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### 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.

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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

<p>Partially</p>	<p>All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</p>	<p><a href="#">CPS High Quality Curriculum Rubrics</a></p>	<p> <i>IAR Math</i>: Data shows an increase in student growth from SY 2021/22 to SY 2022/23. Exceeding Expectation from 0% to 1% ; Met Expectations from 8% to 10% ; Approaching Expectations from 19% to 21% ; Partially Meeting Expectations from 28% to 34%, while those that Did Not Meet Expectations at all went down from 45% to 34%.</p> <p><i>IAR ELA</i>: Data shows an increase in student growth from SY 2021/22 to SY 2022/23. Exceeding Expectation from 0% to 1% ; Met Expectations from 10% to 13% ; Approaching Expectations from 18% to 22% ; Partially Meeting Expectations stayed the same at from 28% , while those that Did Not Meet Expectations at all went down from 44% to 37%.</p> <p><i>LSI (Rigor Walk)</i>: Delta: BOY: Supporting teachers in planning for differentiation with standard and task in mind. MOY: collaborative planning aligned with standards that address multiple levels of DOK. EOY: Unpacking the standard to align success criteria (learning target/objectives) in centers, differentiation, small group and planning.</p> <p><i>STAR (Reading - English)</i>: When comparing data from SY 2021-22 to SY 2022-23, the data shows that a higher percentage of students started (BOY) the school year (SY2022-23) On Watch and /or At or Above Benchmark (39%) compared to the previous school year (SY2021-22 at 38%). However, student showed a higher yearly growth (BOY - EOY) in the previous school year (SY2021-22) than the current (SY2022-23).</p>	<p><a href="#">IAR (Math)</a></p> <p><a href="#">IAR (English)</a></p> <p>Rigor Walk Data (School Level Data)</p>
		<p><a href="#">Rigor Walk Rubric</a></p> <p><a href="#">Teacher Team Learning Cycle Protocols</a></p>	<p>BOY: FALL 2021-22 : 38% (On Watch / @ or Above Benchmark) 62% (Intervention / Urgent Intervention)</p> <p>EOY: SPR 2021-22 : 41% (On Watch / @ or Above Benchmark) 59% (Intervention / Urgent Intervention)</p> <p>vs.</p> <p>BOY: FALL 2022-23 : 39% (On Watch / @ or Above Benchmark) 61% (Intervention / Urgent Intervention)</p> <p>EOY: SPR 2022-23 : 39% (On Watch / @ or Above Benchmark)</p>	<p><a href="#">PSAT (EBRW)</a></p> <p><a href="#">PSAT (Math)</a></p>

Partially

Students experience grade-level, standards-aligned instruction.

[Quality Indicators Of Specially Designed Instruction](#)

EOY: SPR 2022-23 : 67% (On Watch / @ or Above Benchmark)  
61% (Intervention / Urgent Intervention)

*(Reading - Spanish)*: When comparing data from SY 2021-22 to SY 2022-23, the data shows that a higher percentage of students started (BOY) the school year (SY2022-23) On Watch and /or At or Above Benchmark (72%) compared to the previous school year (SY2021-22 at 44%). However, student showed a higher yearly growth (BOY - EOY) in the previous school year (SY2021-22) than the current (SY2022-23).

BOY: FALL 2021-22 \* : 44% (On Watch / @ or Above Benchmark)  
57% (Intervention / Urgent Intervention)  
EOY: SPR 2021-22 : 69% (On Watch / @ or Above Benchmark)  
31% (Intervention / Urgent Intervention)

vs.

BOY: FALL 2022-23 : 72% (On Watch / @ or Above Benchmark)  
28% (Intervention / Urgent Intervention)  
EOY: SPR 2022-23 \* : 77% (On Watch / @ or Above Benchmark)  
22% (Intervention / Urgent Intervention)

(\* = the sum of the %ages do not equal 100%)

*STAR (Math - English)*: When comparing data from SY 2021-22 to SY 2022-23, the data shows equal percentages (47%) of students On Watch and /or At or Above Benchmark started (BOY) the school year (SY2022-23) and the previous school year (SY2021-22). However, similar to Reading - English, student showed a higher yearly growth (BOY - EOY) in the previous school year (SY2021-22) than the current (SY2022-23).

BOY: FALL 2021-22 : 47% (On Watch / @ or Above Benchmark)  
53% (Intervention / Urgent Intervention)  
EOY: SPR 2021-22 : 52% (On Watch / @ or Above Benchmark)  
48% (Intervention / Urgent Intervention)

vs.

BOY: FALL 2022-23 : 47% (On Watch / @ or Above Benchmark)  
53% (Intervention / Urgent Intervention)  
EOY: SPR 2022-23 \* : 48% (On Watch / @ or Above Benchmark)  
51% (Intervention / Urgent Intervention)

*(Math- Spanish)*: When comparing data from SY 2021-22 to SY 2022-23, the data shows that a higher percentage of students started (BOY) the school year (SY2022-23) On Watch and /or At or Above Benchmark (65%) compared to the previous school year (SY2021-22 at 44%). However, student showed a higher yearly growth (BOY - EOY) in the previous school year (SY2021-22) than the current (SY2022-23).

BOY: FALL 2021-22 \* : 44% (On Watch / @ or Above Benchmark)  
55% (Intervention / Urgent Intervention)  
EOY: SPR 2021-22 : 66% (On Watch / @ or Above Benchmark)  
34% (Intervention / Urgent Intervention)

vs.

BOY: FALL 2022-23 : 65% (On Watch / @ or Above Benchmark)  
35% (Intervention / Urgent Intervention)  
EOY: SPR 2022-23 \* : 72% (On Watch / @ or Above Benchmark)  
28% (Intervention / Urgent Intervention)


(\* = the sum of the %ages do not equal 100%)

[STAR \(Reading\)](#)


Yes	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.	<a href="#">Powerful Practices Rubric</a>  <a href="#">Learning Conditions</a>
Partially	The ILT leads instructional improvement through distributed leadership.	<a href="#">Continuum of ILT Effectiveness</a>  <a href="#">Distributed Leadership</a>
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.	<a href="#">Customized Balanced Assessment Plan</a>  <a href="#">ES Assessment Plan Development Guide</a>  <a href="#">HS Assessment Plan Development</a>
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.	<a href="#">Assessment for Learning Reference Document</a>

**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.

- Skyline is not culturally relevant & no materials in Spanish 
- Amplify language is too difficult for EL & DL students
- Students who are programmed to be in bilingual classrooms were given English instruction.
- Specials need more art supplies for students

**What is the feedback from your stakeholders?**

ELA: 

Pre - K : The curriculum is scripted, therefore, it is considered high quality.


K - 8th Grade : All teachers have access to high quality curricular materials, however, teachers are supplementing for diverse learners and English Learners. because ARC materials are not available in Spanish for 6-8th grade.

MATH:

Pre-K : The curriculum is scripted, therefore, it is considered high quality.

K - 8th Grade : Although all teachers have access to high quality curricular materials, teachers are still finding themselves supplementing for student practice. Online resources are helpful for DL and EL students where videos and resources for differentiation are provided.

**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?**

ELA : Work around DI as a school will continue so teachers are able to effectively differentiate lessons when needed and will not have to depend of pre-made differentiated lessons. Teachers will be supported in planning for differentiation with standards and task in mind. 

MATH: Distribution of student resources will be systematic prior to students starting date to ensure that the correct materials are given to the right group of students. Work around DI as a school will continue so teachers are able to effectively differentiate lessons when needed and will not have to depend of pre-made differentiated lessons. Teachers will be supported in planning for differentiation with standards and task in mind.

SCIENCE: Work around DI as a school will continue so teachers are able to effectively differentiate lessons when needed and will not have to depend of pre-made differentiated lessons. Teachers will be supported in planning for differentiation with standards and task in mind.

SOCIAL SCIENCE: Work around DI as a school will continue so teachers are able to effectively differentiate lessons when needed and will not have to depend of pre-made differentiated lessons. Teachers will be supported in planning for differentiation with standards and task in mind.


- [STAR \(Math\)](#)
- [iReady \(Reading\)](#)
- [iReady \(Math\)](#)
- [Cultivate](#)
- [Grades](#)
- [ACCESS](#)
- [TS Gold](#)
- [Interim Assessment Data](#)

Special needs more are supplied for students

standards and task in mind.

