

CIWP Team & Schedules

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Indicators of Quality CIWP: CIWP Team

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

[CIWP Team Guidance](#)

Name	Role	Email
Ferdinad Wipachit	Principal	fwipachit@cps.edu
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Michael Walker	Teacher Leader	mewalker2@cps.edu
Elizabeth Bermejo	Postsecondary Lead	ebermejo@cps.edu
Kelli McMullen	Postsecondary Lead	kmcmullen@cps.edu
Meghan Tristano	Connectedness & Wellbeing Lead	mmtristano@cps.edu
Robert Edwards	Teacher Leader	rwedwards@cps.edu
Guillermina Pio	LSC Member	gullerminpio82@hotmail.com
Tammy Easter	LSC Member	teaster77@gmail.com
Brandy Henderson	LSC Member	brandyhenderson@solfulelements.com

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	6/5/23	8/14/23
Reflection: Curriculum & Instruction (Instructional Core)	6/12/23	6/23/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/26/23	7/8/23
Reflection: Connectedness & Wellbeing	6/5/23	8/29/23
Reflection: Postsecondary Success	6/5/23	8/29/23
Reflection: Partnerships & Engagement	7/10/23	7/21/23
Priorities	6/12/23	7/21/23
Root Cause	8/15/23	9/12/23
Theory of Acton	8/29/23	9/12/23
Implementation Plans	8/29/23	9/12/23
Goals	8/15/23	9/13/23
Fund Compliance	8/15/23	9/13/23
Parent & Family Plan	8/15/23	9/13/23
Approval	9/13/23	9/13/23

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	7/10/23
Quarter 2	7/24/23
Quarter 3	8/7/23
Quarter 4	8/21/23

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	CPS High Quality Curriculum Rubrics	<p>Rising 10th Spring 2023 P/SAT 8/9 data indicates that 72% of students did not meet benchmarks overall. 53% did not meet the ERW benchmark and 64% did not meet the math benchmark. The 10th grade team, in collaboration with our MTSS coordinator, will engage in a Spring P/SAT data deep dive to identify the highest area (SAT skills) of need. The MTSS coordinator and the 10th grade team will then align standards based instruction to the SAT skills identified. The rising 11th graders demonstrate an overwhelming need in math as 65% did not meet the math benchmark on the Spring P/SAT 10. Only 17% did not meet the ELA benchmark. The 11th grade team will complete a data deep dive to identify skill deficit areas and the math team will work with the academic approach team to create formative/summative assessments to address math skill deficits.</p> <p>What is the feedback from your stakeholders?</p> <p>As a school we will focus on "Understanding through Inquiry" as we continue our project based learning initiative. As stated in the Power Practices Rubric, "All school stakeholders (administrators, students, parents, and partners) will: 1. empower students as investigators, researchers, and collaborators in learning and problem solving. 2. Strive for curriculum and instruction that ignites curiosity, poses complex problems, and promotes continuous reflection." Understanding through inquiry is supported by student agency as described in the learning conditions guide. The guide states that "Student Voice is providing Opportunities for and responsiveness to student ideas and input: Students take ownership of their learning and are more actively engaged in their schoolwork when they have choices, share their ideas, and feel heard." Teachers will create student centered classes as students engage in the PBL process. PSMA ILT includes department chairs and grade level leads. PSMA will re-structure the ILT in SY 23-24 to support a meeting cycle of 4 which includes grade level/MTSS, department, general, and horizontal alignment ELA& Social Studies, Science/Math/Engineering). The horizontal alignment meeting will address interdisciplinary math standards,as well as writing across the curriculum.</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>Improvement efforts include: shifting our meeting cycle to focus on Assessment/Feedback/Data/MTSS. Shift our ILT to support our new meeting cycle. Re-assign the MTSS lead and ELPT lead positions to individuals that demonstrate the capacity and willingness to support student learning and schoolwide initiatives.</p>	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading) STAR (Math) iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold Interim Assessment Data
Yes	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		
Partially	Powerful Practices Rubric Learning Conditions		
Partially	Continuum of ILT Effectiveness Distributed Leadership		
Partially	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development		
Partially	Assessment for Learning Reference Document		
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>Historically, 30-50% of students have Ds and Fs the first few weeks of the quarter. Students</p>			


