	LSC Member	david@beyondtheball.org
David Serrano	LSC Member	ofelia.lopez.aviles@gmail.com
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date 	Planned Completion Date 
Team & Schedule	5/2/23	5/15/23
Reflection: Curriculum & Instruction (Instructional Core)	5/15/23	6/9/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/15/23	6/9/23
Reflection: Connectedness & Wellbeing	5/15/23	6/9/23
Reflection: Postsecondary Success	5/15/23	6/9/23
Reflection: Partnerships & Engagement	5/15/23	6/9/23
Priorities	5/15/23	6/9/23
Root Cause	6/9/23	7/1/23
Theory of Action	6/9/23	7/1/23
Implementation Plans	6/9/23	7/1/23
Goals	6/9/23	7/1/23
Fund Compliance	7/1/23	8/16/03
Parent & Family Plan	7/1/23	8/16/03
Approval	8/16/03	8/16/03

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	10-4-23
Quarter 2	12-13-23
Quarter 3	3-13-24
Quarter 4	5-29-24

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

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction
No	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
Partially	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

According to BAS data, only 45% of students are on or above grade level.
 Schoolwide: 33% of students are 3 or more grade levels below in Reading.

What is the feedback from your stakeholders?

Based on ILT Feedback and survey results: As an ILT, we need to explore instructional practices through:
 -Data driven formative assessments
 -Student work analysis
 -Walkthrough data analysis
 -Teacher coaching conversations/feedback and follow-up

- [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](#)

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.

42% of students are at/above grade level.
 Students struggle with applying foundational skills.
 Students engaged do not demonstrate mastery of CCSS.
 Students skill levels are extremely varied.
 More than half of students are not able to comprehend and write at/above grade level.

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?

Efforts:
 - Small group instruction has been a focus but not all students are making gains appropriately.
 - Barrier: Are students being grouped appropriately and formally tracked for progress.
 -Are teachers provided with ongoing professional development/coaching to ensure small group instruction?

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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
		MTSS Integrity Memo

16 total requests for assistance (PURPLE FORM) made to MTSS this school year (of that, 13 were for boys, 3 for girls)
 Evaluations for Special Education Services this year: 35
 33 Completed on Time (2 Late - X. Sanchez - non-attending; B. Diaz-Garcia - parent requested to reschedule meeting)
 22 Initial Evaluations
 50% of Students not on level for Reading and Math

- Unit/Lesson Inventory for Language Objectives (School Level Data)
- [MTSS Continuum](#)
- [Roots Survey](#)
- [ACCESS](#)

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

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.

1. MTSS purple forms were requested for Sixteen students.
2. 50% of students were not at grade level in both reading and Math
3. 33 IEP evaluations were completed, 22 of them were Initial evaluation.

What is the feedback from your stakeholders?

Areas where we scored ourselves Pre-Foundational

Grade/Content Level MTSS Meetings lack intentional focus on Tier 1 and/or small group data to create and/or monitor small group support plans; Student Level MTSS team have not developed plans for students who may need additional individualized intervention; MTSS team only reviews one source of data (i.e. universal screener data BOY, MOY, and EOY)

Areas where we scored ourselves Foundational

MTSS Teams and/or grade level/content teams decide whether to add, remove, modify, or change interventions based only on student progress on progress monitoring data; MTSS team makes adjustments to the core curriculum and/or schedule, based on analyses of assessment data



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?

Digitizing a Referral Form and Tracker for Faculty & Staff to request assistance ; Increase cadence of MTSS Meetings to Devote Time to Analyze Data Trends

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


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



Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	BHT Key Component Assessment SEL Teaming Structure	Currently do not have a formal system to track data on behaviors (outside of attendance, incident reports, etc.); Currently do not have a Culture & Climate Team in operation to focus on Tier-1 behaviors/social emotional learning (Could potentially make each month a focus on a particular SEL skill of behavior-based value that we want our whole-school to highlight); Need for a Menu of Interventions (both behavioral and academic) for Faculty & Staff to reference; Potential area of need could be identifying and partnering with a community organization to help deliver services in the school (with capacity restraints of mental health professionals available in the building); Ambiguity around discipline policies (moving towards restorative practices?)	% 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
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
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 is the feedback from your stakeholders? This is an area requiring attention.	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?	
Not enough after school time. 			More students on grade level. 