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## Inclusive & Supportive Learning Environment

	Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	<a href="#">MTSS Integrity Memo</a>  <a href="#">MTSS Continuum</a>  <a href="#">Roots Survey</a>	 <p>Branching Minds Roots Report:                      Screening for At-risk Students: 47%                      Primary Instruction/Core Curriculum (tier 1): 40%                      Supplemental Intervention (tiers 2 &amp; 3): Planning: 58%                      Supplemental Intervention (tiers 2 &amp; 3): Implementation: 66%                      Supplemental Intervention (tiers 2 &amp; 3):                      Progress Monitoring: 66%                      Meeting Quality: 86%</p> <p>Establish universal screener for behavior (can use Branching Minds behavior survey) SDQ Strengths and Difficulties Questionnaire.</p> <p>Professional Development Areas                      Administration and use of universal screeners.                      Interpretation of data from universal screeners.                      Primary Instruction/Core Curriculum (tier 1): 40%</p> <p>Professional Development Areas                      Whole class behavior management.</p> <p>Recommended Tasks                      Have teachers find whole class positive behavior strategies (can use Branching Minds library).                      Verify that all teachers are delivering core curriculum with fidelity.                      Have teachers find and document tier 1 differentiated supports (can use Branching Minds library).</p>	Unit/Lesson Inventory for Language Objectives (School Level Data)  <a href="#">MTSS Continuum</a>         <a href="#">Roots Survey</a>
		<a href="#">MTSS Integrity Memo</a>	Provide teachers with evidence-based interventions bank for Math (can introduce them to Branching Minds library). Ensure that all intervention plans are documented prior to the start of the intervention (can use Branching Minds to create plans). Ensure selected interventions are aligned to student needs (can use Branching Minds survey and support recommendations). Ensure that all teachers and relevant staff are aware of and have access to	<a href="#">ACCESS</a>  <a href="#">MTSS Academic Tier Movement</a>

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.

Ensure that all teachers and relevant staff are aware of and have access to intervention plans for their students (can use Branching Minds to share plans).

Ensure that teachers understand how to administer selected interventions. Develop system to ensure the quality of intervention implementation (intervention sessions can be observed and documented in Branching Minds). Ensure that the teachers/interventionist to student ratio is consistent with tier recommendations (tier 2 is no more than 1:6, tier 3 is no more than 1:3, ideally 1:1).

Professional Development Areas  
Understanding various kinds of assessments and selecting appropriate ones for progress monitoring.  
Recommended Tasks  
Develop system to ensure that progress monitoring assessments are given to tier 2 or tier 3 students every 2-3 weeks (data can be tracked on Branching Minds).

Ensure that all teachers come to meetings with an organized presentation of student data (data are organized in Branching Minds intervention report). Develop a meeting agenda that follows a clear problem-solving protocol.

Tier Movement:

Math: 1037 Students			
	Tier1:	Tier2:	Tier3:
Untiered			
BOY: 446 Students 43%		192 Students 19%	193 Students 19%
206 Ss 20%			
MOY: 384 Students 37%		296 Students 29%	202 Students 19%
155 Ss 15%			
EOY: 392 Students 38%		267 Students 26%	226 Students 22%
152 Ss 15%			

Reading: 1037 Students			
	Tier1:	Tier2:	Tier3:
Untiered			
BOY: 426 Students 41%		190 Students 18%	272 Students 26%
149 Ss 14%			
MOY: 370 Students 36%		281 Students 27%	264 Students 25%
122 Ss 12%			
EOY: 338 Students 33%		312 Students 30%	289 Students 28%
98 Ss 9%			

Annual Evaluation Compliance of IEPs: 13 completed on time. 100%

[Annual Evaluation of Compliance \(ODLSS\)](#)

[LRE Dashboard Page](#)

Partially

Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support

**What is the feedback from your stakeholders?**

Teams that are part of the MTSS framework are: Tutor Corp which addresses reading for 1st, 2nd, 3rd, and 5th grade using Amplify and mClass for progress monitoring. Instructional coaches supported bridge grade teachers towards the end of the year. These teachers



[Quality Indicators of Specially Designed Curriculum](#)

[EL Program Review Tool](#)

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Partially	Diverse Learners in the least restrictive environment as indicated by their IEP.
Yes	<p>Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.</p> <p style="text-align: right;"><a href="#">IDEA Procedural Manual</a></p>
Yes	<p>English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.</p> <p style="text-align: right;"><a href="#">EL Placement Recommendation Tool ES</a></p> <p style="text-align: right;"><a href="#">EL Placement Recommendation Tool HS</a></p>
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

At the end of the year, these teachers were provided with some training in BrM and given coverage, in order to work on goals and interventions for students who were failing Math/Reading at week 20-25. The coaches supported teachers with Branching Minds

Middle school teachers had an intervention hour with a focus on reading and math using Branching Minds and IXL. Kinder pulled out a small group for intervention using Branching Minds for entering data and notes and progressing monitoring. Teachers and tutors need proper training in Branching Minds on how to set the goals and manage data and consistent communication across teachers. Amplify gives random lessons that don't correlate with what they are learning in their classroom. Implementation of the problem solving process, the process was started with an AP but was left incomplete. We need a lead interventionist that can walk us through BM and MTSS. The process of informing students of their goals, for example some looking at visuals or verbally informing them, was done consistently by teachers and tutors. The family engagement was inconsistent.


Most teachers accommodate students LRE and honor their IEP accommodations. Most DLs are included in the entirety of the lesson. However, there is some room for improvement in this area. Some students are put on ipads upon return to gen ed room instead of being included in lesson activities. We should work together to improve the transitions between LREs. Continued collaboration would be beneficial to ease transitions.

All IEPs are completed according to their due dates. Students receive services based on their LRE and all relevant information is discussed with the entire team at meetings. Gen ed and DL teachers collaborate to ensure appropriate services are documented in the IEP. Additional time is beneficial to those writing the IEPs to ensure they are of the highest quality.

Students are placed with Bilingual/ESL Certified Teachers, except when parents complete a parent refusal.

Few objectives are evident in some classrooms. Teachers have the standards on the board, but we do not see language objectives much.

**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?**

BOY look at the data. Decide on a diagnostic to determine where students are. 

Give PD on Branching Minds, and PM tools.

Plan a calendar of data/BMs conversations and action plans.

Grade level meetings around data, progress monitoring, and screening. Using the data to enter it in Branching Minds.

PM for 6-8 weeks and assess to gather new data. Repeat data analysis cycle.

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**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.

Tutor Corps. was initially serving all tiered students (T1-T3) and not solely T2, and T3 for academics.

Teachers and tutors need proper training in Branching Minds on how to set the goals and manage data and consistent communication across teachers.



New MTSS coordinator and planning to support efforts  
Planning PD opportunities for training in BrM and MTSS through differentiation.

Tutor Corp students will be filtered out correctly by lead and MTSS team to service T2 & T3

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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

Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.

[BHT Key Component Assessment](#)

[SEL Teaming Structure](#)

MTSS: 31 Students:  
6 received T1 Intervention Plan Minutes Completed (SEL & Student Supports) all of which were at 75-100%;  
4 received T2 Intervention Plan Minutes Completed (SEL & Student Supports) 1 was at 0-25% and 3 were at 75-100%;  
21 received T3 Intervention Plan Minutes Completed (SEL & Student Supports) which were 4 students at 0-25%, 2 at 50-75%, and 15 at 75-100%.

OSS: 5 students received OSS: 3 had 1 day and 2 had 2 to 3 days of out of school suspension due to 1 to 2 actions.

ISS: 10 Students received ISS: 7:10 had one day of ISS and 1:10 had three days of ISS

OST Programs: 87 Total Programs for SY23; 22:87 were for Academic Support; 48:87 for enrichment; 4:87 for mentoring. Total Hours: 1873.9; Events: 2865; 61.96% Attendance Rate; Priority Group Participation Rate: 80.63%

Attendance: SY22: 89.7%. SY23: 90.4%. +0.7%

K-4th & 6th Grade went up:

K: SY22: 87.44% to SY 23: 88.33% +0.89%

1st: SY22: 87.72% to SY23: 89.22% +1.35%

2nd: SY22: 89.72% to SY23: 91.54% +1.82%

3rd: SY22: 88.43% to SY23: 92%. +3.57%

4th: SY22: 87.96% to SY23: 91.48%. +3.52%

6th: SY22: 89.50% to SY23: 90.65%. +1.15%

5th, 7th, and 8th went down:



[% 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](#)

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Partially

Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.