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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	MTSS Integrity Memo MTSS Continuum Roots Survey	<p>MTSS</p> <ul style="list-style-type: none"> - MTSS Leadership Team is established - MTSS Lead and Interventionist are in place; PSMA re-opted back into CPS tutoring program - Branching Minds platform utilized in 9th grade for interventions, parent communication for 10-11th. - Research Based Supports utilized (various used for ELA, Saga for Math) - Data collection and usage - STAR 360 pilot in 9th, grades examined every 5 weeks in GL meetings school-wide - Problem Solving Process (used in BHT meetings?) - Progress Monitoring is a work in progress - Family Engagement - Letters utilized - Roots survey not utilized in SY23 <p>LRE</p> <ul style="list-style-type: none"> - Students at PSMA are typically served in LRE 1, given appropriate accommodations. Incoming freshmen IEPs will be analyzed to determine student need. - IEP and 504 compliance is at 100%. <p>EL -</p> <ul style="list-style-type: none"> - All EL students have been tiered based up their ACCESS scores; the data has been shared with all Phoenix staff to ensure curriculum 	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.		<p><i>data has been shared with all Phoenix staff to ensure curriculum maps and lesson plans incorporated necessary modifications to meet the needs of the EL students.</i></p> <ul style="list-style-type: none"> -Progress monitoring to ensure that students' academic and SEL needs are appropriately addressed - ELPT trained Phoenix staff in the necessary next steps to support all EL students. -Sent out letters and flyers inviting parents to become part of the BAC -Follow-up communion regarding BAC meeting and opportunities for EL Parent 	<p>MTSS Academic Tier Movement</p> <p>Annual Evaluation of Compliance (ODLSS)</p> <p>Quality Indicators of Specially Designed Curriculum</p> <p>EL Program Review Tool</p>
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page	<p>What is the feedback from your stakeholders?</p> <p>MTSS</p> <ol style="list-style-type: none"> 1. MTSS Branching Minds Platform for academic interventions was piloted in 9th grade for SY23. Parent communications were piloted in all grades. GL teams are advocating expansion of the platform for academic interventions to grades 10-12. 2. Interventions need to be implemented into the regular classroom routine (For example, 30 min small groups) <p>LRE</p> <ol style="list-style-type: none"> 1. LRE placement and compliance is 100% compliant <p>EL</p> <ol style="list-style-type: none"> 1. Teachers will begin implementing WIDA Descriptors and Language Objectives to focus on student learning according to their ACCESS scores. 2. Bilingual supports according to MTSS. 3. Developing teachers to receive ESL endorsement. 	
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.	<p>EL Placement Recommendation Tool ES</p> <p>EL Placement Recommendation Tool HS</p>		
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.		<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>LRE</p> <p>Recruitment and hiring of DL teachers and paraprofessionals according to IEP requirements.</p> <p>EL</p> <p>Support teacher training/endorsements to better serve our EL population.</p> <p>MTSS</p> <p>Expansion of MTSS model to all grade levels.</p> <p>As of the start of the SY 2023-24, the Phoenix MTSS Team has:</p> <ul style="list-style-type: none"> -Begun to solidify the school-wide systems and structures for Academics, Behavior/SEL, and Attendance; that is, established meeting cycles, dedicated time in cycle of four grade level meeting for the MTSS Framework to become proficient with Branching Minds (creating groups, plans, progress monitoring, and student progress; established year-long calendar for MTSS 3R's weeks before progress reports and final grade postings in Aspen; establish year-long BHT meeting dates calendar with agenda access for all BHT members. -Begun to formalize the protocol for the BHT reintegration plan for Tier 3 SEL students involving student voice interview and follow-up with teachers. -Begun the administration of the Star 360 baseline assessment to all students in all grade levels. -Planned to administer the SECA SEL survey to all students across all grades in late September to early October. -Begun to formalize the school attendance policy for tardies and absences that aligns with Student Rights and Responsibilities. -Begun to formalize the Student Rights and Responsibilities Restorative Plan with a tiered level of consequences and restorative practices that addresses attendance and behavior. -Reestablished Tutor Corps Math program using SAGA in grade 9. 	
<p>What student-centered problems have surfaced during this reflection?</p> <p>If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>Ensure that high quality Tier I curriculum and instruction include academic differentiation and interventions following the equity-based MTSS Framework. Need for current, baseline assessment data across all levels ensuring appropriate academic intervention plans in Branching Minds.</p> <p>Alignment of school-wide systems and structures that allow for all school stakeholders to be active participants within the equity-based MTSS Framework upholding all of the expectations of the CPS MTSS Integrity Memo; that is, Academic (DL, EL, and Grade level teams), Behavior Teams (BHT and Student Rights and Responsibilities) and Attendance (Grade level leads team, BHT, and Student Rights and Responsibilities).</p>				

