

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
Rachel Mann	Principal	ramann@cps.edu
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Catherine Sweeney	Inclusive & Supportive Learning Lead	cmsweeney@cps.edu
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Kevin Kreller	Connectedness & Wellbeing Lead	kmkreller@cps.edu
	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	5/9/23	5/9/23
Reflection: Curriculum & Instruction (Instructional Core)	5/9/23	5/23/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/9/23	5/23/23
Reflection: Connectedness & Wellbeing	5/9/23	5/23/23
Reflection: Postsecondary Success	5/9/23	5/23/23
Reflection: Partnerships & Engagement	5/9/23	5/23/23
Priorities	5/23/23	5/23/23
Root Cause	7/14/23	7/14/23
Theory of Acton	7/14/23	7/14/23
Implementation Plans	7/14/23	7/14/23
Goals	8/28/23	9/6/23
Fund Compliance	9/6/23	9/6/23
Parent & Family Plan	9/6/23	9/6/23
Approval	9/7/23	9/7/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates	
Quarter 1	10/23/23
Quarter 2	1/10/24
Quarter 3	4/3/24
Quarter 4	6/3/24

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](#)

[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
Partially	CPS High Quality Curriculum Rubrics All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	<p>What are the takeaways after the review of metrics?</p> <ul style="list-style-type: none"> -SY22 IAR ELA and Math Scores - more than 50% partially met or did not meet grade level expectations -Black students had 23% more students in "Did Not Meet" than non-black students in Math IAR -EL students had 19% more students in "Did Not Meet" Expectations than non-EL students in ELA IAR -DL students had about 30% more students in "Did Not Meet" Expectations for ELA and Math IAR scores -Rigor Walk standard aligned learning targets increased from BOY to EOY -STAR360 Reading urgent intervention reduced by 5% -Over 70% of K-2 students are one or two grade levels below in reading and math based on MOY iready -Feedback for Growth is the most prioritized learning condition from Cultivate <p>What is the feedback from your stakeholders?</p> <ul style="list-style-type: none"> -Look to increase grammar focus/resources -Ensure students have access to high quality Foundational Skills instruction in Grades 3-5 -Further unpack 3-5 small group supports in EL Curriculum (All Block) -Reflect and revise school homework policy -Adopt high quality, standards aligned math curriculum -Cultivate- Prioritized Learning Conditions to development of support student agency, academic risk taking and growth mindset are providing feedback to students, building classroom community, and supportive teaching <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> <ul style="list-style-type: none"> -Learning Cycles -Aligning Tasks to Standards -Cohesion of 3-8 EL Curriculum -Cohesion for K-2 Curriculum -Peer Observation -K-2 Foundational Skills Curriculum -Interconnected DL reading supports for 3-5 -DL teams interwoven in PLCs -Grade band vertical alignment 	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
Partially	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction Students experience grade-level, standards-aligned instruction.		
Partially	Powerful Practices Rubric Learning Conditions 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	Continuum of ILT Effectiveness Distributed Leadership The ILT leads instructional improvement through distributed leadership.		
Partially	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development 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	Assessment for Learning Reference Document Evidence-based assessment for learning practices are enacted daily in every classroom.		
<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> <ul style="list-style-type: none"> -Over 70% of K-2 students are one or two grade levels below in reading and math based on MOY iready -DL students had about 30% more students in "Did Not Meet" Expectations for ELA and Math IAR scores -Black students had 23% more students in "Did Not Meet" than non-black students in Math IAR -EL students had 19% more students in "Did Not Meet" Expectations than non-EL students in ELA IAR 			

[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 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>What are the takeaways after the review of metrics?</p> <ul style="list-style-type: none"> -In Math 13.5% receive interventions in Tier 2 vs 31% for Tier 3 -In ELA 30.9% receive interventions in Tier 2 vs 19.2% for Tier 3 -31% DL in LRE 1, 29% in LRE 2, 39% in LRE 3 -34% of Non-EL DL learners vs 27% of EL learners in LRE 1- least restrictive -26% of Non-EL DL learners vs 33% of EL learners in LRE 2- Pull out setting -EL-Not Reaching: 87.63% vs Reaching 12.37% -82.22% students fall within 2-4 Access scores -Black- 32% LRE 1, 28% LRE 2, 40% LRE 3 -Non-Black- 31% LRE 1, 30% LRE 2, 39% LRE 3 -Hispanic- 30%, 33%, 36% -Non Hispanic-33%, 29%, 42% -Attendance Rate SY23 88.1% <p>What is the feedback from your stakeholders?</p> <ul style="list-style-type: none"> -Cultivate- Prioritized Learning Conditions to development of support student agency, academic risk taking and growth mindset are providing feedback to students, building 	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS) Quality Indicators of Specially Designed Curriculum EL Program Review Tool
Partially	MTSS Integrity Memo 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	LRE Dashboard Page 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.	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.	

classroom community, and supportive teaching
 -Increase opportunities to provide language objective aligned to content objectives
 -Ensure least restrictive learning environment is being met for EL learners
 -There is a need for materials for math interventions/ using freckle

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?

-Tier 2 and Tier 3 interventions taking place
 -We have structures to identify students in need of intervention
 -Consistent interventions are provided and documented via Branching Minds
 -Cultivate- Connectedness to future and time management
 -Moving towards more students receiving services in the least restrictive learning environment
 -Classrooms have EL supports including: Visuals, books, vocabulary, and instructional materials
 -DL Team and Essentials Team Collaboration BOY
 -SECA Support in the Essentials Classrooms w/ DL Teacher Support

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.