5th: SY22: 91.16% to SY23: 89.65%. -1.51%  
7th: SY22: 91.21% to SY23: 89.38% -1.83%  
8th: SY22: 91.79% to SY23: 90.67% -1.12%

Chronic Absentees:  
SY22 YTD: 38.03% to SY23 YTD: 36.59%. -1.44%

[Increased Attendance for Chronically Absent Students](#)

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?**

BHT, Culture and Climate, and MTSS are in place. BHT meets bi-weekly, Culture and Climate meets once a month. and MTSS meets monthly. The teams discuss student referrals from teachers and staff for support. It would be beneficial for teams to make time to meet in order to create a newsletter addressing updates on committees such as BHT, SEL, etc. The team consists of a counselor and a new counselor who was recently hired, there is a BAM & WOW counselor, as well as a counselor from touch of wholeness. All of these team members provides referrals, hospitalization, and de-escalation of students in crisis, as well as counseling services for student wellbeing.



Most teachers are using Second Step. For next school year, we will have to collect data (ensure to go to all classrooms to see that second step is being done with fidelity). Second Step should be implemented every other week. Restorative practice is not done by all staff consistently and PBIS was not completed well this school year. We need consistency with teachers with tier 1 programs. All students should have access to a calm corner in the classroom. For primary students, teachers and staff should provide mini brain breaks and instruction has to be around behavior since there is so much behavior concerns now. Students in the primary grades should not be sitting down all the time because their attention span is shorter. As a school, we should bring back morning calm classroom in SY23-24 (and as needed). We also have a social worker, interventionist, counselor that works with students and assist with Tier 1 interventions.

We have afterschool programs that are offered to students. There are many different programs for our students that are before, during, and after school. There is Culture dance, SEL, BAM, WOW, Hubbard Street, Ravinia, CSO, Recorder Rocks (Bach to School), Korean Drumming, Korean Fan Dance, Chicago Run, Algebra, KPop, Raise

[Reconnected by 20th Day, Reconnected after 8 out of 10 days absent](#)

[Cultivate \(Belonging & Identity\)](#)

Staff trained on alternatives to exclusionary discipline (School Level Data)

[Enrichment Program Participation: Enrollment & Attendance](#)

[Student Voice Infrastructure](#)



Partially

Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

Planning, Research and Data, Strategic Planning, Student Services, Your Voice, Math Help, ESL Support, Color Guard, Stage Crew, Student Voice, Film Studies, Audio Production, GSA, Reading and Math, Science Club, Chess Club, CirEsteem, Sport clubs/teams (soccer, volleyball, gymnastics, basketball, track & field, cross-country, badminton), School Beautification, Computer Coding (Tinker), & Arts and Crafts. In the Summer we will have many programs as well like Cooking, arts and crafts, Reader's Theater, Latin Dance, Hispanic Culture Study, Chinese Culture Study, Karate, and many sports. The programs are open to all students. Some programs are for specific grade bands.

Students with chronic absenteeism were not provided a re-entry plan directly. Communication to parents and teachers were made by Youth Intervention Specialists to address absences as well as conducting classroom and home visits and sending absentee letters home. A mandatory parent chronic absenteeism training was offered to parents of students that were chronically absent in January, 2023. Attendance assemblies, parent workshops, parent conferences, have been in progress this school year. We need to focus more on attendance. For chronic absenteeism, we will need to have a re-entry plan. The parents need more help (Counseling and giving them tips on how to support their children at home). PD for parents in English and in Spanish and we could do a SEL newsletter (sending home those tips). Part of the attendance plan should be to have parents accountable by coming to meetings in person. It is also important to focus on students that are coming in late because they fall behind and anger builds up when they fall behind.

[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.

Cultivate survey was completed for BOY and reviewed by ILT. It was visited at a GLM, but we did not revisit it at the EOY to see if we made any improvement. Student participation and inclusion during OST was inconsistent and created a gap to sufficiently address student problems and concerns. OST does not target all grade levels and all student demographics.



Tier 1 supports such as second step, PBIS, and restorative practices were not implemented with fidelity and some practices were not completed all year round. This was apparent with the students behaviors in the hallway and in the classrooms as well.

The school was missing a school counselor this 22-23 school year for about half of the year, which may have impacted the student's well-being.

Attendance re-entry plans were not created

**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?**

A continued school wide student recruitment plan to identify students by OST staff was on going to participate and contribute to OST and Student Voice Committee opportunities. One on on recruiting, fliers, and school wide announcements have begun to address the barrier to identify students in need for social services and students searching for leadership opportunities. Students are directly recruited by Becoming a Man and Working on Womanhood counselors for in school mentoring program.



There is a plan from BHT members to focus on Tier 1 supports for SY 23-24.

A counselor for the 23-24 school year was hired and will be

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## Postsecondary Success


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

**Using the associated references, is this practice consistently implemented?** (If your school does not serve any grade level listed, please select N/A)

### References

### What are the takeaways after the review of metrics?

### Metrics

<p>No</p>	<p>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).</p>	<p><a href="#">College and Career Competency Curriculum (C4)</a></p>	<p>Students Earning Any ECCC by Grade - MS Algebra                   14:157 Hispanic 8th Grade Ss Participated                  12:157 Passed the Algebra Course - 86%</p> <p>We need to support Math instruction from 4th-7th Grade in order to have more students engaged in Algebra.</p> <p>Current on-track rate for 3rd-8th Grade                  226:707 = 32% On-Track                  147:707 = 21% Almost On-Track                  82:707 = 12% Near On-Track                  137:707 = 19% Far from On-Track                  115:707 = 16% Off-Track</p> <p>GPA:                  126 Ss w/GPA of 0.0&lt;2.0--- 40% of 126 are at 90%-100%</p> <p>Attendance Rate                  Attendance: 54:126 Ss &lt;85% AR                  22:126 Ss 85% to 90% AR                  41:126 Ss 90% to 97.5% AR                  9:126 Ss 97.5% to 100% AR</p> <p>123 Ss w/GPA of 2.0&lt;2.5--- 65% of 123 are at 90%-100%</p> <p>Attendance Rate                  Attendance: 22:123 Ss &lt;85% AR                  21: 123Ss 85% to 90% AR                  64:123 Ss 90% to 97.5% AR                  16:123 Ss 97.5% to 100% AR</p> <p>137 Ss w/GPA of 2.5&lt;3.0--- 64% of 137 are at 90%-100%</p> <p>Attendance Rate</p>	<p><a href="#">Graduation Rate</a></p> <p><a href="#">Program Inquiry: Programs/participation/attainment rates of % of ECCC</a></p> <p><a href="#">3 - 8 On Track</a></p> <p><a href="#">Learn, Plan, Succeed</a></p> <p><a href="#">% of KPIs Completed (12th Grade)</a></p>
		<p><a href="#">Individualized Learning Plans</a></p>		

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No

Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).

Attendance: 22:137 Ss <85% AR  
 28:137 Ss 85% to 90% AR  
 72:137 Ss 90% to 97.5% AR  
 15:137 Ss 97.5% to 100% AR  
 132 Ss w/GPA of 3.0<3.5--- 77% of 132 are at 90%-100%

Attendance Rate  
 Attendance: 10:132Ss <85% AR  
 21:132 Ss 85% to 90% AR  
 78:132 SS 90% to 97.5 AR  
 23:132 Ss 97.5% to 100% AR  
 188Ss w/GPA of 35<4.0--- 85% of 188 are at 90%-100%

Attendance Rate  
 Attendance: 6:188Ss <85% AR  
 22:188 Ss 85% to 90% AR  
 118:188 Ss 90% to 97.5% AR  
 42:188 Ss 97.5% to 100% AR

1S w/Missing GPA @ 92.5%<95% Attendance Rate

[College Enrollment and Persistence Rate](#)

No

Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).

[Work Based Learning Toolkit](#)

**What is the feedback from your stakeholders?**

No annual plan in place. It would be beneficial to bring this back as a resource to guarantee all students are receiving the content with consistency and fidelity. 📌

We did not have ILPs. It is not relevant to ILPs for college.

Career survey inventory  
Reaching/learning post secondary options  
College and career readiness

College and career readiness disconnect for the last 2 years. Success bound seems to target H.S students, elementary students need more support in the pre-requisites of what is necessary for H.S requirements and needs.

[9th and 10th Grade On Track](#)

[Cultivate \(Relevance to the Future\)](#)

Freshmen Connection Programs Offered (School Level Data)

N/A

Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).