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Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>BHT Key Component Assessment</p> <p>SEL Teaming Structure</p>	<p>BHT/CCT</p> <ul style="list-style-type: none"> - BHT/CCT Leads and teams are established and meet regularly (generally bi-weekly on Wednesdays) - Agendas for each meeting are determined prior to the meeting <p>SEL Tier I</p> <ul style="list-style-type: none"> - (MT) Restorative Practices, emailing parents, kids calling parents - reduction in OSS, repeated disruptive behaviors *Student Voice Committee - Wayfinder Tier I SEL curriculum implemented school-wide during 5/6th Period <p>OST</p> <ul style="list-style-type: none"> -Teachers will provide office hours and opportunities for students to more engaged at Phoenix through enrichment, academic, and SEL support. <p>Attendance</p> <ul style="list-style-type: none"> Plans, Student one-on-ones, parent conference, student, parent, teacher conference, 5/10 day letters, home visits. 	<p> % of Students receiving Tier 2/3 interventions meeting targets</p> <p>Reduction in OSS per 100</p> <p>Reduction in repeated disruptive behaviors (4-6 SCC)</p> <p>Access to OST</p> <p>Increase Average Daily Attendance</p> <p>Increased Attendance for Chronically Absent Students</p> <p>Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</p> <p>Cultivate (Belonging & Identity)</p> <p>Staff trained on alternatives to exclusionary discipline (School Level Data)</p> <p>Enrichment Program Participation: Enrollment & Attendance</p>
Yes	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.	<p>What is the feedback from your stakeholders?</p> <ol style="list-style-type: none"> 1. BHT/CCT - continue with current BHT/CCT team meeting structure. Continue use of counselor referral form. 2. Tier I SEL - continue with Wayfinder, expansion of Student Voice Committee 3. OST 4. Attendance - Check-in and Check-out for Tier 3 chronically absent students 	

Yes	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?	
PSMA needs a "reintegration protocol" for Tier 3 SEL/Wellness students.		Tier 3 reintegration plans needed. Reduction in OSS and repeated offenses- "Improving SVC-classroom to classroom advertising, surveys, direct emails-goal for next year is to improve membership, improve communication, work cohesively with Cadet Staff and Admin	



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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
Yes	College and Career Competency Curriculum (C4) An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	Annual PS plan is developed. ILP completion rates need to improve across all grade levels. Emphasis on these tasks in JROTC classes is a priority for the PSE team. After reviewing the data, seniors with a GPA less than a 3.0 are consistently not completing 3 college applications to include a safety, match, and reach school. This group of students will be targeted to increase their applications. Alumni engagement has increased from SY22 to SY23 by 8%. This engagement rate is still low, at 18% engagement. This will be a metric to focus on increasing further in SY24.	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
Yes	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).		9th and 10th Grade On Track
Yes	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? OSCPA ILP Scope & Sequence plan utilized in JROTC classrooms to implement postsecondary instruction to all grade levels Collaboration with iMentor and PSE team within the senior JROTC classroom to implement ILP task completion. Biweekly staff meeting with iMentor and PSE team is used to support ILP completion. Career Exploration and Development are planned and implemented with students in grades 9-12 with ILP Career Planning tasks and attendance at the postsecondary fair, trade fair, and site visits with iMentor corporate partnerships. Students meet with PSE team to go over available Early College courses that align with their interests and career pathway goals. Chicago Builds and the CPFTA programs are utilized and promoted within the school for interested students to apply. A PLT team is being formed to implement strategies and focus on postsecondary goals aligned with student needs. A summer Alumni Coordinator is available to support students transitioning to their postsecondary pathway. Expand CCC exploration visits.	Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
Yes			
Partially	ECCE Certification List Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		
Partially	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).		
Partially	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.		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?	
Latinx students with a GPA less than 3.0 do not consistently apply to at least 3 colleges to include a safety, match, and reach school. ILP completion percentages across grade levels need to be improved. Alumni engagement is low.		A PLT postsecondary advising plan has been created to track progress on 3 impact goals to be implemented in SY24 with the PLT team. The priority impact goal is that by the end of SY24, all Latinx seniors with a GPA less than 3.0 will have completed at least 3 college applications to include: 1 safety, 1 match, and 1 reach school. The PLT team will also focus on increasing alumni engagement by 12%, and the ILP completion rate across all grade levels by 57%. The team will meet monthly to discuss the implementation and progress of these goals.	