-EL-Not Reaching: 87.63% vs Reaching 12.37%
 -31% DL in LRE 1, 29% in LRE 2, 39% in LRE 3

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Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	BHT Key Component Assessment SEL Teaming Structure	5Essentials Teacher Response Rate 57% Student Response Rate 65% Increase in Ambitious Instruction (SY22 44 to SY23 53) Decrease in Supportive Environment (43 to 41) Decrease in Involved Families (44 to 39) Increase in Collaborative Teachers (26 to 27) Decrease in Effective Leaders (28 to 18) Teacher responses show very weak in School Commitment (9) and Collective Responsibility (18) ***School Commitment - 68% of teachers usually look forward to each working day at this school - 32% do not Teacher responses show very weak in Instructional Leadership (8) and Teacher-Principal Trust (3) Teacher responses show very weak in Innovation (15) Student responses show very weak in Emotional Health (1), Grit (1), Parent Supportiveness (1), and Rigorous Study Habits (19) Cultivate Student Perspective Survey Prioritized Learning Conditions Feedback for Growth - Difference Score 71 Classroom Community - Difference Score 47 Supportive Teaching - Difference Score 62 ***Student Voice -Difference Score 49 Prioritized Mindsets and Strategies Growth Mindset Academic Risk Taking Agency	% 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
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	What is the feedback from your stakeholders? Safety should always be a top priority Students need to feel safe and a sense of belonging throughout their school experience Staff needs to feel safe, trusted, supported, and led so they can feel positive about being committed and responsible for student connectedness and wellbeing Leadership teams need to build and support a positive school culture and climate Items showing weak and very weak in 5Essentials need to be addressed and supported	Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation; Enrollment & Attendance Student Voice Infrastructure
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		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.

Some students are not performing well academically, have attendance issues, and feel disconnected from school.

Student Attendance Rate SY23 88.1%, chronic absenteeism and chronic tardies leads to negative learning outcomes for students

Students may not always feel supported if staff report very weak school commitment and collective responsibility.

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?

32 after school programs offered
 57% of students were enrolled in at least 1 after school program
 Established BHT + Climate/Culture team
 80% staff completed safe schools trainings

collective responsibility

Very weak emotional health, grit, and parent supportiveness, and weak safety lead to students

Students can receive more supportive teaching, be part of a more positive classroom community, and receive better feedback for growth. This would have high leverage over the mindsets and strategies of student agency, academic risk taking and growth mindset.

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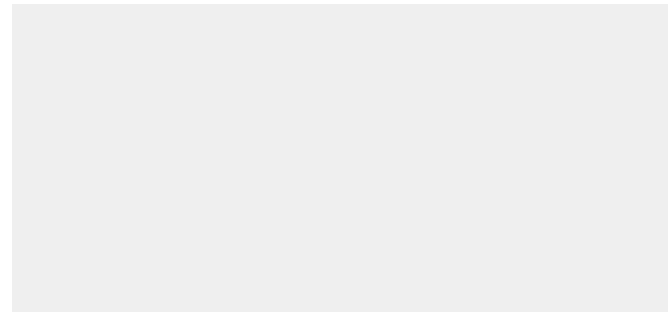
Postsecondary only applies to schools serving 6th grade and up. If your school does not serve any grades within 6th-12th grade, please skip the Postsecondary reflection.

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Partially	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).	[takeaways reflecting most students; takeaways reflecting specific student groups]	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate
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).		
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? -More planning time for 6-8 teachers to support implementation of Success Bound/Middle -School Experience -More High School and College Visits -Invite Guest Speakers (former students or local guests to share their experiences and successes with students)	9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
Select Rating	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).		
Select Rating	ECCE Certification List Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	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? -Career Day for PK-8 -Naviance/High School Research projects during Library with Ms. Ghuneim and Ms. Rodger -Success Bound for 6-8 -Algebra Offering for 8th Grade Students -Malcolm X Health Career Fair	
Select Rating	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).		
Select Rating	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 student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP. [problems experienced by most students; problems experienced by specific student groups]			

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Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	Spectrum of Inclusive Partnerships 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.	-44% Involved Families (5e) -43% Supportive Environment (5e)	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment
	Reimagining With Community Toolkit		

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). Student Voice Infrastructure Rubric



Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)

Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)

Formal and informal family and community feedback received locally. (School Level Data)

What is the feedback from your stakeholders?

- Using technology platforms (e.g. ClassDojo) to increase facility for teacher/student/parent communication 📌
- Further incentivize participation and expand reach of school-related activities
- Develop a Community Plan using story circles, interviews, and affinity clustering, themes, and insights (details)
- Include students on the learning walks throughout the year
- Revisit the structure of Parent-Teacher Conferences to be more inclusive
- Consider ways to include student voice before and after student surveys (student voice group)
- Student driven town halls

What student-centered problems have surfaced during this reflection?

If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

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

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

- Otis has had many community/parent events including: 📌
- Fall Fest
- Literacy Night
- PAC events
- BAC events
- Welcome BBQ
- Open House
- Parent meetings
- Virtual Option for RCPU Meetings/ PL Approach w/ middle school student-led slides on academic progress
- Student Council involvement in major school events (dances, Pie-in-the-Face, Career Day Ambassadors)
- ESL Classes w/Malcolm X and FACE

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.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Partially	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

-SY22 IAR ELA and Math Scores - more than 50% partially met or did not meet grade level expectations
 -Black students had 23% more students in "Did Not Meet" than non-black students in Math IAR
 -EL students had 19% more students in "Did Not Meet" Expectations than non-EL students in ELA IAR
 -DL students had about 30% more students in "Did Not Meet" Expectations for ELA and Math IAR scores
 -Rigor Walk standard aligned learning targets increased from BOY to EOY
 -STAR360 Reading urgent intervention reduced by 5%
 -Over 70% of K-2 students are one or two grade levels below in reading and math based on MOY iready
 -Feedback for Growth is the most prioritized learning condition from Cultivate

What is the feedback from your stakeholders?

