

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 
Eduardo Yanez	Principal	ejyanez@cps.edu
Milagros Zambrana	Curriculum & Instruction Lead	mzambrana@cps.edu
Katie Styzek	Postsecondary Lead	knstyzek@cps.edu
Dipal Parekh	Inclusive & Supportive Learning Lead	dparekh@cps.edu
Gusson Abdallah	Teacher Leader	gabdallah@cps.edu
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Veronica Chavez	Curriculum & Instruction Lead	vchavez1@cps.edu
	Select Role	
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date 	Planned Completion Date 
Team & Schedule	7/10/23	7/20/23
Reflection: Curriculum & Instruction (Instructional Core)	7/25/23	7/25/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/25/23	7/25/23
Reflection: Connectedness & Wellbeing	7/25/23	8/1/23
Reflection: Postsecondary Success	7/25/23	8/1/23
Reflection: Partnerships & Engagement	7/25/23	8/1/23
Priorities	8/1/23	8/8/23
Root Cause	8/8/23	8/8/23
Theory of Action	8/15/23, 8/17/23	8/15/23, 8/17/23
Implementation Plans	8/22/23	8/22/23, 8/24/23
Goals	8/29/23	8/28/23, 8/29/23
Fund Compliance	9/5/23	9/5/23
Parent & Family Plan	9/7/23	9/7/23
Approval	9/13/23	9/13/23

SY24 Progress Monitoring Schedule

Indicate the SY24 dates when your CIWP team will hold progress monitoring check-ins.

As a reference, these dates will auto-populate in your implementation plans.

CIWP Progress Monitoring Meeting Dates

Quarter 1	10/27/23
Quarter 2	1/12/24
Quarter 3	4/12/24
Quarter 4	6/14/24

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	Volta has a very dedicated group of teachers who have all attended the Bridging to Skyline courses. Since Volta has officially adopted Skyline ELA and SLA curriculum, intentional measures have been taken to ensure all teachers are accessing the Skyline PDs and materials. During SY24 the school will be utilizing ELA and ALE Skyline for grades K-8. In addition, the school adopted Skyline amplify science and social studies last school year. Lastly, Skyline math is used in middle grades 6-8. The Skyline curriculum is culturally and linguistically responsive to our student population. During the school year we will be aligning curriculum materials for all students in the dual language as well as general education program students. We will put an emphacises on Tier 1 curriculum planing and instruction. ILT and GLTs will be uniting efforts to discern on the Co-Labs and create learning cycles to measure the success of the instructional strategy. In addition, teachers will continue their professional growth development Here with the curriculum and platform in ELA and ALE for grades K-8 as well as content areas in the middle grades 6-8. (insert verbiage from the rubric)... RIGOR WALK SY23 data has shown great growth with the intentional instructional shift of student disourse. Volta's participation in the Building Thinking Classrooms with Gavin Creden and the Summer Workshop have built the capacity of our ILT members to lead PDs with the instructional shift of student discourse at the forefront. Rigor Walk has shown improvements that the student tasks are aligned to the standards. This was evident in classrooms implementing Skyline curriculum. Now that SLA will be incorporated, we will see more horizontal alignemnt from the monoligual to the dual language classrooms.	iAR (Math) iAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math)
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		STAR (Reading)
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions	What is the feedback from your stakeholders? -As of SY23, ALE Skyline implementation was not available (for dual language classrooms) to provide high-quality, coherent materials in PK-12. -For data-driven instruction, there is a need for common formative assessment amongst grade levels to assess Tier 1 instruction and horizontal alignment. A collaborative environment needs to be established to discuss assessment and data. -Teachers need Skyline and Checkpoint platform training via Skyline Badges to maximize Skyline curriculum usage, such as accessing test reports, Item Analysis, and etc.	STAR (Math) iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership	Interim Assessment Data	
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development		
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document		

What student-centered problems have surfaced during this reflection?

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

Students in Dual Language Program and Non Dual Language Program did not have access to grade level rigorous curriculum creating learning gaps and unequitable access to a high curricula.