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Using the associated references, is this practice consistently implemented? **References** **What are the takeaways after the review of metrics?** **Metrics**

<p>Yes</p>	<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>Spectrum of Inclusive Partnerships</p>	<p>Parents </p> <ul style="list-style-type: none"> - Full representation on Board of Governors and Parent Advisory Committee - Parent Nights for all grade levels - Junior Achievement - Remind App used for text messages to parents - Parent representation on the Bilingual Advisory Committee (BAC) <p>Community</p> <ul style="list-style-type: none"> - Communities in Schools Partnership - iMentor Partnership <p>Students</p> <ul style="list-style-type: none"> - Student Voice Committee is being reorganized - Cadet Staff's role in Student Voice Committee is represented 	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
<p>Yes</p>	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p> <p>Reimagining With Community Toolkit</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>
<p>Partially</p>	<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>Student Voice Infrastructure Rubric</p>	<p>What is the feedback from your stakeholders?</p> <p>Students and teachers have advocated for stronger student voice. For example, students would like to foster an environment that is more focussed on school spirit. </p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</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.

Student voice committee was not fully functional during covid. 

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?

JROTC instructors, Dean, Admin, cadet staff, and select students will revise student voice committee. Recruitment of representatives for each grade level is currently underway. 

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
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?

Rising 10th Spring 2023 P/SAT 8/9 data indicates that 72% of students did not meet benchmarks overall. 53% did not meet the ERW benchmark and 64% did not meet the math benchmark. The 10th grade team, in collaboration with our MTSS coordinator, will engage in a Spring P/SAT data deep dive to identify the highest area (SAT skills) of need. The MTSS coordinator and the 10th grade team will then align standards based instruction to the SAT skills identified. The rising 11th graders demonstrate an overwhelming need in math as 65% did not meet the math benchmark on the Spring P/SAT 10. Only 17% did not meet the ELA benchmark. The 11th grade team will complete a data deep dive to identify skill deficit areas and the math team will work with the academic approach team to create formative/summative assessments to address math skill deficits.

What is the feedback from your stakeholders?

As a school we will focus on "Understanding through Inquiry" as we continue our project based learning initiative. As stated in the Power Practices Rubric, "All school stakeholders (administrators, students, parents, and partners) will: 1. empower students as investigators, researchers, and collaborators in learning and problem solving. 2. Strive for curriculum and instruction that ignites curiosity, poses complex problems, and promotes continuous reflection." Understanding through inquiry is supported by student agency as described in the learning conditions guide. The guide states that "Student Voice is providing Opportunities for and responsiveness to student ideas and input: Students take ownership of their learning and are more actively engaged in their schoolwork when they have choices, share their ideas, and feel heard." Teachers will create student centered classes as students engage in the PBL process. PSMA ILT includes department chairs and grade level leads. PSMA will re-structure the ILT in SY 23-24 to support a meeting cycle of 4 which includes grade level/MTSS, department, general, and horizontal alignment ELA& Social Studies, Science/Math/Engineering). The horizontal alignment meeting will address interdisciplinary math standards, as well as writing across the curriculum.

What student-centered problems have surfaced during this reflection?

Historically, 30-50% of students have Ds and Fs the first few weeks of the quarter. Students also are not aware of their overall grade until the 3rd or 4th week. As a school, we need to focus on clear and immediate feedback to better inform students and families on academic progress, areas of growth, and areas of improvement. This feedback cycle will also provide instructors needed information and time to adjust instruction, provide interventions, and provide opportunities for students to re-learn material and re-assess to demonstrate mastery.

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?

Improvement efforts include: shifting our meeting cycle to focus on Assessment/Feedback/Data/MTSS. Shift our ILT to support our new meeting cycle. Re-assign the MTSS lead and ELPT lead positions to individuals that demonstrate the capacity and willingness to support student learning and schoolwide initiatives.

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Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

Students experience high failure rates during week 3 and week 4 of the quarter. Students often lack the capacity to apply learned skills to summative and standardized assessments. Schoolwide foci on MTSS and horizontal/vertical alignment.



Indicators of a Quality CIWP: Determine Priorities

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

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Root Cause

Resources:

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

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

As adults in the building, we...

place blame on students lack of engagement to justify failing grades. Rarely do we reflect on our own practices and schoolwide systems as possible root causes to failing grades and lack of engagement.



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....

create a meeting cycle led by data (diagnostic assessment data, P/SAT data, MTSS data and SEL survey data)



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....

instructors and MTSS support staff engage in a reflective process/learning cycle where priority students are identified and where targeted interventions will be implemented.



which leads to...
 an increase in the student passing rate, more student engagement as instructors implement interventions, and data driven instruction and assessment that informs instructional practices.