[ECCE Certification List](#)

N/A


Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).

[PLT Assessment Rubric](#)

There is an active Postsecondary Leadership Team (PLT)

N/A	that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).
N/A	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). <a href="#">Alumni Support Initiative One Pager</a>

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


Our Dean, TechCo and our Youth Interventionist are programmed to go in to support students with post-secondary skills. 

One of our barriers has been a lack of post-secondary curriculum. We have a new counselor who may need more assistance in ensuring that the curriculum is being implemented with fidelity.

We also have an influx of newcomers who may need support with understanding the differences from their country to that of the US. We also have a few students that have an additional native language other than Spanish, and we are seeking resources to address the challenges faced by students.

**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.


No annual plan in place for providing College and Career Competency Curriculum instruction 

There are no post-secondary ILP (individual learning plans)

College and career readiness disconnect for the past 2 years

There is a limited number of students who are interested in Algebra.

[Return to Top](#) **Partnership & Engagement**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<a href="#">Spectrum of Inclusive Partnerships</a>	Our LSC is composed of 4/4 community members and 4/6 parent members. At each meeting we also have representation, collaboration, and reporting from our PAC and BAC. Literacy group colabored and planned a Family Literacy Night on November 17, 2022 for our primary grade students and their families. Teachers planned activites to show parents how to help students with foundational skills in reading. Friends of Sawyer 	<a href="#">Cultivate</a>  <a href="#">5 Essentials Parent Participation Rate</a>  <a href="#">5E: Involved Families</a>

Jump to...

[Curriculum & Instruction](#)

[Inclusive & Supportive Learning](#)

[Connectedness & Wellbeing](#)

[Postsecondary](#)

[Partnerships & Engagement](#)

Partially

Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.

[Reimagining With Community Toolkit](#)

Yes

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](#)

[5E: Supportive Environment](#)

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

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

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

**What is the feedback from your stakeholders?**

Sawyer Parent Advisory Council (PAC) helps foster relationships with families by providing ESL classes, weekly workshops. Most workshops contribute to the school's goal. Sawyer has a partnership with SWOP (Southwest Organizing Project) parent mentor program which fosters the relationship between parents and school staff. Parents also have the opportunity to participate in Plaza comunitaria that helps parents finish their elementary and high school. Sawyer has an active Bilingual Advisory committee that provides parents and stakeholders with the opportunity to engage. 🍌

Sawyer has provided events for families to participate in. Sawyer has had a reading night, winter and spring showcase. Sawyer had initiated Real Men Read Literacy to involve more dad figures. Parents had the opportunity to participate in workshops with Frida Kahlo community Organization making Alebrijes. Over the summer Sawyer is offering Chicago Fire partnership for families and other summer activities.

Sawyer Student Voice Committee (SVC) included students between 6th and 8th grade that concentrated on student interests and concerns. Students worked with the Sawyer administration to identify several opportunities to address the school climate. Students with the support of SVC Facilitator identified student roles and responsibilities to meet SVC goals and objectives.

**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?**

**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.

Jump to...

[Curriculum & Instruction](#)

[Inclusive & Supportive Learning](#)

[Connectedness & Wellbeing](#)

[Postsecondary](#)

[Partnerships & Engagement](#)

Communication between school and families is an ongoing challenge as families are often receiving information from multiple or several sources (Principal, Teacher, Website, Social Media, etc.) thus causing confusion and/or lack of participation for parents in school wide functions, meetings and trainings/workshops. Parents have voiced that a need for a more central voice from the school is essential in building a strong community school where parents are invested and involved in the school decision making through the Local School Council, Parents Action Committee and Bilingual Advisory Committee.



School communication with Sawyer families is continuously being improved upon to maximize student attendance and parent participation. Developing a central form of communication is a goal for families to receive school information in a timely manner to respond to requests for attendance and participation. Several forms of improved communication are being explored, a school marquee, updated/improved school website and/or school wide text alerts.



## 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
Nelly Robles	Principal	nrobles1@cps.edu
Clarisa Bravo-Ruiz	AP	crbravo-ruiz@cps.edu
Tricy Cooksey	Instructional Coach	tlcooksey@cps.edu
Vanessa Macias	Instructional Coach, MTSS, & LSC	vamacias1@cps.edu
Rosaly Tam	Lead Coach, MTSS Lead	rtam@cps.edu
Diego Figueroa	ELPT, & ILT	dffigueroa@cps.edu
Josefina Zamorano	Teacher Leader	jzamorano@cps.edu
Gloria Venegas	Teacher Leader	gevenegas@cps.edu
Abbi Eichhorn	Teacher Leader	aeichhorn@cps.edu
Cynthia Vivian	Teacher Leader	cvivian@cps.edu
Jingyi Lin	Teacher Leader	jlin41@cps.edu
Alma Gomez	Parent	alma123gomez@gmail.com

## Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	5/23/23	6/12/2023
Reflection: Curriculum & Instruction (Instructional Core)	5/25/23	6/19/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/9/23	6/19/23
Reflection: Connectedness & Wellbeing	6/9/23	6/30/23
Reflection: Postsecondary Success	6/9/23	7/24/23
Reflection: Partnerships & Engagement	6/9/23	7/24/23
Priorities	7/24/23	7/31/23
Root Cause	7/28/23	7/31/23
Theory of Acton	7/31/23	7/31/23
Implementation Plans	7/31/23	8/30/23
Goals	7/31/23	8/30/23
Fund Compliance	6/9/23	8/30/23
Parent & Family Plan	6/9/23	8/30/23
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	10/04/23
Quarter 2	12/13/2023
Quarter 3	03/06/2024
Quarter 4	05/01/2024



Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of metrics?

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.

IAR Math: Data shows an increase in student growth from SY 2021/22 to SY 2022/23. Exceeding Expectation from 0% to 1% ; Met Expectations from 8% to 10% ; Approaching Expectations from 19% to 21% ; Partially Meeting Expectations from 28% to 34%, while those that Did Not Meet Expectations at all went down from 45% to 34%.

IAR ELA: Data shows an increase in student growth from SY 2021/22 to SY 2022/23. Exceeding Expectation from 0% to 1% ; Met Expectations from 10% to 13% ; Approaching Expectations from 18% to 22% ; Partially Meeting Expectations stayed the same at from 28% , while those that Did Not Meet Expectations at all went down from 44% to 37%.

LSI (Rigor Walk) : Delta: BOY: Supporting teachers in planning for differentiation with standard and task in mind. MOY: collaborative planning aligned with standards that address multiple levels of DOK. EOY: Unpacking the standard to align success criteria (learning target/objectives) in centers, differentiation, small group and planning.

STAR (Reading - English) : When comparing data from SY 2021-22 to SY 2022-23, the data shows that a higher percentage of students started (BOY) the school year (SY2022-23) On Watch and /or At or Above Benchmarch (39%) compared to the previous school year (SY2021-22 at 38%). However, student showed a higher yearly growth (BOY - EOY) in the previous school year (SY2021-22) than the current (SY2022-23).

BOY: FALL 2021-22 : 38% (On Watch / @ or Above Benchmarch)  
62% (Intervention / Urgent Intervention)  
EOY: SPR 2021-22 : 41% (On Watch / @ or Above Benchmarch)  
59% (Intervention / Urgent Intervention)

vs.