-Look to increase grammar focus/resources
 -Ensure students have access to high quality Foundational Skills instruction in Grades 3-5
 -Further unpack 3-5 small group supports in EL Curriculum (All Block)
 -Reflect and revise school homework policy
 -Adopt high quality, standards aligned math curriculum
 -Cultivate- Prioritized Learning Conditions to development of support student agency, academic risk taking and growth mindset are providing feedback to students, building classroom community, and supportive teaching

What student-centered problems have surfaced during this reflection?

-Over 70% of K-2 students are one or two grade levels below in reading and math based on MOY iready
 -DL students had about 30% more students in "Did Not Meet" Expectations for ELA and Math IAR scores
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 -EL students had 19% more students in "Did Not Meet" Expectations than non-EL students in ELA IAR

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?

-Learning Cycles
 -Aligning Tasks to Standards
 -Cohesion of 3-8 EL Curriculum
 -Cohesion for K-2 Curriculum
 -Peer Observation
 -K-2 Foundational Skills Curriculum
 -Interconnected DL reading supports for 3-5
 -DL teams interwoven in PLCs
 -Grade band vertical alignment

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Resources:

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

[Determine Priorities Protocol](#)

Students...

Students in each priority group are not meeting grade level expectations and standards



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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Resources:

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

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

As adults in the building, we...

As adults in the building we can continue to ensure that high quality and appropriate curriculum and interventions are provided to all students.



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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What is your Theory of Action?

If we....

If we implement learning cycles focused on internalizing the curriculum by intentionally planning appropriate scaffolds & supports and culturally responsive powerful practices using our high quality ELA & math curriculum...



Resources:

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

then we see....

Consistent implementation of our high quality curriculum in structured math and ELA blocks with culturally responsive powerful practices, inclusive of English Language Learner supports and research based instructional routines that support all students access to grade level standards as measure by ILT and peer observation walkthroughs



which leads to...

...Students who engage with and master grade level standards will increase the % of students meeting/exceeding in Star360 ELA data (3-8) from 30% to 40% and iReady ELA data (K-2) from 45% to 55% by June of SY26. With an increase of EL learners meeting/exceeding in Star360 ELA from 21% to 31% and iReady ELA from 29% to 39%...and...Students who engage with and master grade level standards will increase the % of students meeting/exceeding in iReady Math (K-2) data from 25% to 35% and Star360 Math data (3-8) from 32% to 42% by June of SY26. With an increase of African American students meeting/exceeding in Star360 Math from 25% to 35% and iReady Math from 24% to 34%.

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Resources:

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

Team/Individual Responsible for Implementation Plan	Dates for Progress Monitoring Check Ins			
ILT	Q1	10/23/23	Q3	4/3/24
	Q2	1/10/24	Q4	6/3/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	100% of classrooms have a structured math or/and ELA block that the teacher follows with specific time to build classroom community.	Teacher teams	End of Q1	Completed
Action Step 1	Establish shared agreements with classroom	Students/Staff	End of Q1	Completed
Action Step 2	Unpack Eureka 2 in grades K-2 and 6-8+Algebra in Grade Level PLCs	Grade level PLCs	End of Q1	In Progress
Action Step 3	Unpack and begin to implement the All Block in grades 3-5	Grade level PLCs/Teacher teams	End of Q1	In Progress
Action Step 4	Establish structured math or ELA block and develop year long scope and sequence for ELA, math, science and social studies that aligns with the high quality curriculum	Teacher teams	End of Q1	Completed
Action Step 5	participate in peer observations and feedback around classroom culture	Teacher teams	Mid Q2	Not Started
Implementation Milestone 2	70% of teachers internalize their high quality curriculum by participating in a learning cycle and planning a unit/module grounded in student's identities and the summative assessments	Grade level PLCs	End of Q2	In Progress
Action Step 1	determine expectations and content of learner profiles and how they inform instructional planning.	Grade level PLCs/Personalized Learning Coordinator	End of Q2	In Progress
Action Step 2	Co-create learner profiles with students, provided appropriate scaffolds, modifications, and supports.	Teacher teams/Personalized Learning Coordinator/Students	End of Q2	In Progress
Action Step 3	take, unpack, and analyze their end of module/unit assessments	Grade level PLCs	End of Q2	In Progress
Action Step 4	identify and utilize curriculum embedded supports for differentiation/assess the need for additional supports (i.e. English Learners/Diverse Learner supports)	Grade level PLCs/ Teacher Teams/ELPT	End of Q2	Not Started
Action Step 5	identify and utilize curriculum embedded supports for social emotional and culturally responsive practices	Grade level PLCs/ Teacher Teams/Counselor	End of Q2	Not Started
Implementation Milestone 3	70% of teachers will analyze the most recent unit/interim data to plan for academic and social emotional supports for all students, specifically English Learners and Diverse Learners, during grade level PLCs and designated principal directed school improvement/teacher institute days.	Grade level PLCs/Teacher Teams/ELPT/Counselor /Personalized Learning Coordinator	End of Q3	In Progress
Action Step 1	Conduct data analysis with most recent unit/interim assessment in grades K-8 to inform planned scaffolds and supports for each of our priority groups of students	Grade level PLCs/Teacher Teams/ELPT/Counselor /Personalized Learning Coordinator	End of Q3	Not Started
Action Step 2	Collaboratively plan for unique needs and identities of students based on most recent data and information gathered from student learner profiles	Grade level PLCs/Teacher Teams/ELPT/Counselor /Personalized Learning Coordinator	End of Q3	Not Started
Action Step 3	Implement supports and scaffolds in classrooms based on assessment and SEL data (Focus groups, Cultivate, SECA, Dessa)	Teacher teams/Counselor/Personalized Learning Coordinator	End of Q3	Not Started
Action Step 4	Provide effective feedback for growth to students based on student work and assessment data	Teacher teams/Students/Personalized Learning Coordinator	End of Q3	Not Started
Action Step 5	Participate in student work analysis protocol to reflect on the effectiveness of the scaffolds and support	Grade level PLCs/Teacher Teams/ELPT/Counselor /Personalized Learning Coordinator	End of Q3	In Progress
Implementation Milestone 4	70% of teachers will analyze the most recent unit/interim and cultivate data to plan for academic and social emotional supports for all students, specifically English Learners and Diverse Learners, during grade level PLCs and designated principal directed school improvement/teacher institute days.	Grade level PLCs/Teacher Teams/ELPT/Counselor /Personalized Learning Coordinator	End of Q4	Select Status
Action Step 1	Conduct data analysis with most recent unit/interim assessment in grades K-8 to inform planned scaffolds and supports for each of our priority groups of students	Grade level PLCs/Teacher Teams/ELPT/Counselor /Personalized Learning Coordinator	End of Q4	In Progress