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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
 Marquita Jones- AP/ Sandra Tobias-MTSS Lead

Dates for Progress Monitoring Check Ins

Q1	7/10/23	Q3	8/7/23
Q2	7/24/23	Q4	8/21/23

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Expansion of STEM Curriculum and STEM Initiatives			In Progress
Action Step 1	New course creation math AAA+STEM	Marquita Jones	August 2023	Completed
Action Step 2	Train atleast 2 new Intro to Engineering Instructors via PLTW	Marquita Jones	August 2023	Completed
Action Step 3	IED for all initiative for Class of 2027	Marquita Jones	June 2024	In Progress
Action Step 4	offer new Intro to robotics course (=CS Grad requirement)	Marquita Jones	August 2023	Completed
Action Step 5	Increase STEM ambassador student group under the leadership of new STEM Counselor Position	Marquita Jones	August 2023	In Progress
Implementation Milestone 2	Expansion of Project Based Learning Units to support schoolwide CBE/STEM initiative	Marquita Jones	September 2023	In Progress
Action Step 1	Alignment to CPS Acceleration- AAA+STEM implementation	Marquita Jones & Math Department	June 2023	Completed
Action Step 2	PD on PBL	Marquita Jones	August 2023	Completed
Action Step 3	Teacher training on developing PBL Units	Marquita Jones & Math Department	September 2023	In Progress
Action Step 4	Illinois Math Badge Initiative with ISBE to support Geometry Competency and Work Based Learning	Marquita Jones & Math Department	July 2023	In Progress
Action Step 5	Thematic PBL units aligned to Graduation Competencies (CBE)	Marquita Jones	June 2025	In Progress
Implementation Milestone 3	Data Driven Assessment and Instruction Meeting Cycle	Marquita Jones and Sandra Tobias		In Progress
Action Step 1	Week 0- DDA-DDI Grade Level Meeting	PSMA Instructors and ILT Department Chairs	September 2023	Completed
Action Step 2	Week 5- DDA-DDI Grade Level Meeting	PSMA Instructors and ILT Department Chairs	October 2023	Not Started
Action Step 3	Week 15- DDA-DDI Grade Level Meeting	PSMA Instructors and ILT Department Chairs	December 2023	Not Started
Action Step 4	Week 25- DDA-DDI Grade Level Meeting	PSMA Instructors and ILT Department Chairs	April 2024	Not Started
Action Step 5	Week 36- DDA-DDI Grade Level Meeting	PSMA Instructors and ILT Department Chairs	May 2024	Not Started
Implementation Milestone 4	P/SAT Growth	Marquita Jones and Sandra Tobias	June 2024	In Progress
Action Step 1	Academic Approach PD-aligning assessments to PSAT areas of need	Academic Approach	August 2023	In Progress
Action Step 2	PSMA Data Cycle every 3rd or 4th week as part of Grade Level Meetings	Sandra Tobias	September 2023	In Progress
Action Step 3	Aligning common assessments to student areas of need as indicated in P/SAT and Academic Approach Practice Assessments	PSMA Instructors and ILT Department Chairs	October 2023	Not Started
Action Step 4	PSMA Learning/Reflection Cycle as part of department meetings	PSMA Instructors and ILT Department Chairs	June 2024	Not Started
Action Step 5	Student Goal setting and school incentive program for demonstrating P/SAT Growth	PSMA Instructors and ILT Department Chairs	June 2024	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
 Further expansion of competency based STEM course offerings. In SY 25 we plan to focus on the expansion of a CBE Science elective, AP Biology, and CCC STEM course offerings.

SY26 Anticipated Milestones
 School wide graduation competencies and competency based grading system.

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

Resources:

Indicators of a Quality CIWP: Goal Setting [IL-EMPOWER Goal Requirements](#)

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

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

Performance Goals

Specify the Goal 📌	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 📌	Numerical Targets [Optional] 📌		
					SY24	SY25	SY26
Meet P/SAT Math Benchmarks, P/SAT 8/9 Math=450, P/SAT 10 Math=450, SAT Math= 530 Math Score Current 9th Math=? no scores available until Fall Administration in Oct 2024/ 10th Math Average Spring 2023=411/ Current 11th Math Average Spring 2023 =423	Yes	PSAT (Math)	Overall	410	450	490	530
			Overall	410	450	490	530
Schoolwide PBL Curriculum with CBE grading practices as evidenced in Curriculum Maps, Aspen, and Assessments	Yes	Quality Indicators of Specially Designed Curriculum	Overall	3 PBL Units/SY	4 PBL Units/SY	1 thematic/ cross curricular PBL Unit/SY	2 thematic/ cross curricular PBL Unit/SY
			Overall	1 PBL Summative Assessment	2 PBL Summative Assessment	CBE rubrics	CBE grading in Aspen