BOY: FALL 2022-23 : 39% (On Watch / @ or Above Benchmarch)  
61% (Intervention / Urgent Intervention)  
EOY: SPR 2022-23 : 39% (On Watch / @ or Above Benchmarch)  
61% (Intervention / Urgent Intervention)

(Reading - Spanish) : When comparing data from SY 2021-22 to SY 2022-23, the data shows that a higher percentage of students started (BOY) the school year (SY2022-23) On Watch and /or At or Above Benchmarch (72%) compared to the previous school year (SY2021-22 at 44%). However

Yes	<p>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.</p>	<p>                     OR ABOVE BENCHMARK (72%) compared to the previous school year (SY2021-22 at 44%), however, student showed a higher yearly growth (BOY - EOY) in the previous school year (SY2021-22) than the current (SY2022-23).                 </p> <p>                     BOY: FALL 2021-22 * : 44% (On Watch / @ or Above Benchmark)                      57% (Intervention / Urgent Intervention)                 </p> <p>                     EOY: SPR 2021-22 : 69% (On Watch / @ or Above Benchmark)                      31% (Intervention / Urgent Intervention)                 </p> <p>vs.</p> <p>                     BOY: FALL 2022-23 : 72% (On Watch / @ or Above Benchmark)                      28% (Intervention / Urgent Intervention)                 </p> <p>                     EOY: SPR 2022-23 * : 77% (On Watch / @ or Above Benchmark)                      22% (Intervention / Urgent Intervention)                 </p> <p>(* = the sum of the %ages do not equal 100%)</p> <p>                     STAR (Math - English) : When comparing data from SY 2021-22 to SY 2022-23, the data shows equal percentages (47%) of students On Watch and /or At or Above Benchmark started (BOY) the school year (SY2022-23) and the previous school year (SY2021-22). However, similar to Reading - English, student showed a higher yearly growth (BOY - EOY) in the previous school year (SY2021-22) than the current (SY2022-23).                 </p> <p>                     BOY: FALL 2021-22 : 47% (On Watch / @ or Above Benchmark)                      53% (Intervention / Urgent Intervention)                 </p> <p>                     EOY: SPR 2021-22 : 52% (On Watch / @ or Above Benchmark)                 </p>
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Partially	<p>The ILT leads instructional improvement through distributed leadership.</p>
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Partially	<p>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.</p>
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**What is the feedback from your stakeholders?**

ELA:

Pre - K : The curriculum is scripted, therefore, it is considered high quality.

K - 8th Grade : All teachers have access to high quality curricular materials, however, teachers are supplementing for diverse learners and English Learners. because ARC materials are not available in Spanish for 6-8th grade.

MATH:

[Jump to...](#)  
[Reflection](#)

[Priority](#)  
[Root Cause](#)

[TOA](#)  
[Implementation Plan](#)

[Goal Setting](#)

[Progress](#)  
[Monitoring](#)

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

## Curriculum & Instruction

Yes

Evidence-based assessment for learning practices are enacted daily in every classroom.

Pre-K : The curriculum is scripted, therefore, it is considered high quality.

K - 8th Grade : Although all teachers have access to high quality curricular materials, teachers are still finding themselves supplementing for student practice. Online resources are helpful for DL and EL students where videos and resources for differentiation are provided.

SCIENCE:

Pre - K : TSG have limited materials to implement high-quality lessons and have very limited information as to how to differentiate lessons.

1st and 7th Grade: Not culturally relevant. Not enough consumables, Skyline aligned to standards, No materials in Spanish. Teachers supplement own visuals. T's create mini lessons on skills.

2nd and 4th Grade: Missing books and materials. At times, we have to supplement. Academic language is too difficult for EL's and DL's. Investigation notebooks not available for most units. K, 3rd and 8th Grade : Skyline needs to offer more hands-on activities for student engagement. More read-aloud book and visual references are needed for students to be able to make connections. EL students struggle with academic language so books in Spanish are necessary. 5th and 6th Grade: Although Amplify Science provides Spanish translations and some differentiated lessons, they are still too difficult for the DL students.

SOCIAL SCIENCE :

Pre - K : TSG have limited materials to implement high-quality lessons and have very limited information as to how to differentiate lessons

1st and 7th Grade: Not culturally relevant. No kits or hands on activities to go with the lessons. Skyline aligns to the standards.. Because our school test students on the constitution test, we are going to need materials for the constitution. Supplement with own visuals. 2nd and 4th Grade: Supplement units. Academic language is difficult for EL's and DL's. Text heavy. Not accessible for DL

K -8th Grade : Skyline is too text heavy and a lot of scaffolding needs to be done for students to be able to access the material. Too many errors and the platform is poorly designed. Hands on-materials are needed for our students to be engaged in the lesson, so teachers are finding that they have to supplement a lot on their own. The platform seems to be designed more for the teacher than the learner.

SPECIALS : Need supplies, materials, and support on finding quality curricular resources. All teachers plan for standard-aligned lessons. All students express themselves through their beliefs, identity and sentiments. All students discuss and celebrate their cultures through their specials (holiday celebrations - día de los muertos, 5 de Mayo, or talking about Mexican Athletes.). They also learn about other cultures and how their culture compares to cultures around the world.

What student-centered problems have surfaced during this reflection?

Skyline is not culturally relevant & no materials in Spanish  
Amplify language is too difficult for EL & DL students  
Students who are programmed to be in bilingual classrooms were given English instruction.  
Specials need more art supplies for students

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?

ELA : Work around DI as a school will continue so teachers are able to effectively differentiate lessons when needed and will not have to depend of pre-made differentiated lessons. Teachers will be supported in planning for differentiation with standards and task in mind.  
MATH: Distribution of student resources will be systematic prior to students starting date to ensure that the correct materials are given to the right group of students. Work around DI as a school will continue so teachers are able to effectively differentiate lessons when needed and will not have to depend of pre-made differentiated lessons. Teachers will be supported in planning for differentiation with standards and task in mind.  
SCIENCE: Work around DI as a school will continue so teachers are able to effectively differentiate lessons when needed and will not have to depend of pre-made differentiated lessons. Teachers will be supported in planning for differentiation with standards and task in mind.

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Determine Priorities

Resources: 

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

Students...

Skyline is not culturally relevant & no materials in Spanish  
Amplify language is too difficult for EL & DL students  
Students who are programmed to be in bilingual classrooms were given English instruction.  
Specials need more art supplies for students



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.

[Determine Priorities Protocol](#)

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Root Cause

Resources: 

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

As adults in the building, we...

modify the curriculum to support students, including ELs & DLs, so they start doing grade level work. -students struggle with grade level specific questions and curriculum. -tend to go back a grade level or two to support learning. -tend to focus on the learning gaps loss instead of targeting grade level content. -don't know when to move forward to grade level rigor.



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.

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

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## Theory of Action

### What is your Theory of Action?

If we....

-structure our centers time to address individual needs;  
-do intentional planning for grade level instruction that includes questioning that anticipates misconceptions



then we see....

-a more adaptive approach to addressing the learning gaps;  
-teachers prepared to address students learning needs



which leads to...

-increasing student growth;  
- giving students tools and strategies that will move them towards grade level rigor.



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.

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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** 🧑‍🚒

Interventionist/ coaches/ admin

**Dates for Progress Monitoring Check Ins**

Q1 10/04/23      Q3 03/06/2024  
 Q2 12/13/2023      Q4 05/01/2024



	<b>SY24 Implementation Milestones &amp; Action Steps</b> 🧑‍🚒	<b>Who</b> 🧑‍🚒	<b>By When</b> 🧑‍🚒	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	Teachers will be able to structure differentiated learning centers that will address students needs by the end of first quarter.	Coaches, interventionist, admin, consultant and teachers	end of first quarter	In Progress
<b>Action Step 1</b>	Environmental Walkthrough (8/29/23) and N8 Rigor walk (8/30/23) and teacher survey to look for trends on how learning centers are being implemented.	coaches/interventionist/admin /consultant/teachers and network	September 8, 2023	In Progress
<b>Action Step 2</b>	Professional learning for teachers on how to use assessment data (diagnostic) to develop differentiated learning centers for all students. (DATA workbooks for ELA and Math)	coaches/interventionist/admin	October 27	In Progress
<b>Action Step 3</b>	Facilitate ongoing planning sessions to support small group instruction, progress monitoring in Branching Minds, and next steps using data.	coaches/interventionist/admin /consultant	PM the week of : 10/16/23, 11/13/23, 12/18/23, 1/29/24, 2/26/24, 4/1/24, 5/6/24	Not Started
<b>Action Step 4</b>	Instructional walkthrough (twice a quarter) to see progress on the implementation of professional learning for centers. Asking teacher what supports they need for implementation.	coaches/interventionist/admin /teachers	week of : Q1 : 9/25, 10/16, Q2-Q4 TBD	In Progress
<b>Action Step 5</b>	Anticipate and provide coaching on differentiation to all staff based on need.	coaches/interventionist/admin	Beginning of October	Not Started
<b>Implementation Milestone 2</b>	Teachers will plan standard aligned learning targets/objectives with anticipation of student misconceptions in order for them to be able to succeed at grade-level expectations.	ILT and Teachers	September	In Progress
<b>Action Step 1</b>	Teachers will unpack learning standards and identify students' success criteria in differentiated lessons.	ILT/Teachers/Coaches/Interventionist/Consultant	Ongoing	In Progress
<b>Action Step 2</b>	Teachers will plan questions, and assessments that will promote student engagement and support their growth.	Teachers/Coaches/Interventionist/Consultant	Ongoing	In Progress
<b>Action Step 3</b>	Teachers will model for students grade-level methods and strategies using tools to track their progress.	Teachers and Students	Ongoing	Not Started
<b>Action Step 4</b>	Teachers will monitor and provide actionable feedback to students.	Teachers and students.	Ongoing	In Progress
<b>Action Step 5</b>	Students will take ownership of the progress in achieving their success criteria.	Students	Ongoing	In Progress
<b>Implementation Milestone 3</b>				Select Status
<b>Action Step 1</b>				Select Status