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
N/A	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).	N/A 	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCE 3 - 8 On Track
N/A	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)
N/A	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).		College Enrollment and Persistence Rate 9th and 10th Grade On Track
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).		Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
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>21 + Ortiz Family Involvement Activities within the school. LSC, BAC, and ESSA allow parents to give their input. 10 ENLACE Parent Volunteers. Current Community Partnerships: Dental, Beyond the Ball, and New Life Center. Ortiz SECA's want to participate in after school activities (Math Night, etc...) but don't want to as they don't get paid like teachers and teacher aides. 43% of students participated in OST. Of the 43%, 25% of students had IEPs.</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>On average, 15-23 parents attend LSC, BAC, and ESSA meetings. High number of parents during report card pickup. 1st quarter 97%, 3rd quarter 96%. IEP students chose not to sign up or need bus transportation, causing IEP percentages to drop for OST.</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>Parent tracking during FACE events. Provide more opportunities for IEP and Cluster students to participate in OST.</p>		<p>Getting more parents to show up for LSC, BAC, and ESSA meetings. Have SECA's participate in all of our activities as they are an integral part of our school and are with our kids all the time.</p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
No	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Partially	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

According to BAS data, only 45% of students are on or above grade level. Schoolwide: 33% of students are 3 or more grade levels below in Reading.

What is the feedback from your stakeholders?

Based on ILT Feedback and survey results: As an ILT, we need to explore instructional practices through:
 -Data driven formative assessments
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Determine Priorities

Resources:

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

Students...
 *Students are not reading and comprehending text of appropriate complexity for their grade level.

[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.

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Root Cause

Resources:

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

As adults in the building, we...
 *are not providing access to a HQC that includes systematic foundational skills instruction
 *are not consistently designing rigorous units/lessons/learning tasks that are aligned to the CCSS and require students to work in teams

[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.

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Theory of Action

What is your Theory of Action?

If we...
 If we provide professional development, materials, guidance, and ongoing support centered on: 1) HQC Literacy Curriculum (emphasis on foundational skills), 2) PLC Structures, and 3) Rigor

Resources:

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

then we see....

1) teachers/students engage in CCSS Literacy aligned standards with an emphasis on foundational skills, 2) teachers learning from each other by consistently discussing grade level standards, learning expectations, instructional methods, instructional practices, common student assessments, and strategies/next steps to support high/low performing students, and 3) teachers providing students intentionally planned LSI Level 3 or higher tasks aligned to CCSS and students engaged in tasks that require productive struggle, critical thinking, and performance task in a team format.



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...

75% of 2nd graders reading at/above grade level at EOY.



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Implementation Plan

Resources:

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

CIWP, ILT, PPLC

Dates for Progress Monitoring Check Ins

Q1 10-4-23

Q3 3-13-24

Q2 12-13-23

Q4 5-29-24

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

Implementation Milestone 1	By the end of the Q3 SY24, the ILT/PPLC will identify a new literacy curriculum, develop a professional learning and rollout schedule, and communicate the previously mentioned items to faculty.	ILT/PPLC	3/13/24	Select Status
Action Step 1	Communicate with staff through ILT/PPLC	ILT/PPLC	Q1	In Progress
Action Step 2	ISL Taylor to talk about HQC to staff	ILT/PPLC	Week 0 (8-14-23) Tentative	In Progress
Action Step 3	Explore curriculums with ILT/ PPLC	ILT/PPLC	End of Q2 (12-13-23)	Select Status
Action Step 4	Select Curriculum- Purchase Curriculum	ILT/PPLC	End of Q3 (3-13-24)	Select Status
Action Step 5	Develop PD and rollout schedule	ILT/PPLC	End of Q3 (3-13-24)	Select Status
Implementation Milestone 2	By the end of Q4 SY24, GLTs will engage in all the components of the PLC structure with support and guidance.	ILT	End of Q4 (5.29.24)	Select Status
Action Step 1	Introduce PLC structures and expectations to staff (Mission- WHY)	ILT/CIWP	Week 0	Completed
Action Step 2	Develop session to introduce PLC to staff	ILT	Q1	Completed
Action Step 3	Revisit structures and expectations for PLC	ILT	Q1	Completed
Action Step 4	Develop rollout schedule for staff	ILT	End of Q1 (5.29.24)	In Progress
Action Step 5	Practice PLC structure through Grade level meetings	ILT	Q2-Q4	In Progress
Implementation Milestone 3	By the end of Q4 SY24, 70% of students are experiencing intentionally planned instruction that has alignment between CCSS standard(s), daily learning target, and student tasks at a "Comprehension" level or above.	ILT	End of Q4 (5.29.24)	Select Status
Action Step 1	ILT revisits CCSS (Foundational Skills, Literacy) and taxonomy levels	ILT	Summer	Select Status
Action Step 2	GLT revisit CCSS and taxonomy levels	ALL	End of Q1 (10.4.23)	In Progress
Action Step 3	Develop rollout schedule for internal walkthroughs.	ILT	End of Q1 (10.4.23)	In Progress
Action Step 4	Ongoing walkthroughs by Admin/ILT/Gradelevel	ALL	Ongoing Q1-Q4	Select Status
Action Step 5	Ongoing discussions on trends	ALL	Ongoing Q1-Q4	Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	1) By the end of Q4, 80% teachers have access to and implement with fidelity high quality curricular materials for reading. 2) By the end of Q4 SY24, GLTs will engage in all the components of the PLC structure with observation and coaching. 3) By the end of Q4, 80% of students are experiencing intentionally planned instruction that has alignment between CCSS standard(s), daily learning target, and student task at a "Comprehension" level or above.
SY26 Anticipated Milestones	1) By the end of Q4, all teachers have access to and implement with fidelity high quality curricular materials for reading. 2) By the end of Q4 SY24, GLTs will engage in all the components of the PLC structure independently.

3) By the end of Q4, 90% of students are experiencing intentionally planned instruction that has alignment between CCSS standard(s), daily learning target, and student task at a "Comprehension" level or above.

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Indicators of a Quality CIWP: Goal Setting

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

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
By the end of school year 2026, 75% of students will exit 2nd grade at/above grade-level literacy proficiency.	Yes	iReady (Reading)	Overall	42%	55%	65%	75%
			Select Group or Overall				
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				

Practice Goals

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

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

	SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	By the end of Q3, all teachers have received communication regarding the new curriculum and the schedule of professional development and rollout. Checklist.	By the end of Q4, 80% teachers have access to and implement with fidelity high quality curricular materials for reading. Checklist.	By the end of Q4, all teachers have access to and implement with fidelity high quality curricular materials for reading. Checklist.
C&I:4 The ILT leads instructional improvement through distributed leadership.	By the end of Q4 SY24, GLTs will engage in all the components of the PLC structure with support and guidance. Checklist.	By the end of Q4 SY24, GLTs will engage in all the components of the PLC structure with observation and coaching. Checklist.	By the end of Q4 SY24, GLTs will engage in all the components of the PLC structure independently. Checklist.
C&I:2 Students experience grade-level, standards-aligned instruction.	By the end of Q4, 70% of students are experiencing intentionally planned instruction that has alignment between CCSS standard(s), daily learning target, and student task at a "Comprehension" level or above. LSI Rubric	By the end of Q4, 80% of students are experiencing intentionally planned instruction that has alignment between CCSS standard(s), daily learning target, and student task at a "Comprehension" level or above. LSI Rubric	By the end of Q4, 90% of students are experiencing intentionally planned instruction that has alignment between CCSS standard(s), daily learning target, and student task at a "Comprehension" level or above. LSI Rubric