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.	Aspen gradebook will reflect grade level aligned standards (competency based education) and display if the student has demonstrated mastery of standards. Department teams will choose and/or develop curriculum maps that indicate which standards/competencies students are expected to master each quarter.	CBE rubrics for summative assessments	Schoolwide CBE Grading as evidenced in Aspen
C&I:5 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.	During weeks 1,2 &3 all students will take a diagnostic assessment that will provide academic skill level/data to instructors. Instructors will utilize this data to differentiate instruction and actually (know) a student's skill level in the beginning of the year. Instructors will also use this data for goal setting.	Teachers will analyze data from the following sources: Branching minds, P/SAT, Dashboard, and grades via Aspen to create small groups for differentiation	Teachers will analyze data from the following sources: Branching minds, P/SAT, Dashboard, and grades via Aspen to create small groups for differentiation
C&I:4 The ILT leads instructional improvement through distributed leadership.	Admin guides ILT on how to create agenda aligned to schoolwide initiatives	Admin Facilitates ILT on how to create agenda aligned to schoolwide initiatives	Admin Facilitates ILT on how to create agenda aligned to schoolwide initiatives

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SY24 Progress Monitoring

Resources: 📌

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Meet P/SAT Math Benchmarks, P/SAT 8/9 Math=450, P/SAT 10 Math=450, SAT Math= 530 Math Score Current 9th Math=? no scores available until Fall Administration in Oct 2024/ 10th Math Average Spring 2023=411/ Current 11th Math Average Spring 2023 =423	PSAT (Math)	Overall	410	450	No Progress	Select Status	Select Status	Select Status
		Overall	410	450	No Progress	Select Status	Select Status	Select Status
Schoolwide PBL Curriculum with CBE grading practices as evidenced in Curriculum Maps, Aspen, and Assessments	Quality Indicators of Specially Designed Curriculum	Overall	3 PBL Units/SY	4 PBL Units/SY	Limited Progress	Select Status	Select Status	Select Status
		Overall	1 PBL Summative Assessment	2 PBL Summative Assessment	Limited Progress	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.	Aspen gradebook will reflect grade level aligned standards (competency based education) and display if the student has demonstrated mastery of standards. Department teams will choose and/or develop curriculum maps that indicate which standards/competencies students are expected to master each quarter.	Limited Progress	Select Status	Select Status	Select Status
C&I:5 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.	During weeks 1,2 &3 all students will take a diagnostic assessment that will provide academic skill level/data to instructors. Instructors will utilize this data to differentiate instruction and actually (know) a student's skill level in the beginning of the year. Instructors will also use this data for goal setting.	Limited Progress	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	Admin guides ILT on how to create agenda aligned to schoolwide initiatives	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.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

MTSS
 - MTSS Leadership Team is established
 - MTSS Lead and Interventionist are in place; PSMA re-opted back into CPS tutoring program
 - Branching Minds platform utilized in 9th grade for interventions, parent communication for 10-11th.
 - Research Based Supports utilized (various used for ELA, Saga for Math)
 - Data collection and usage - STAR 360 pilot in 9th, grades examined every 5 weeks in GL meetings school-wide
 - Problem Solving Process (used in BHT meetings?)
 - Progress Monitoring is a work in progress
 - Family Engagement - Letters utilized
 - Roots survey not utilized in SY23

LRE
 - Students at PSMA are typically served in LRE 1, given appropriate accommodations. Incoming freshmen IEPs will be analyzed to determine student need.
 - IEP and 504 compliance is at 100%.

What is the feedback from your stakeholders?

MTSS
 1. MTSS Branching Minds Platform for academic interventions was piloted in 9th grade for SY23. Parent communications were piloted in all grades. GL teams are advocating expansion of the platform for academic interventions to grades 10-12.
 2. Interventions need to be implemented into the regular classroom routine (For example, 30 min small groups)

LRE
 1. LRE placement and compliance is 100% compliant

EL
 1. Teachers will begin implementing WIDA Descriptors and Language Objectives to focus on student learning according to their ACCESS scores.
 2. Bilingual supports according to MTSS.
 3. Developing teachers to receive ESL endorsement.

What student-centered problems have surfaced during this reflection?

Ensure that high quality Tier I curriculum and instruction include academic differentiation and interventions following the equity-based MTSS Framework. Need for current, baseline assessment data across all levels ensuring appropriate academic intervention plans in Branching Minds. Alignment of school-wide systems and structures that allow for all school stakeholders to be active participants within the equity-based MTSS Framework upholding all of the expectations of the CPS MTSS Integrity Memo; that is, Academic (DL, EL, and Grade level teams), Behavior Teams (BHT and Student Rights and Responsibilities) and Attendance (Grade level leads team, BHT, and Student Rights and Responsibilities).

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?

LRE
 Recruitment and hiring of DL teachers and paraprofessionals according to IEP requirements.

EL
 Support teacher training/endorsements to better serve our EL population.

MTSS
 Expansion of MTSS model to all grade levels.