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


The ILT has completely distributed leadership for SY 23-24. The ILT leads were intentionally chosen to represent each grade band, e.g. Ms George and Ms Zambrana will lead K-2, Mr Poleski, Ms Whitney, Ms Avila and Ms Castellanos will lead 3-5 and Ms Duheric, Ms Wambugu and Ms Thomas will lead 6-8. Each ILT member will be trained from the School Leads how to implement CoLabs with fidelity. Ms Thomas has sought support from Jon Bull and Heather Van Benthuyssen to implement the Cultivate priority condition: Building Community for first 3 GLTMs of Quarter 1, where the aforementioned Team Leads will lead an in depth Curriculum Dive into Skyline to search for areas of focus to build community. The CoLabs for Building Community will lead GLTs through each learning cycle starting with Learn and Plan, Do, Study, Act/Share. This is all documented in the Learning Plan which the ILT is building for each quarter. Then, the ILT Team Leads will follow the Skyline CoLab learning cycles where they help teachers unpack the Skyline curriculum. Each month from September - May, Dancica Lewis from Lead 180, will unpack the standards, unpack Skyline units, discern with intentionality, which portions of the lessons are key to building community and student learning.

building deep student understanding, and plan lessons using Skyline as the primary resource. In order to assess and progress monitor whether the instructional shifts pulled from the Cultivate data are being used with fidelity, there will be quarterly student focus groups and student perspective surveys to analyze whether or not students feel they are part of the learning community and their values/interests are truly at the forefront of learning.

[Return to Top](#) **Inclusive & Supportive Learning Environment**





	Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
No	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey	<p>MTSS</p> <ul style="list-style-type: none"> -As of SY23, MTSS Team currently consists of Lead Coach, admin, school psychologist, and case manager. It is not inclusive of all stakeholders (e.g. classroom teachers/content areas) -Currently, there is a menu of academic interventions, but no protocol in place regarding CPS MTSS Expectations for Volta, e.g. identifying students, interventions, progress monitoring, and etc. -There is no problem solving process or Roots Survey Questions. -More support is needed in Tier 1 instruction is needed since only 16% of students in grades 3-8 met or exceeded expectations in the Spring of 2023 on Star360 Reading (English); 12% in Math (English); 19% in Reading for grades K-2 in i-Ready; and 27% in Math. In Spanish Reading assessment for students placed in the Dual Language program, 62% of students met grade level expectations in Kindergarten; 64% in 1st grade, and 68% in 2nd grade. -For students in Tier 2, school needs a streamline protocol for identifying students, creating/implementing/progress monitoring interventions in Branching Minds progress. - As of SY23 school year, MTSS Continuum survey, ---systems and infrastructure is somewhat at the foundational level: an established team and scheduled meetings, Branching Minds implementation, ---Pre-foundational: team lacks MTSS focus, Optional Roots Survey. Teaming & Meeting Quality is at Foundational level (admin and MTSS Team needs to rate/discuss); ---Primary Instruction and Core Curriculum for Academics and Behavior are at foundation level. Prefoundational level for making adjustments to the core curriculum and/or schedule, based on analysis of assessment data trends ---Consistent Universal Screening & Screening for At-Risk Students is at foundational level ---High quality, well-documented student support & support plans are at pre foundational level. ---Supplemental Intervention (Tiers 2&3): pre foundational level ---Progress Monitoring: pre foundational level ---Interpret Data & Adjust Instruction: pre foundational level -Tutor Corps data needed <p>LRE</p> <ul style="list-style-type: none"> -Currently, there is a full time case manager, 7 teachers of Diverse Learners, and 14 SEAs to support 68 students with IEPs (9% of school population). -need data in IEP completion in timely manner <p>EL</p> <ul style="list-style-type: none"> -staffing (native language support in Dual Language Spanish in middle grades) -(need data) in % of EL endorsement staff - Instruction, assessments, and feedback strategies should support students' language proficiencies and content understanding -Gujarati program students are not receiving support in all content areas 	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p>MTSS Continuum</p> <p>Roots Survey</p> <p>ACCESS</p> <p>MTSS Academic Tier Movement</p> <p>Annual Evaluation of Compliance (ODLSS)</p>
No	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo		
Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page	<p>What is the feedback from your stakeholders?</p> <p>MTSS</p> <ul style="list-style-type: none"> -School will establish an MTSS Coordinator who will overlook the MTSS program and data to support 3 MTSS Leads in each grade band within K-2, 3-5, and 6-8. Tutor Corps will continue to provide interventions and data. -Interventions will take both in the classroom and pull-out small groups <ul style="list-style-type: none"> - Tier 1: differentiation in small groups - Tier 2: interventions in classroom teachers - Tier 3: complete the MTSS Continuum <p>LRE</p> <ul style="list-style-type: none"> - system to support temporary LBS1 vacancies <p>EL</p> <ul style="list-style-type: none"> -staff without EL endorsement will need to take classes towards an EL endorsement 	<p>Quality Indicators of Specially Designed Curriculum</p> <p>EL Program Review Tool</p>
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual		
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS		
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>[impact on most students; impact on specific student groups]MTSS</p> <ul style="list-style-type: none"> -School will establish an MTSS Coordinator who will overlook the MTSS program and data to support 3 MTSS Leads in each grade band within K-2, 3-5, and 6-8. Tutor Corps will continue to provide interventions and data. -Interventions will take both in the classroom and pull-out small groups <ul style="list-style-type: none"> - Tier 1: differentiation in small groups - Tier 2: interventions in classroom teachers - Tier 3: complete the MTSS Continuum <p>LRE</p> <ul style="list-style-type: none"> - system to support temporary LBS1 vacancies <p>EL</p> <ul style="list-style-type: none"> -staff without EL endorsement will need to take classes towards an EL endorsement 	