Action Step 2	Collaboratively plan for unique needs and identities of students based on most recent and informations gathered from student learner profiles and cultivate data	Grade level PLCs/Teacher Teams/ELPT/Counselor /Personalized Learning Coordinator	End of Q4	Not Started
Action Step 3	Implement supports and scaffolds in classrooms based on assessment and SEL data (Focus groups, Cultivate, SECA, Dessa)	Teacher teams/Counselor/Personalized Learning Coordinator	End of Q4	Not Started
Action Step 4	Provide effective feedback for growth to students based on student work and assessment data through student conferencing.	Teacher teams/Students/Personalized Learning Coordinator	End of Q4	Not Started
Action Step 5	Participate in student work analysis protocol to reflect on the effectiveness of the scaffolds and support	Grade level PLCs/Teacher Teams/ELPT/Counselor /Personalized Learning Coordinator	End of Q4	In Progress

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	100% of classrooms have a structured math or/and ELA block that the teacher follows with specific time to build classroom community. 85% of teachers internalize their high quality curriculum by participating in a learning cycle and planning a unit/module grounded in the summative assessment and student's identities. 85% of teachers will analyze the most recent unit/interim data to plan for academic and social emotional supports for all students, specifically EL and DL. 85% of teachers will analyze the most recent unit/interim and cultivate data to plan for academic and social emotional supports for all students.	
SY26 Anticipated Milestones	IM 1: 100% of classrooms have a structured math or/and ELA block that the teacher follows with specific time to build classroom community IM 2: 100% of teachers internalize their high quality curriculum by participating in a learning cycle and planning a unit/module grounded in the summative assessment and student's identities IM 3: 100% of teachers will analyze the most recent unit/interim data to plan for academic and social emotional supports for all students, specifically EL and DL IM 4: 100% of teachers will analyze the most recent unit/interim and cultivate data to plan for academic and social emotional supports for all students.	

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
Students who engage with and master grade level standards will increase the % of students meeting/exceeding in iReady Math (K-2) data from 25% to 35% and Star360 Math data (3-8) from 32% to 42% by June of SY26. With an increase of African American students meeting/exceeding in Star360 Math from 25% to 35% and iReady Math from 24% to 34%.	Yes	STAR and iReady Math	Overall	iReady 25 % STAR360 32 %	iReady 28 % STAR360 35%	iReady 31% STAR360 38%	iReady 35 % STAR360 42%
			African American	iReady 24 % STAR360 25%	iReady 27 % STAR360 28%	iReady 30 % STAR360 31%	iReady 34% STAR360 35%
Students who engage with and master grade level standards will increase the % of students meeting/exceeding in Star360 ELA data (3-8) from 30% to 40% and iReady ELA data (K-2) from 45% to 55% by June of SY26. With an increase of EL learners meeting/exceeding in Star360 ELA from 21% to 31% and iReady ELA from 29% to 39%.	Yes	STAR and iReady Reading	Overall	iReady 45% STAR360 30%	iReady 48% STAR360 30%	iReady 51% STAR360 30%	iReady 55% STAR360 40%
			English Learners	iReady 29% STAR360 21%	iReady 29% STAR360 21%	iReady 35% STAR360 21%	iReading 39% STAR360 31%

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&I:2 Students experience grade-level, standards-aligned instruction.	70% of classrooms	80% of classrooms	100% of classrooms
C&I:2 Students experience grade-level, standards-aligned instruction.	70% Walkthroughs and observations	80% Walkthroughs and observations	100% Walkthroughs and Observations
C&I:3 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.	70% Walkthroughs and observations	80% Walkthroughs and observations	100% Walkthroughs and Observations

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
Students who engage with and master grade level standards will increase the % of students meeting/exceeding in iReady Math (K-2) data from 25% to 35% and Star360 Math data (3-8) from 32% to 42% by June of SY26. With an increase of African American students meeting/exceeding in Star360 Math from 25% to 35% and iReady Math from 24% to 34%.	STAR and iReady Math	Overall	iReady 25 % STAR360 32 %	iReady 28 % STAR360 35%	Select Status	Select Status	Select Status	Select Status
		African American	iReady 24 % STAR360 25%	iReady 27 % STAR360 28%	Select Status	Select Status	Select Status	Select Status
Students who engage with and master grade level standards will increase the % of students meeting/exceeding in Star360 ELA data (3-8) from 30% to 40% and iReady ELA data (K-2) from 45% to 55% by June of SY26. With an increase of EL learners meeting/exceeding in Star360 ELA from 21% to 31% and iReady ELA from 29% to 39%.	STAR and iReady Reading	Overall	iReady 45% STAR360 30%	iReady 48% STAR360 30%	Select Status	Select Status	Select Status	Select Status
		English Learners	iReady 29% STAR360 21%	iReady 29% STAR360 21%	Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	70% of classrooms	On Track	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	70% Walkthroughs and observations	On Track	Select Status	Select Status	Select Status
C&I:3 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.	70% Walkthroughs and observations	Limited Progress	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?