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Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
By the end of school year 2026, 75% of students will exit 2nd grade at/above grade-level literacy proficiency.	iReady (Reading)	Overall	42%	55%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Curriculum & Instruction			
Reflection	Root Cause	Implementation Plan	Select Metric	Select the Priority Foundation to pull over your Reflections here =>				
				Select Group or Overall	Select Status	Select Status	Select Status	Select Status
Identified Practices		Practice Goals			Progress Monitoring			
		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.		By the end of Q3, all teachers have received communication regarding the new curriculum and the schedule of professional development and rollout. Checklist.			Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.		By the end of Q4 SY24, GLTs will engage in all the components of the PLC structure with support and guidance. Checklist.			Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.		By the end of Q4, 70% of students are experiencing intentionally planned instruction that has alignment between CCSS standard(s), daily learning target, and student task at a "Comprehension" level or above.			Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

16 total requests for assistance (PURPLE FORM) made to MTSS this school year (of that, 13 were for boys, 3 for girls)
 Evaluations for Special Education Services this year: 35
 33 Completed on Time (2 Late - X. Sanchez - non-attending; B. Diaz-Garcia - parent requested to reschedule meeting)
 22 Initial Evaluations
 50% of Students not on level for Reading and Math

What is the feedback from your stakeholders?

Areas where we scored ourselves Pre-Foundational
 Grade/Content Level MTSS Meetings lack intentional focus on Tier 1 and/or small group data to create and/or monitor small group support plans; Student Level MTSS team have not developed plans for students who may need additional individualized intervention; MTSS team only reviews one source of data (i.e. universal screener data BOY, MOY, and EOY)
 Areas where we scored ourselves Foundational
 MTSS Teams and/or grade level/content teams decide whether to add, remove, modify, or change interventions based only on student progress on progress monitoring data; MTSS team makes adjustments to the core curriculum and/or schedule, based on analyses of assessment data

What student-centered problems have surfaced during this reflection?

1. MTSS purple forms were requested for Sixteen students.
 2. 50% of students were not at grade level in both reading and Math
 3. 33 IEP evaluations were completed, 22 of them were Initial evaluation.

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?

Digitizing a Referral Form and Tracker for Faculty & Staff to request assistance ; Increase cadence of MTSS Meetings to Devote Time to Analyze Data Trends

Return to Top Determine Priorities

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

Students...
 *Students are performing below grade level expectation in reading and math. Students receiving intervention are not meeting their intervention goals.



[Determine Priorities Protocol](#)

Resources:

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...
 do not implement targeted, evidence-based interventions with fidelity or track data and monitor schoolwide progress consistently and systematically



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

Resources:

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....
 Provide materials, professional development, guidance, and ongoing supports for: 1) New Intervention Program (Freckle & Amira), 2) the use of Branching Minds for data, tracking, and progress monitoring, and 3) Systems and Structures to increase the capacity to support students who need Tier 2/3 interventions and bolster the practices of the MTSS teams use of



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

Resources:

Inclusive & Supportive Learning Environment

data to look for trends and target students for support

Theory of Action is an impactful strategy that counters the associated root cause.

then we see....

1) Students receiving evidence-based interventions which are also implemented with fidelity, 2) an increase in fidelity and quality of teachers and MTSS Team use of Branching Minds as a Data, Tracking, and Progress monitoring tool, and 3) after school programming to increase targeted intervention capacity and the use of Data, Tracking, and progress monitoring data to inform MTSS Team Practices and Student Support



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...

75% of students meeting their Tier 2/3 intervention goals by EOY 2026.