Jump to... [Priority](#) [TOA](#) [Goal Setting](#) [Progress Monitoring](#) Select the Priority Foundation to pull over your Reflections here =>

## Curriculum & Instruction

Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
<b>Implementation Milestone 4</b>				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

<b>SY25 Anticipated Milestones</b>	Teachers will unpack learning standards to align students' success criteria in differentiated lessons. Teachers will monitor and provide actionable feedback to students. Students will take ownership of the progress in achieving their success criteria. Anticipate and provide coaching on differentiation to all staff based on need.	
<b>SY26 Anticipated Milestones</b>	Teachers will unpack learning standards to align students' success criteria in differentiated lessons. Teachers will monitor and provide actionable feedback to students. Students will take ownership of the progress in achieving their success criteria. Anticipate and provide coaching on differentiation to all staff based on need.	

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## Goal Setting

### Indicators of a Quality CIWP: Goal Setting

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

### Resources:

#### IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal 📌	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 📌	Numerical Targets [Optional] 📌		
					SY24	SY25	SY26
Teachers will meet bi-weekly to plan for small group instruction to move student achievement.	Yes	Star 360 (Reading and Math)	Other [Star 360 Math]	32% of our students are meeting at Tier 1	37% of our students are meeting at Tier 1	42% of our students are meeting at Tier 1	47% of our students are meeting at Tier 1
			Other [STAR 360 ela]	35% of our students are meeting at Tier 1	40% of our students are meeting at Tier 1	45% of our students are meeting at Tier 1	50% of our students are meeting at Tier 1
Teachers will meet bi-weekly to plan for small group instruction to move student achievement.	Yes	i-Ready (Reading and Math)	Other [i-Ready Math]	50.9% of our students are meeting at Tier 1	55% of our students are meeting at Tier 1	60% of our students are meeting at Tier 1	65% of our students are meeting at Tier 1
			Other [I-Ready Reading]	36.8% of our students are meeting at Tier 1	42% of our students are meeting at Tier 1	47% of our students are meeting at Tier 1	52% of our students are meeting at Tier 1

Practice Goals

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

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

	SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	During the GLM on 8/25/23, the list of available approved resources for each grade level in reading and math was presented to staff. Through bi-weekly classroom visits from coaches, admin, ELPT and network as well as usage data we will assess the implementation of these resources. Quarterly the school administration will work with PPLC, coaches, and GLCs to determine what is working and what is needed.	August 2024 school administration will work with PPLC, and coaches to ensure that all classrooms have the curriculum and resources in place before the start of school. Continue to have bi-weekly classroom pop-ins to gather data on the use of the grade level approved curriculum and resources with timely feedback to teachers. Continue quarterly conversations with PPLC, coaches, and GLCs for current needs.	August 2025 school administration will work with PPLC, and coaches to ensure that all classrooms have the curriculum and resources in place before the start of school. Continue to have bi-weekly classroom pop-ins to gather data on the use of the grade level approved curriculum and resources with timely feedback to teachers. Continue quarterly conversations with PPLC, coaches, and GLCs for current needs.
C&I:2 Students experience grade-level, standards-aligned instruction.	Through providing feedback on lesson plans and structured planning time for teams, we will ensure that teachers are planning around grade-level appropriate standards and are aligning student activities to the standards.	Continuous feedback on lesson plans and structured planning time for teams, we will ensure that teachers are planning around grade-level appropriate standards and are aligning student activities to the standards.	Continuous feedback on lesson plans and structured planning time for teams, we will ensure that teachers are planning around grade-level appropriate standards and are aligning student activities to the standards.



<i>C&amp;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.</i>	With bi-weekly classroom visits, and data conversations, teacher teams, coaches, administration and any related service providers will plan on supports to close the gaps.	Continue bi-weekly classroom visits, and data conversations, teacher teams, coaches, administration and any related service providers will plan on supports to close the gaps.	Continue bi-weekly classroom visits, and data conversations, teacher teams, coaches, administration and any related service providers will plan on supports to close the gaps.
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[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
Teachers will meet bi-weekly to plan for small group instruction to move student achievement.	Star 360 (Reading and Math)	Other [Star 360 Math]	32% of our students are meeting at Tier 1	37% of our students are meeting at Tier 1	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
		Other [STAR 360 ela]	35% of our students are meeting at Tier 1	40% of our students are meeting at Tier 1	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
Teachers will meet bi-weekly to plan		Other [i-Ready Math]	50.9% of our students are meeting at Tier 1	55% of our students are meeting at Tier 1	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Curriculum & Instruction					
<a href="#">Reflection</a>	<a href="#">Root Cause</a>	<a href="#">Implementation Plan</a>		<a href="#">Monitoring</a>						
Teachers will meet bi-weekly to plan for small group instruction to move student achievement.			i-Ready (Reading and Math)	Other [I-Ready Reading)	36.8% of our students are meeting at Tier 1	42% of our students are meeting at Tier 1	Select Status	Select Status	Select Status	Select Status

**Practice Goals**

**Progress Monitoring**

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	During the GLM on 8/25/23, the list of available approved resources for each grade level in reading and math was presented to staff. Through bi-weekly classroom visits from coaches, admin, ELPT and network as well as usage data we will assess the implementation of these resources. Quarterly the school administration will work with PPLC, coaches, and GLCs to determine what is working and what is needed.	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	With bi-weekly classroom visits, and data conversations, teacher teams, coaches, administration and any related service providers will plan on supports to close the gaps.	Select Status	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.	With bi-weekly classroom visits, and data conversations, teacher teams, coaches, administration and any related service providers will plan on supports to close the gaps.	Select Status	Select Status	Select Status	Select Status

## Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of metrics?

Partially

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

Branching Minds Roots Report:  
Screening for At-risk Students: 47%  
Primary Instruction/Core Curriculum (tier 1): 40%  
Supplemental Intervention (tiers 2 & 3): Planning: 58%  
Supplemental Intervention (tiers 2 & 3): Implementation: 66%  
Supplemental Intervention (tiers 2 & 3):  
Progress Monitoring: 66%  
Meeting Quality: 86%

Establish universal screener for behavior (can use Branching Minds behavior survey) SDQ Strengths and Difficulties Questionnaire.

Professional Development Areas  
Administration and use of universal screeners.  
Interpretation of data from universal screeners.  
Primary Instruction/Core Curriculum (tier 1): 40%

Professional Development Areas  
Whole class behavior management.

Recommended Tasks  
Have teachers find whole class positive behavior strategies (can use Branching Minds library).  
Verify that all teachers are delivering core curriculum with fidelity.  
Have teachers find and document tier 1 differentiated supports (can use Branching Minds library).

Provide teachers with evidence-based interventions bank for Math (can introduce them to Branching Minds library).  
Ensure that all intervention plans are documented prior to the start of the intervention (can use Branching Minds to create plans).  
Ensure selected interventions are aligned to student needs (can use Branching Minds survey and support recommendations).  
Ensure that all teachers and relevant staff are aware of and have access to intervention plans for their students (can use Branching Minds to share plans).

Ensure that teachers understand how to administer selected interventions.  
Develop system to ensure the quality of intervention implementation (intervention sessions can be observed and documented in Branching Minds).  
Ensure that the teachers/interventionist to student ratio is consistent with tier recommendations (tier 2 is no more than 1:6, tier 3 is no more than 1:3, ideally 1:1).

Professional Development Areas  
Understanding various kinds of assessments and selecting appropriate ones for progress monitoring.  
Recommended Tasks  
Develop system to ensure that progress monitoring assessments are given to tier 2 or tier 3 students every 2-3 weeks (data can be tracked on Branching Minds).

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.