-In Math 13.5% receive interventions in Tier 2 vs 31% for Tier 3
 -In ELA 30.9% receive interventions in Tier 2 vs 19.2% for Tier 3
 -31% DL in LRE 1, 29% in LRE 2, 39% in LRE 3
 -34% of Non-EL DL learners vs 27% of EL learners in LRE 1- least restrictive
 -26% of Non-EL DL learners vs 33% of EL learners in LRE 2- Pull out setting
 -EL-Not Reaching: 87.63% vs Reaching 12.37%
 -82.22% students fall within 2-4 Access scores
 -Black- 32% LRE 1, 28% LRE 2, 40% LRE 3
 -Non-Black- 31% LRE 1, 30% LRE 2, 39% LRE 3
 -Hispanic- 30%, 33%, 36%
 -Non Hispanic-33%, 29%, 42%
 -Attendance Rate SY23 88.1%

What is the feedback from your stakeholders?

-Cultivate- Prioritized Learning Conditions to development of support student agency, academic risk taking and growth mindset are providing feedback to students, building classroom community, and supportive teaching
 -Increase opportunities to provide language objective aligned to content objectives
 -Ensure least restrictive learning environment is being met for EL learners
 -There is a need for materials for math interventions/ using freckle

What student-centered problems have surfaced during this reflection?

-EL-Not Reaching: 87.63% vs Reaching 12.37%
 -31% DL in LRE 1, 29% in LRE 2, 39% in LRE 3

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?

-Tier 2 and Tier 3 interventions taking place
 -We have structures to identify students in need of intervention
 -Consistent interventions are provided and documented via Branching Minds
 -Cultivate- Connectedness to future and time management
 -Moving towards more students receiving services in the least restrictive learning environment
 -Classrooms have EL supports including: Visuals, books, vocabulary, and instructional materials
 -DL Team and Essentials Team Collaboration BOY
 -SECA Support in the Essentials Classrooms w/ DL Teacher Support

Return to Top Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

Too many students who are English Learners or those lacking prerequisite knowledge are falling into Tiers 2 and Tiers 3 in MTSS

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

Resources:

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

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

As adults in the building, we...

As adults in the building we...can analyze data on prerequisite skills to determine where the disconnect is, and plan intentional interventions for students in Tiers 2 and 3, English Learners/Diverse Learners students while providing SEL support to develop oral language skills and vocabulary.

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?

Resources:

If we....

...identify all students at-risk academically (<24th percentile on STAR 360 and i-Ready Reading and/or Math), and/or socially emotionally (EL, chronically absent, motivational issues, gaps in executive functioning), and ensure we are providing teachers with support to implement predicatable cycles of intervention that match research based interventions with the students' specific learning needs...

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

then we see...

...then we see 90% of teachers providing intensive researched-based intervention, inclusive of English Language Learner supports as necessary, monitoring students' growth within the Branching Minds platform, and making timely adjustments to intervention instruction based on students' performance towards learning targets...

which leads to...

...the number of students identified as needing Tier 2 or Tier 3 supports (as seen in Branching Minds) will align with an "ideal" MTSS tiering (i.e. Tier 2 - 15% of student pop; Tier 3 - 5% of student pop.).

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Implementation Plan

Resources:

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

Team/Individual Responsible for Implementation Plan

MTSS Team and Lead, ELPT

Dates for Progress Monitoring Check Ins

Q1	10/23/23	Q3	4/3/24
Q2	1/10/24	Q4	6/3/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	100% of classroom teachers will collect, organize, and analyze the BOY screening data using a clear protocol to identify (1) classwide need (based on median scores) and/or individual need, (2) the category of the learning problem, and (3) the intervention necessary to address that problem.	MTSS PLCs	Q1	Completed
Action Step 1	Administer BOY assessments utilizing i-Ready and STAR 360 in K-8.	Teacher Teams	Q1	Completed
Action Step 2	Analyze screening data in order to identify the level of need (classwide, group, individual) and to identify specific learning targets in reading (PA, Phonics, Fluency, Comp, Vocab) and math (specific domains) through secondary diagnostics (CBMs, etc...).	MTSS PLCs	Q1	Completed
Action Step 3	Utilize screening data as well as other data points (grades, attendance...) to plan intervention(s) utilizing critical components of instructional hierarchy to accelerate learning for proficiency.	MTSS PLCs	With each cycle	In Progress
Action Step 4	Teachers assist students in setting goals for learning by providing appropriate goal-setting strategies (SMART...).	MTSS PLCs	With each cycle	In Progress
Action Step 5	Implement a series of 5-week intervention cycles that include implementation of research-based interventions and instruction, fidelity checks, progress monitoring, and end-of-cycle evaluation and reflection.	MTSS PLCs	Q1	In Progress
Implementation Milestone 2	100% of classroom teachers will leverage the intervention tools available through our school (ex. Just Words, SIPPS, Amira, Lexia, Common Lit, IXL and Freckle).	Teacher Teams	Q4	In Progress
Action Step 1	Solidify the Menu of Interventions at Otis (intervention name, target skill(s) addressed, cadence of teacher/student touch points vs. time on edTech platform if applicable)	MTSS PLCs	Q1	Completed
Action Step 2	Provide professional learning for reading intervention foundational skills (Heggerty, Just Words, SIPPS, Lexia)	MTSS Lead	Ongoing	In Progress
Action Step 3	Provide professional learning for fluency and comprehension (Amira, Lexia, Common Lit)	MTSS Lead	Ongoing	In Progress
Action Step 4	Provide professional learning for math intervention by leveraging Freckle and IXL.	MTSS Lead	Ongoing	In Progress
Action Step 5				<i>Select Status</i>
Implementation Milestone 3	Provide intentional instructional supports for English Learners	ELPT	Ongoing	In Progress
Action Step 1	Reviewing Can Do descriptors for English Language Learners according to English Language Proficiency Levels in alignment with lesson/unit objectives	ELPT/Teacher Teams	Quarterly/Daily	<i>Select Status</i>
Action Step 2	Complete and be up to date with ELD workshops	ELPT/Teacher Teams	Q2	In Progress
Action Step 3	Reviewing curriculum resources/accessing English Learners supports and selecting texts or supplementary texts written in students' native language for use in unit planning when available	Teacher Teams	Quarterly	In Progress
Action Step 4	Planning for deeper learning for SY25 and SY26 (more robust supports for ELLs)	ELPT/MTSS Lead	Q4	Not Started
Action Step 5				<i>Select Status</i>
Implementation Milestone 4	Develop MTSS/Intervention protocols and processes for planning, implementing, monitoring and evaluating the effectiveness of MTSS structures and interventions (academic and social emotional needs)	MTSS Team	Q4	In Progress
Action Step 1	Provide professional learning/structures for teachers focused on planning for effective intervention instruction	MTSS Lead	Ongoing	In Progress
Action Step 2	Create an intervention fidelity checklist and/or rubric to support the implementation of structures and intentional interventions.	MTSS Team	Ongoing	In Progress
Action Step 3	Focused on monitoring student progress within and across intervention cycles	MTSS Team	Ongoing	In Progress
Action Step 4	Develop structure and protocols for evaluating our schools' overall MTSS effectiveness (i.e. quarterly goal reflections, use of MTSS Continuum, use of tier change recording and analysis, and protocol for reporting out to ILT, BHT Referral process)	MTSS Team	Ongoing	In Progress
Action Step 5				<i>Select Status</i>