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

MTSS

Dates for Progress Monitoring Check Ins

Q1 10-4-23

Q3 3-13-24

Q2 12-13-23

Q4 5-29-24

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	By the end of Q4 SY24, 100% K-2 teachers integrate Freckle and Amira into their intervention bank.	MTSS	End of Q4 (5/29/24)	Select Status
Action Step 1	Prepare student iPads to make sure students can access the learning platform	Techo/ All K-2 grade teachers	Week 0	Completed
Action Step 2	Define expectations for implementation	MTSS	End of Q1 (10/4/23)	Select Status
Action Step 3	100% of K-2 grade teachers attend Freckle and Amira PD	ALL K-2 grade teachers	End of Q1 (10-4-23)	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	By the end of Q4 SY24, 80% K-2 teachers use Branching Minds with fidelity.	MTSS	End of Q4 (5/29/24)	Select Status
Action Step 1	Learn about schoolwide reports available on BrM	MTSS	Beginning Q1	In Progress
Action Step 2	Define structures and expectations	MTSS	9/14/23	Completed
Action Step 3	Introduce structures and expectations with GLT	MTSS	9/22/23	Completed
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	By the end of Q4 SY24, <i>after school intervention</i> provided to 25 students.	MTSS	End of Q4 (5/29/24)	Select Status
Action Step 1	Coordinate with OST to get timeline of program dates	MTSS	Week 0	Completed
Action Step 2	Define structures, expectations and participation criteria	MTSS	9/14/23	Completed
Action Step 3	Introduce structures and expectations with 'Interventionist'	MTSS	9/22/23	Completed
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	By the end of Q4 SY24, MTSS Teams use of data, tracking and progress monitoring are rated at Developing (CPS MTSS Rubric).	MTSS	End of Q4 (5/29/24)	Select Status
Action Step 1	Define structures and expectations for data meetings	MTSS	9/14/23	Completed
Action Step 2	Designate time on the meeting calendar to review data and monitor progress	MTSS	9/22/23	Completed
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	By the end of Q4 SY25, 90% K-2 teachers use Branching Minds with fidelity.
	By the end of Q4 SY25, after school intervention provided to 50 students.
	By the end of Q4 SY25, MTSS Teams use of data, tracking and progress monitoring are rated at Developing (CPS MTSS Rubric).
SY26 Anticipated Milestones	By the end of Q4 SY26, 100% K-2 teachers use Branching Minds with fidelity.
	By the end of Q4 SY26, after school intervention provided to 75 students.
	By the end of Q4 SY26, MTSS Teams use of data, tracking and progress monitoring are rated at Fully Implementing (CPS MTSS Rubric).

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

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
By EOY 2026, 75% of students meeting their Tier 2/3 intervention goals.	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall	50%	55%	65%	75%
			Select Group or Overall				
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				

Practice Goals

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

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

	SY24	SY25	SY26
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.	By the end of Q4 SY24, 80% K-2 teachers use Branching Minds with fidelity.	By the end of Q4 SY25, 90% K-2 teachers use Branching Minds with fidelity.	By the end of Q4 SY26, 100% K-2 teachers use Branching Minds with fidelity.
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.	By the end of Q4 SY24, after school intervention provided to 25 students.	By the end of Q4 SY25, after school intervention provided to 50 students.	By the end of Q4 SY26, after school intervention provided to 75 students.
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.	By the end of Q4 SY24, MTSS Teams use of data, tracking and progress monitoring are rated at Emerging (CPS MTSS Rubric).	By the end of Q4 SY25, MTSS Teams use of data, tracking and progress monitoring are rated at Developing (CPS MTSS Rubric).	By the end of Q4 SY26, MTSS Teams use of data, tracking and progress monitoring are rated at Fully Implementing (CPS MTSS Rubric).

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

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
By EOY 2026, 75% of students meeting their Tier 2/3 intervention goals.	% of Students receiving Tier 2/3 interventions meeting targets	Overall	50%	55%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices

SY24

Quarter 1

Quarter 2

Quarter 3

Quarter 4

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

Inclusive & Supportive Learning Environment

<p>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.</p>	<p>By the end of Q4 SY24, 80% K-2 teachers use Branching Minds with fidelity.</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>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.</p>	<p>By the end of Q4 SY24, after school intervention provided to 25 students.</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>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.</p>	<p>By the end of Q4 SY24, MTSS Teams use of data, tracking and progress monitoring are rated at Emerging (CPS MTSS Rubric).</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>

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)**



<p>Select a Goal</p>					
<p>Select a Goal</p>					
<p>Select a Goal</p>					

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.

Funds will be used to bolster biliteracy and literacy.



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