## Inclusive & Supportive Learning Environment

<b>Partially</b>	<p>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.</p>	<p>Ensure that all teachers come to meetings with an organized presentation of student data (data are organized in Branching Minds intervention report). Develop a meeting agenda that follows a clear problem-solving protocol.</p> <p>Tier Movement:</p> <table style="margin-left: 40px; border-collapse: collapse;"> <tr> <td colspan="4" style="text-align: center;">Math: 1037 Students</td> </tr> <tr> <td style="text-align: center;">Tier1:</td> <td style="text-align: center;">Tier2:</td> <td style="text-align: center;">Tier3:</td> <td style="text-align: center;">Untiered</td> </tr> <tr> <td>BOY: 446 Students 43%</td> <td>192 Students 19%</td> <td>193. Students 19%</td> <td>206 Ss 20%</td> </tr> <tr> <td>MOY: 384 Students 37%</td> <td>296 Students 29%</td> <td>202 Students 19%</td> <td>155 Ss 15%</td> </tr> <tr> <td>EOY: 392 Students 38%</td> <td>267 Students 26%</td> <td>226 Students 22%</td> <td>152 Ss 15%</td> </tr> </table> <table style="margin-left: 40px; border-collapse: collapse;"> <tr> <td colspan="4" style="text-align: center;">Reading: 1037 Students</td> </tr> <tr> <td style="text-align: center;">Tier1:</td> <td style="text-align: center;">Tier2:</td> <td style="text-align: center;">Tier3:</td> <td style="text-align: center;">Untiered</td> </tr> <tr> <td>BOY: 426 Students 41%</td> <td>190 Students 18%</td> <td>272 Students 26%</td> <td>149 Ss 14%</td> </tr> <tr> <td>MOY: 370 Students 36%</td> <td>281 Students 27%</td> <td>264 Students 25%</td> <td>122 Ss 12%</td> </tr> <tr> <td>EOY: 338 Students 33%</td> <td>312 Students 30%</td> <td>289 Students 28%</td> <td>98 Ss 9%</td> </tr> </table> <p>Annual Evaluation Compliance of IEPs: 13 completed on time. 100%</p>	Math: 1037 Students				Tier1:	Tier2:	Tier3:	Untiered	BOY: 446 Students 43%	192 Students 19%	193. Students 19%	206 Ss 20%	MOY: 384 Students 37%	296 Students 29%	202 Students 19%	155 Ss 15%	EOY: 392 Students 38%	267 Students 26%	226 Students 22%	152 Ss 15%	Reading: 1037 Students				Tier1:	Tier2:	Tier3:	Untiered	BOY: 426 Students 41%	190 Students 18%	272 Students 26%	149 Ss 14%	MOY: 370 Students 36%	281 Students 27%	264 Students 25%	122 Ss 12%	EOY: 338 Students 33%	312 Students 30%	289 Students 28%	98 Ss 9%
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<b>Yes</b>	<p>Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.</p>	
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### What is the feedback from your stakeholders?

<b>Yes</b>	<p>English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.</p>	<p>Teams that are part of the MTSS framework are: Tutor Corp which addresses reading for 1st, 2nd, 3rd, and 5th grade using Amplify and mClass for progress monitoring. Instructional coaches supported bridge grade teachers towards the end of the year. These teachers were provided with some training in BrM and given coverage, in order to work on goals and interventions for students who were failing Math/Reading at week 20-25. The coaches supported teachers with Branching Minds Middle school teachers had an intervention hour with a focus on reading and math using Branching Minds and IXL. Kinder pulled out a small group for intervention using Branching Minds for entering data and notes and progressing monitoring. Teachers and tutors need proper training in Branching Minds on how to set the goals and manage data and consistent communication across teachers. Amplify gives random lessons that don't correlate with what they are learning in their classroom. Implementation of the problem solving process, the process was started with an AP but was left incomplete. We need a lead interventionist that can walk us through BM and MTSS. The process of informing students of their goals, for example some looking at visuals or verbally informing them, was done consistently by teachers and tutors. The family engagement was inconsistent.</p>
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<b>Partially</b>	<p>There are language objectives (that demonstrate HOW students will use language) across the content.</p>	<p>Most teachers accommodate students LRE and honor their IEP accommodations. Most DLs are included in the entirety of the lesson. However, there is some room for improvement in this area. Some students are put on ipads upon return to gen ed room instead of being included in lesson activities. We should work together to improve the transitions between LREs. Continued collaboration would be beneficial to ease transitions.</p> <p>All IEPs are completed according to their due dates. Students receive services based on their LRE and all relevant information is discussed with the entire team at meetings. Gen ed and DL teachers collaborate to ensure appropriate services are documented in the IEP. Additional time is beneficial to those writing the IEPs to ensure they are of the highest quality.</p> <p>Students are placed with Bilingual/ESL Certified Teachers, except when parents complete a parent refusal.</p> <p>Few objectives are evident in some classrooms. Teachers have the standards on the board, but we do not see language objectives much.</p>
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**What student-centered problems have surfaced during this reflection?**

Tutor Corps. was initially serving all tiered students (T1-T3) and not solely T2, and T3 for academics.

Teachers and tutors need proper training in Branching Minds on how to set the goals and manage data and consistent communication across teachers.

Amplify gives random lessons that don't correlate with what they are learning in their classroom.

We need a lead interventionist that can walk us (teachers) through BM and MTSS.

Some DL students are put on ipads upon return to gen ed room instead of being included in lesson activities.

**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?**

BOY look at the data. Decide on a diagnostic to determine where students are. Give PD on Branching Minds, and PM tools. Plan a calendar of data/BMs conversations and action plans. Grade level meetings around data, progress monitoring, and screening. Using the data to enter it in Branching Minds. PM for 6-8 weeks and assess to gather new data. Repeat data analysis cycle.

New MTSS coordinator and planning to support efforts. Planning PD opportunities for training in BrM and MTSS through differentiation.

Tutor Corp students will be filtered out correctly by lead and MTSS team to service T2 & T3


[Return to Top](#) **Determine Priorities**

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

Students...  
in T2 and T3 are not consistently being serviced for their academics needs.  
...who are DL are consistently not being included in grade level activities with their peers.

[Determine Priorities Protocol](#)

Resources: 

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


[Return to Top](#) **Root Cause**

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

As adults in the building, we...  
-are not looking at their data or moving forward with the data.  
-we don't all have the same understanding of how to use data for planning.  
- we are not progress monitoring.  
- we are not utilizing technology in an efficient way

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

Resources: 

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

Root causes are within the school's control.

[Return to Top](#) **Theory of Action**

## What is your Theory of Action?

If we...

If we clarify what tier interventions look like and what needs to be done for each tier, (tier 2 looks like this...)  
 -if we show teachers how to use data from benchmark, progress monitoring ...to make instructional decisions.



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....

An increase in data being used to plan interventions and more frequent grouping using consistent progress monitoring



which leads to...

differentiated instruction and improved academic outcomes for students in tier 2 and tier 3.



[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.

Jump to...  
Reflection

Priority  
Root Cause

TOA  
Implementation Plan

Goal Setting

Progress  
Monitoring

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

## Inclusive & Supportive Learning Environment

### Team/Individual Responsible for Implementation Plan 🍌

Vanessa Macias, Rosaly Tam, Joseph Adelman, Sandra Guzman, Yoali Tapia, Gloria Venegas

### Dates for Progress Monitoring Check Ins

Q1 10/04/23

Q3 03/06/2024

Q2 12/13/2023

Q4 05/01/2024

### SY24 Implementation Milestones & Action Steps 🍌

Who 🍌

By When 🍌

Progress Monitoring

#### Implementation Milestone 1

Teachers will use Branching Minds, Amira, and Freckle with fidelity to plan and monitor interventions for Tier 2 and Tier 3.

Teachers

Ongoing

In Progress

#### Action Step 1

Teachers will learn to use Branching Minds, Amira, and Freckle as their progress monitoring platforms

Teachers

Week 0

In Progress

#### Action Step 2

Teachers will verify that their rosters for Branching Minds, Amira, and Freckle are accurate.

Teachers

Week 1 and ongoing

In Progress

#### Action Step 3

Teachers will review the initial i-Ready and Star 360 results in Branching Minds and compare to the diagnostic

Teachers

September

Not Started

#### Action Step 4

Teachers will develop their initial intervention plan inside Branching Minds.

Teachers

End of September

Not Started

#### Action Step 5

Teachers will progress monitor with fidelity on a consistent basis.