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Further development and implementation of previous milestones and a deeper focus on English Learner supports
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SY26 Anticipated Milestones

Further development and implementation of previous milestones and a deeper focus on English Learner supports



[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 SY26, the number of students identified as needing Tier 2 or Tier 3 supports (as seen in Branching Minds) will align with an "ideal" MTSS tiering (i.e. Tier 2 - 15% of student pop; Tier 3 - 5% of student pop.)	Yes	% of Students identified in Branching Minds as needing a Tier 2 or Tier 3 intervention.	English Learners	Reading - 40%			
			Overall	Math - 42%			
By SY26, 95% of students receiving a tiered intervention will meet their individual target goal each cycle.	Yes	% of Students receiving Tier 2/3 interventions meeting targets each cycle	English Learners	Reading - 48%			
			Overall	Math 47%			
			English Learners	75%			
			Overall	80%			

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.

	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&I:4 The ILT leads instructional improvement through distributed leadership.	As we implement equity-based cycles of intervention, we will improve our practices of effective teaming, clear systems and structures, and implementation of the problem-solving process. We will use the MTSS Continuum to reflect quarterly on our progress developing these practices.	As we continue to implement equity-based cycles of intervention, we will improve our practices of providing evidence-based instructional practices and implementation of the problem-solving process. We will use the MTSS Continuum to reflect quarterly on our progress developing these practices.	As we continue to implement equity-based cycles of intervention, we will improve our practices of providing evidence-based instructional practices and implementation of the problem-solving process. We will use the MTSS Continuum to reflect quarterly on our progress developing these practices.
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.	Maintain 95-100% of teachers documentation through Branching Minds, inclusive of the use of progress monitoring data to inform intervention instruction, using to MTSS Continuum to track progress.	Maintain 95-100% of teachers documentation through Branching Minds, inclusive of the use of progress monitoring data to inform intervention instruction, using the MTSS Continuum to track progress.	
Select a Practice			

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

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
By SY26, the number of students identified as needing Tier 2 or Tier 3 supports (as seen in Branching Minds) will align with an "ideal" MTSS tiering (i.e. Tier 2 - 15% of student pop; Tier 3 - 5% of student pop.)	% of Students identified in Branching Minds as needing a Tier 2 or Tier 3 intervention.	English Learners	Reading - 40%		Select Status	Select Status	Select Status	Select Status
		Overall	Math - 42%		Select Status	Select Status	Select Status	Select Status
		English Learners	Reading - 48%		Select Status	Select Status	Select Status	Select Status
		Overall	Math 47%		Select Status	Select Status	Select Status	Select Status
By SY26, 95% of students receiving a tiered intervention will meet their individual target goal each cycle.	% of Students receiving Tier 2/3 interventions meeting targets each cycle	English Learners	75%		Select Status	Select Status	Select Status	Select Status
		Overall	80%		Select Status	Select Status	Select Status	Select Status

Identified Practices	Practice Goals SY24	Progress Monitoring			
		Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:4 The ILT leads instructional improvement through distributed leadership.	As we implement equity-based cycles of intervention, we will improve our practices of effective teaming, clear systems and structures, and implementation of the problem-solving process. We will use the MTSS Continuum to reflect quarterly on our progress developing these practices.	On Track	Select Status	Select Status	Select Status
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.	Maintain 95-100% of teachers documentation through Branching Minds, inclusive of the use of progress monitoring data to inform intervention instruction, using to MTSS Continuum to track progress.	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?

Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

5Essentials
 Teacher Response Rate 57%
 Student Response Rate 65%

Increase in Ambitious Instruction (SY22 44 to SY23 53)
 Decrease in Supportive Environment (43 to 41)
 Decrease in Involved Families (44 to 39)
 Increase in Collaborative Teachers (26 to 27)
 Decrease in Effective Leaders (28 to 18)

Teacher responses show very weak in School Commitment (9) and Collective Responsibility (18)
 ***School Commitment - 68% of teachers usually look forward to each working day at this school - 32% do not
 Teacher responses show very weak in Instructional Leadership (8) and Teacher-Principal Trust (3)
 Teacher responses show very weak in Innovation (15)

Student responses show very weak in Emotional Health (1), Grit (1), Parent Supportiveness (1), and Rigorous Study Habits (19)

What is the feedback from your stakeholders?

Safety should always be a top priority

Students need to feel safe and a sense of belonging throughout their school experience

Staff needs to feel safe, trusted, supported, and led so they can feel positive about being committed and responsible for student connectedness and wellbeing

Leadership teams need to build and support a positive school culture and climate

Items showing weak and very weak in 5Essentials need to be addressed and supported

What student-centered problems have surfaced during this reflection?

Some students are not performing well academically, have attendance issues, and feel disconnected from school.

Student Attendance Rate SY23 88.1%, chronic absenteeism and chronic tardies leads to negative learning outcomes for students

Students may not always feel supported if staff report very weak school commitment and collective responsibility

Very weak emotional health, grit, and parent supportiveness, and weak safety lead to students

Students can receive more supportive teaching, be part of a more positive classroom community, and receive better feedback for growth. This would have high leverage over the mindsets and strategies of student agency, academic risk taking and growth mindset.

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

32 after school programs offered

57% of students were enrolled in at least 1 after school program

Established BHT + Climate/Culture team

80% staff completed safe schools trainings

Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

Students are struggling with learner agency, academic risk taking and growth mindset. Students have also reported concerns around safety and emotional health.

5Essentials:
 Students report very weak emotional health in 5E's
 Students report very weak grit, parent supportiveness, and study habits in 5E's
 Students report weak safety in 5E's

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

Resources:

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

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

As adults in the building, we...

are not fully ensuring that Tier 1 Academic and Social-Emotional Learning for all members of the school community effectively recognize and support individuals (inclusive and responsive to the personalized needs of each individual) and groups (i.e. students, staff, families, community).

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

What is your Theory of Action?

If we....

more effectively build relationships, community, and agency throughout the school community with a focus on Tier 1 Social Emotional Learning and the Learner Agency and Social-Emotional Learning domains of the CPS Personalized Learning Framework...

then we see....

Resources:

Indicators of a Quality CIWP: Theory of Action

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

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

Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.

...an increase in opportunities for students and staff to build community and agency via practices including morning meetings, advisories, learner profiles, conferencing, student-leadership, service-learning, staff Professional Development and fellowship...



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 feeling safe and connected to school with an increase in 5Essentials student response to Safety (22 to 50+), Emotional Health (1 to 30+), and School Connectedness (40 to 60)...students feeling valued and empowered in their class community with an increase in Cultivate Classroom Community (47 to 65+) and Student Voice (49 to 65+)...staff feeling positively about their responsibility and commitment to students with an increase in 5Essentials staff response to Collective Responsibility (18 to 40+) and School Commitment (9 to 40+).



[5Essentials - How scores are calculated](#)

Cultivate Difference Score: A difference score reflects the extent of the difference between the positive and negative responses students give to the survey questions they are asked for each measure. It is calculated by taking the percentage of students who answered in the two most positive categories (e.g., completely, mostly) and subtracting the percentage of students who answered in the two most negative categories (e.g., not at all, a little). A higher score means most students responded positively, and very few students responded negatively. Scores close to zero mean more students responded negatively relative to the number who responded positively. Calculating scores this way allows educators to understand where things are working well without losing sight of the extent to which students are providing negative responses.

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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

Culture and Climate Team and PL Coordinator

Dates for Progress Monitoring Check Ins

Q1	10/23/23	Q3	4/3/24
Q2	1/10/24	Q4	6/3/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	100% of students experience effective Tier 1 Academic and Social Emotional Learning practices by the end of SY24	Culture and Climate Team/Personalized Learning Coordinator	Q4	In Progress
Action Step 1	75% of classrooms stay on track with implementing Second Step & Success Bound Tier 1 SEL curriculum throughout SY24	Culture and Climate Team	Ongoing	In Progress
Action Step 2	100% of classrooms show evidence of Tier 1 SEL best practices (i.e. shared agreements, 3Bs, morning meeting, advisory, calm-down area, mindfulness, etc.) during SEL walkthroughs	Culture and Climate Team	Ongoing	In Progress
Action Step 3	Foundations of Personalized Learning and schoolwide goals are established at Otis with a focus on Learner Agency and Social-Emotional Learning by the start of Q2	Personalized Learning Coordinator	Start of Q2	Completed
Action Step 4	Every Otis student has a Learner Profile initiated by start of Q3	Personalized Learning Coordinator	Start of Q3	In Progress
Action Step 5	Every Otis student has 1:1 Conferences with a teacher 1-2 times a	Personalized Learning	Start of Q3	In Progress
Implementation Milestone 2	The Culture & Climate Team is effectively improving staff climate on a monthly basis as evidenced by team agendas, objectives, and initiatives	Culture and Climate Team	Q4	In Progress
Action Step 1	Staff create a SY23 Otis Compact to guide shared agreements for working relationships in service of students	Culture and Climate Team	Mid-Q1	In Progress
Action Step 2	Staff PD, team meetings, and other staff events provide time and space for making connections, building community, and working toward shared goals	Culture and Climate Team	Ongoing	In Progress
Action Step 3	A staff social/sunshine committee is developed to ensure staff connectedness and wellbeing is prioritized	Culture and Climate Team	Start of Q2	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Student, staff, and family opportunities for voice and agency are created in Q1/Q2, implemented, and maintained through end of Q4	Culture and Climate Team/Personalized Learning Coordinator	Ongoing	In Progress
Action Step 1	Various Student Voice initiatives are developed and carried out (i.e. conferencing, town halls, student council, LSC rep, peer buddies, class jobs, student-led announcements, etc.)	Culture and Climate Team/Personalized Learning Coordinator	Start of Q2	In Progress
Action Step 2	Student, staff, and family perspective surveys/interviews (internal (including focus groups), BOY/MOY/EOY Cultivate)	Culture and Climate Team/Personalized Learning Coordinator	Ongoing	In Progress
Action Step 3	Equitable student, staff, and family representation exists on councils, committees, teams, etc.	Culture and Climate Team/Personalized Learning Coordinator	Q3	In Progress
Action Step 4	Opportunities for staff, students, and families to get involved in OST, sports, special programs, class/school leadership, and service-learning	Culture and Climate Team/Personalized Learning Coordinator	Ongoing	In Progress
Action Step 5				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