As of the start of the SY 2023-24, the Phoenix MTSS Team has:
 -Begun to solidify the school-wide systems and structures for Academics, Behavior/SEL, and Attendance; that is, established meeting cycles, dedicated time in cycle of four grade level meeting for the MTSS Framework to become proficient with Branching Minds (creating groups, plans, progress monitoring, and student progress; established year-long calendar for MTSS 3R's weeks before progress reports and final grade postings in Aspen; establish year-long BHT meeting dates calendar with agenda access for all BHT members.
 -Begun to formalize the protocol for the BHT reintegration plan for Tier 3 SEL students involving student voice interview and follow-up with teachers.
 -Begun the administration of the Star 360 baseline assessment to all students in all grade levels.
 -Planned to administer the SECA SEL survey to all students across all grades in late September to early October.
 -Begun to formalize the school attendance policy for tardies and absences that aligns with Student Rights and Responsibilities.
 -Begun to formalize the Student Rights and Responsibilities Restorative Plan with a tiered level of consequences and restorative practices that addresses attendance and behavior.
 -Reestablished Tutor Corps Math program using SAGA in grade 9.

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Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

In this Priority, using the CPS MTSS Framework, school-wide systems and structures, and project based learning, Phoenix will address the student-centered problem of low student engagement and academic achievement determined by increased attendance rates, decreased D/F rates, and decreased behavior student rights and responsibilities referrals and consequences to the Dean.



Indicators of a Quality CIWP: Determine Priorities

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

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Root Cause

Resources:

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

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

As adults in the building, we...

can determine and remove the barriers present during class instruction that can lead to decreased student engagement and academic achievement by using the CPS MTSS Framework and project based learning.



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....

Resources:

have integrated and aligned school-wide systems and structures implementing with fidelity the CPS MTSS Framework and project based learning and involving teachers, family, and students

then we see...
Increased student engagement and academic achievement

which leads to...
increased attendance rates, decreased D/F rates, and decreased behavior student rights and responsibilities referrals and consequences to the Dean.

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.

[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 Lead/Grade Level Leads/Diverse Learner Team (IEP and 504)

Dates for Progress Monitoring Check Ins

Q1	7/10/23	Q3	8/7/23
Q2	7/24/23	Q4	8/21/23

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	MTSS Implementation for all students identified Tier 3 by CPS	PSMA Admin, Sandra Tobias	01/01/2024	In Progress
Action Step 1	Staff Lead, Interventionist, and Tutors	Sandra Tobias, Grade Level Leads	8/1/2023	In Progress
Action Step 2	STAR 360 Assessments for all Students	Sandra Tobias, Grade Level Leads	11/1/2023	In Progress
Action Step 3	Determine "Menu" of Research Based Interventions	Sandra Tobias, Grade Level Leads	11/1/2023	In Progress
Action Step 4	Determine Intervention Time (in class small group and OST)	Sandra Tobias, Grade Level Leads	11/1/2023	In Progress
Action Step 5	Create Intervention plans and progress monitoring systems	Sandra Tobias, Grade Level Leads	11/1/2023	In Progress
Implementation Milestone 2	Ensure Students with IEPs and 504s receive appropriate services	PSMA Admin, Ajay Kalra	1/1/2024	In Progress
Action Step 1	Review needs of rising 9th grade students IEPs and 504s	Ajay Kalra	8/21/2023	In Progress
Action Step 2	Determine Staffing Needs for rising 9th grade students	PSMA Admin/Case Manager	8/21/2023	In Progress
Action Step 3	Bi-Weekly DL Team Meetings	Ajay Kalra	8/21/2023	In Progress
Action Step 4	Compliance Monitoring	Ajay Kalra	8/21/2023	In Progress
Action Step 5	Schedule Students and Teachers according to IEP minus	Ajay Kalra	8/21/2023	In Progress
Implementation Milestone 3	Ensure English Language Learners receive appropriate services	PSMA Admin, Blanca Tenorio	1/1/2024	In Progress
Action Step 1	Review needs of rising 9th grade students	Blanca Tenorio	8/21/2023	In Progress
Action Step 2	Determine Staffing Needs for rising 9th grade students	Blanca Tenorio	8/21/2023	In Progress
Action Step 3	Schedule Student and Teachers according to EL needs and models	Blanca Tenorio	8/21/2023	In Progress
Action Step 4				Select Status
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

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones

- *100% of the current Phoenix Teachers will be highly proficient with Branching Minds having created tiered groups, plans, progress monitoring, and successful completion of plans thereby indicating increased student engagement and academic achievement.
- *90%+ school-wide attendance rate
- *Decreased number of behavioral referrals to the dean.
- *Increased student on track rates across all grades