Teachers

Ongoing (throughout the year)

Not Started

#### Implementation Milestone 2

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

#### Implementation Milestone 3

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

## Inclusive & Supportive Learning Environment

<b>Implementation Milestone 4</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

### SY25-SY26 Implementation Milestones

<b>SY25 Anticipated Milestones</b>	Teachers will continue to use Branching Minds, Amira, and Freckle with fidelity to plan and monitor interventions for Tier 2 and Tier 3.	
<b>SY26 Anticipated Milestones</b>	"Teachers will continue to use Branching Minds, Amira, and Freckle with fidelity to plan and monitor interventions for Tier 2 and Tier 3.	

## 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

**Numerical Targets [Optional]** 



## Inclusive & Supportive Learning Environment

Specify the Goal 🏠	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 🏠	SY24	SY25	SY26
Teachers will enter progress monitoring data by the end of every progress monitoring week (preset on the dates to remember calendar).	Yes	MTSS Academic Tier Movement	Tier 2	12.9 of our T2 students have data entered in BrM (SY23)	40	50	60
			Tier 3	67.7 of our T3 students have data entered in BrMs (SY23)	77.7	87.7	97.7
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				

### Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 🏠	Specify your practice goal and identify how you will measure progress towards this goal. 🏠		
	SY24	SY25	SY26
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Teachers will enter progress monitoring data by the end of every progress monitoring week (preset on the <a href="#">dates to remember calendar</a> ). Progress will be measured through the movement of MTSS tiers 2 and 3.	August of 2024 new teachers will receive support in using BMs, and steps on progress monitoring. All teachers will continue to enter progress monitoring data by the end of every progress monitoring week (preset on the dates to remember calendar). Progress will be measured through the movement of MTSS tiers 2 and 3.	August of 2025 new teachers will receive support in using BMs, and steps on progress monitoring. All teachers will continue to enter progress monitoring data by the end of every progress monitoring week (preset on the dates to remember calendar). Progress will be measured through the movement of MTSS tiers 2 and 3.
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.	Ensure that representation from each grade band/department is present during MTSS biweekly meetings. The team will ensure that protocols are followed and researched based interventions are utilized.	Continue to ensure that representation from each grade band/department is present during MTSS biweekly meetings. The team will ensure that protocols are followed and researched based interventions are utilized.	Continue to ensure that representation from each grade band/department is present during MTSS biweekly meetings. The team will ensure that protocols are followed and researched based interventions are utilized.
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
Teachers will enter progress monitoring data by the end of every progress monitoring week (preset on the dates to remember calendar).	MTSS Academic Tier Movement	Tier 2	12.9 of our T2 students have data entered in BrM (SY23)	40	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
		Tier 3	67.7 of our T3 students have data entered in BrMs (SY23)	77.7	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
	<i>Select Metric</i>	<i>Select Group or Overall</i>			<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
		<i>Select Group or Overall</i>			<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>

### Practice Goals

### Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Teachers will enter progress monitoring data by the end of every pro	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
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.	Ensure that representation from each grade band/department is pre	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>

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

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

## Inclusive & Supportive Learning Environment

Select a Practice

Select Status

Select Status

Select Status

Select Status

If Checked:

Complete  
IL-Empower  
Section below



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

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

If Checked:

No action needed



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

## IL-Empower

### IL-EMPOWER GRANT ASSURANCES

*By checking the boxes below, you indicate that your school understands and complies with each of the grant assurances listed.*



The purpose of the IL-Empower grant funds, authorized under Title I, Part A, Section 1003 School Improvement of the Elementary and Secondary Education Act, is to support local education agencies (LEAs), via the Statewide System of Technical Assistance and Support (IL-EMPOWER) to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities. The goal is to provide all children significant opportunity to receive a fair, equitable, and high-quality education by providing adequate resources to substantially raise the achievement of students in lowest and underperforming schools, as defined by the Illinois State Board of Education (ISBE).



The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status.



Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:

- a) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
- b) Contracting for professional services from State-Approved Learning Partners
- c) Conducting school-level needs assessments
- d) Analyzing data
- e) Identifying resource inequities
- f) Researching and implementing evidence-based interventions
- g) Purchasing standards-aligned curriculum and materials
- h) Purchasing and administering local assessments for progress monitoring



Supplement, not supplant is in effect. Schools and LEAs shall use IL-Empower grant funds only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.



Schools designated for comprehensive or targeted support can expect four years of continuation funding from the initial summative designation. Improvement status defines the up-to four-year term that runs concurrently with the IL-EMPOWER grant program. Status and funding begin with an initial summative designation of comprehensive or targeted and continue through the remaining part of the first year in the planning phase of the grant and are followed by three consecutive years of implementation. School Improvement funding is awarded concurrently with improvement status. Improvement status and grant funding continue concurrently for up to four years regardless of positive changes in annual summative designations because IL-EMPOWER is structured to support local efforts with scaffolded support of sufficient size and longevity to improve outcomes for students and exit improvement status within a four-year grant term.



School Improvement Reports (SIR) are due on a triannual basis.



Schools in comprehensive improvement status must work with a State-Approved Learning Partner to address areas identified in the respective school improvement plans. Schools in targeted improvement status may or may not elect to work with a State-Approved Learning Partner. Approved Learning Partners are contracted by ISBE and are authorized to provide direct professional learning services in evidence-based practices to LEAs and comprehensive and targeted schools. Only vendors selected for an executed contract with ISBE may provide services to IL-Empower districts and schools (both comprehensive and targeted) using Title I, Part A, Section 1003 School Improvement funds, and likewise only those subcontractors included in either the executed contract or subsequent written approval by ISBE may provide services to IL-EMPOWER districts and schools.

- As a grant recipient, you may be required to participate in program evaluation activities, site monitoring visits, and audit protocols.
- As part of annual grant application and amendment processes, you may be asked to submit additional information regarding budget requests and alignment of budget allocations to CIWP.

**IL-EMPOWER SMART GOALS**

*Of the goals developed earlier in this CIWP, please choose at least 2, and up to 3, that will be your focus areas for IL-Empower. These goals should be in alignment with your ISBE designation and reference specific student groups, as applicable. As part of the annual grant application and amendment processes, please be prepared to outline how your IL-Empower grant budgets will support the chosen goal(s).*

**IL-Empower Goals Must have a Numerical Target**

Select a Goal Below

		Student Groups	Baseline	SY24	SY25	SY26
Required Math Goal	Star 360 (Reading and Math): Teachers will meet bi-weekly to plan for small group instruction to move student achievement.	Other [Star 360 Math]	32% of our students are meeting at Tier 1	37% of our students are meeting at Tier 1	42% of our students are meeting at Tier 1	47% of our students are meeting at Tier 1
		Other [STAR 360 ela]	35% of our students are meeting at Tier 1	40% of our students are meeting at Tier 1	45% of our students are meeting at Tier 1	50% of our students are meeting at Tier 1
Required Reading Goal	i-Ready (Reading and Math): Teachers will meet bi-weekly to plan for small group instruction to move student achievement.	Other [i-Ready Math]	50.9% of our students are meeting at Tier 1	55% of our students are meeting at Tier 1	60% of our students are meeting at Tier 1	65% of our students are meeting at Tier 1
		Other [I-Ready Reading]	36.8% of our students are meeting at Tier 1	42% of our students are meeting at Tier 1	47% of our students are meeting at Tier 1	52% of our students are meeting at Tier 1
Optional Goal	MTSS Academic Tier Movement: Teachers will enter progress monitoring data by the end of every progress monitoring week (preset on the dates to remember calendar).	Tier 2	12.9 of our T2 students have data entered in BrM (SY23)	40	50	60
		Tier 3	67.7 of our T3 students have data entered in BrMs (SY23)	77.7	87.7	97.7

## Parent and Family Plan

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



### **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.

If Checked:  
No action needed



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

### **SCHOOL & FAMILY ENGAGEMENT POLICY**

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



The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.



At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.



Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.



Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.



Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.



Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.



Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.



Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.



Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.

### **SCHOOL & FAMILY COMPACT**

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



The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.



The school will hold parent-teacher conferences.



The school will provide parents with frequent reports on their children's progress.



The school will provide parents reasonable access to staff.

- The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.
- The parents will support their children's learning.
- The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

### **PARENT & FAMILY ENGAGEMENT BUDGET**

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

*Over the last few years, topics in social emotional wellness have been a high priority to our Parent Advisory Committee (PAC) due to the request by parents at PAC meetings. The new PAC committee will be selected during our Organizational Meeting on September 7th, 2023. During this meeting, priority areas will be surveyed to continue planning for parent engagement throughout the year. Through the support of community organizations and our school counselors, during the school year parents will continue to learn how they can support their children with Social Emotional wellness.*



*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