<p>SY25 Anticipated Milestones</p>	<p>In SY25, we hope to be working toward solidifying and training staff to implement essential Tier 1 SEL practices from the first day of school.</p> <p>We hope to have foundations of Personalized Learning, including Learner Agency, SEL, Learner Profiles and Conferencing established so we can evolve those practices and begin to learn and implement Tailored and Authentic Learning, Short-Term Learning Plans, and Personal Learning Paths.</p> <p>We hope to have strong student voice initiatives in place and continue to let those structures evolve based on student interest and readiness.</p> <p>We hope to build on a strong staff culture and aim for more varied staff representation on teams/committees and events that bring the staff closer together.</p>	
<p>SY26 Anticipated Milestones</p>	<p>In SY26, we hope to have strong Tier 1 SEL practices evident schoolwide and Tier 2 and 3 supports becoming more solidified as well.</p> <p>We hope to see students leading learning in the classrooms and throughout campus. Student-led activities, events, etc.</p> <p>We hope for a vibrant staff culture that exhibits a sense of joy, purpose, and collective responsibility.</p>	

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
Students feel safe and emotionally healthy with marked improvements in learner agency, growth mindset, and academic risk-taking as evidenced in 5Essentials and Cultivate student responses	Yes	Cultivate	Overall	Safety 22 Emotional Health 1	Safety 50+ Emotional Health 30+	Safety 75+ Emotional Health 50+	Safety 90+ Emotional Health 75+
			Overall	Classroom Community 47 Student Voice 49	Classroom Community 65+ Student Voice 65+	Classroom Community 75+ Student Voice 75+	Classroom Community 85+ Student Voice 85+
Staff feels an increased sense of School Commitment and Collective Responsibility as evidenced in 5Essentials staff responses	Yes	5E: Supportive Environment	Overall	School Commitment 9 Collective Responsibility 18	School Commitment 40+ Collective Responsibility 40+	School Commitment 60+ Collective Responsibility 60+	School Commitment 70+ Collective Responsibility 70+
			NA				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 	Specify your practice goal and identify how you will measure progress towards this goal. 		
	SY24	SY25	SY26
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Tier 1 SEL Curriculum Second Step implemented with fidelity - 100% of classrooms teach each lesson in the curriculum - Measured through Second Step platform dashboard	Tier 1 SEL AND Otis best practices implemented with fidelity - curricular and non-curricular systems/strategies implemented schoolwide, grade-bands, and individual classes	Tier 1 SEL AND Otis best practices implemented with fidelity - curricular and non-curricular systems/strategies implemented schoolwide, grade-bands, and individual classes
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Culture & Climate team improves staff climate through objectives/initiatives - Measured by 5Essentials School Commitment and Collective Responsibility as well as internal staff climate survey	Culture & Climate team improves staff climate through objectives/initiatives - Measured by 5Essentials School Commitment and Collective Responsibility as well as internal staff climate survey	Culture & Climate team improves staff climate through objectives/initiatives - Measured by 5Essentials School Commitment and Collective Responsibility as well as internal staff climate survey
<i>Select a Practice</i>			

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
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Students feel safe and emotionally healthy with marked improvements in learner agency, growth mindset, and academic risk-taking as evidenced in 5Essentials and Cultivate student responses	Cultivate	Overall	Safety 22 Emotional Health 1	Safety 50+ Emotional Health 30+	Select Status	Select Status	Select Status	Select Status
		Overall	Classroom Community 47 Student Voice 49	Classroom Community 65+ Student Voice 65+	Select Status	Select Status	Select Status	Select Status
Staff feels an increased sense of School Commitment and Collective Responsibility as evidenced in 5Essentials staff responses	5E: Supportive Environment	Overall	School Commitment 9 Collective Responsibility 18	School Commitment 40+ Collective Responsibility 40+	Select Status	Select Status	Select Status	Select Status
		NA			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Progress Monitoring			
		Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Tier 1 SEL Curriculum Second Step implemented with fidelity - 100% of classrooms teach each lesson in the curriculum - Measured through Second Step platform dashboard	Select Status	Select Status	Select Status	Select Status
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Culture & Climate team improves staff climate through objectives/initiatives - Measured by 5Essentials School Commitment and Collective Responsibility as well as internal staff climate survey	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Parent and Family Plan

<p>If Checked:</p> <p>Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections</p>	<input checked="" type="checkbox"/>	<p>Our school is a Title I school operating a Schoolwide Program</p> <p>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.</p>
<p>If Checked:</p> <p>No action needed</p>	<input type="checkbox"/>	<p>Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)</p>

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.

-Resources to support new math curriculum implementation and school-home connection
 -Learning Library at Otis for families to check out reading and math resources (books, manipulatives, games) for at home practice and reinforcement to develop literacy and math fluency skills
 -Social emotional development resources and materials

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