SY26 Anticipated Milestones

- *95%+ school-wide attendance rate
- *Decreased number of behavioral referrals to the dean.
- *Increased student on track rates across all grades

[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
Star Math Current Student Growth Percentile (SGP) will be >65.0%	Yes	STAR (Math)	English Learners	17.3	22	25	28
			Overall	17.3	25	30	35
Star Reading Current Student Growth Percentile (SGP) will be >65.0%	Yes	STAR (Reading)	English Learners	25.5	28	30	32
			Overall	25.5	30	35	40

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:5 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.	Star Math Current Student Growth Percentile (SGP) will be >65.0%; Star Reading Current Student Growth Percentile (SGP) will be >65.0%; We will measure progress towards this goal using Renaissance Analytics BOY, MOY, and EOY.	Star Math Current Student Growth Percentile (SGP) will be >70.0%; Star Reading Current Student Growth Percentile (SGP) >70.0%; We will measure progress towards this goal using Renaissance Analytics BOY, MOY, and EOY.	Star Math Current Student Growth Percentile (SGP) will be >75.0%; Star Reading Current Student Growth Percentile (SGP) >75.0%; We will measure progress towards this goal using Renaissance Analytics BOY, MOY, and EOY.
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.	Phoenix School-Wide Attendance Rate will be 90%+; We will measure progress towards this goal using daily attendance trend data from CPS Dashboard.	Phoenix School-Wide Attendance Rate will be 92%+; We will measure progress towards this goal using daily attendance trend data from CPS Dashboard.	Phoenix School-Wide Attendance Rate will be 95%+; We will measure progress towards this goal using daily attendance trend data from CPS Dashboard.
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	100% of students requiring an intervention in one or more topics where they have been identified for Tier 2 or Tier 3 support will have completed plans in Branching Minds by week 6; We will measure progress towards this goal using Tier Level Reports in Branching Minds.	100% of students requiring an intervention in one or more topics where they have been identified for Tier 2 or Tier 3 support will have completed plans in Branching Minds by week 6; We will measure progress towards this goal using Tier Level Reports in Branching Minds.	100% of students requiring an intervention in one or more topics where they have been identified for Tier 2 or Tier 3 support will have completed plans in Branching Minds by week 6; We will measure progress towards this goal using Tier Level Reports in Branching Minds.

[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
Star Math Current Student Growth Percentile (SGP) will be >65.0%	STAR (Math)	English Learners	17.3	22	Limited Progress	Select Status	Select Status	Select Status
		Overall	17.3	25	Limited Progress	Select Status	Select Status	Select Status
Star Reading Current Student Growth Percentile (SGP) will be >65.0%	STAR (Reading)	English Learners	25.5	28	On Track	Select Status	Select Status	Select Status
		Overall	25.5	30	Limited Progress	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:5 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.	Star Math Current Student Growth Percentile (SGP) will be >65.0%; Star Reading Current Student Growth Percentile (SGP) will be >65.0%; We will measure progress towards this goal using Renaissance Analytics BOY, MOY, and EOY.	Limited Progress	Select Status	Select Status	Select Status
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	Phoenix School-Wide Attendance Rate will be 90%+; We will measure progress towards this goal using daily attendance trend data from CPS Dashboard.	Limited Progress	Select Status	Select Status	Select Status

Jump to... [Priority](#) [TOA](#) [Goal Setting](#) [Progress Monitoring](#)
[Reflection](#) [Root Cause](#) [Implementation Plan](#)

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

Inclusive & Supportive Learning Environment

I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.

100% of students requiring an intervention in one or more topics where they have been identified for Tier 2 or Tier 3 support will have completed plans in Branching Minds by week 6; We will measure progress towards this goal using Tier Level Reports in Branching Minds.

Limited Progress

Select Status

Select Status

Select Status

If Checked:
Complete
IL-Empower
Section below

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

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

If Checked:
No action needed

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



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

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.

Parent and Family Plan

If Checked:	<input checked="" type="checkbox"/>	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:	<input type="checkbox"/>	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.

One of the primary goals of the PSMA administration, teachers, and staff is to promote and champion parental involvement that will lead to increased student achievement during the 2023-2024 school year. PSMA will therefore support the BOG, PAC, and BAC in their efforts to work with all PSMA parents and determine goals, establish a timeline of activities, such as monthly BOG, PAC, and BAC meetings; Diverse Learner Department meetings; PSE Team meetings; JROTC events, such as the Cresting Ceremony and semester award ceremony; chaperoning school activities/field trips; and off-site meetings/training. In addition, the BOG, PAC, and BAC will be given school support to determine the training topics that will increase parent involvement and assist all parents with increasing student academic achievement. 

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