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.

Need to implement a consistent and sustainable Tier 2 and Tier 3 MTSS process to support our linguistically and culturally diverse student population. 

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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	<ul style="list-style-type: none"> - PBIS/CARES and BHT each complete a BOY and EOY affectiveness rubric. - 5 Essential survey data, student connectedness went from weak in 2022 SY to neutral in 2023 SY. - BHT met 19 times and presented to staff at BOY. - BHT has standardized teacher referral process, RFA survey. - PBIS/CARES team met 22 times and provided 2 staff presentations. - For students participating in the Tier 2 attendance group, 5 out of 6 students demonstrated an increased understanding with their connection with their school now and their future success. - BHT and CARES/PBIS work to provide tier 1,2, and 3 attendance supports, including attendance heroes, individual attendance plans, and attendance support group, and whole family attendance support. - Schoolwide Second Step Curriculum and calm classroom, implemented but not monitored. - tier 1 interventions for BHT include NAMI mental health awareness presentation for 6-8 grades, between friends healthy relationships program 6-8, CPD in their shoes healthy relationships program 6-8, anti-defamation league to teach anti-bully lessons for 6/7 grades, cook county online safety and cyberbullying program for 5th-8th, Gilda's club cancer awareness lesson for 2nd grade, center on halsted rainbow stories pride lessons for kindergarten, mental health and self harm lessons taught in ELA alongside novel My Family Divided. - Tier 2 include rainbows/sunbeams, grief support group for K-2, Act and Adapt depression awareness group 7th & 8th grade, attendance rockstars group 6th grade, lunch bunch socialization 1st grade. - Tier 3 include referrals to LSSI school based therapist maintains caseload of around 20 students, individualized attendance plans, coordinated home visits, and community counseling referrals. *Distributed clothing to more than 25 students, STLS and non STLS. - Provided specific families with Aldi gift cards in coordination with Albany Park Mutual Aid. *Provided diapers and baby items for families with Tabor Church. *Distributed winter coats to more than 20 students. *Attendance data for Act and Adapt Depression Group: attendance for group members increased from 90.39% pregroup to 93.16% during group. - School wide expectations taught at school wide BOY and MOY assemblies. - EOY CARES fairs that celebrates students for following these expectations. - School wide incentive program to recognize individual students and classrooms for following school wide expectations. - Student Safety on 5 essentials is rated as weak. - Student of the Month. *Thunderbolt incentive. - OST programs. OST also provided during the summer. - School offered OST programing Monday to Thursday for K-8. Approximately 200 students served in 32 different programs including academic and non academic programs. 8th grade partner with Albany Park Theater Project, provide SEL instruction, The mission of the theater is to inspire people to envision a more just and beautiful world by dedicating time to art, youth, and social justice. - Clinicians and staff work together to create re-entry plans for students after suspension or hospitalization. - Family Focus program after school program. 	 <ul style="list-style-type: none"> % of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		<p style="text-align: center;">What is the feedback from your stakeholders?</p> <ul style="list-style-type: none"> - Need funding for climate and culture initiatives. - Monitoring Second Step/Calm Classroom being taught in classrooms. - BHT expressed an area of improvement around restorative practices and how they are implented and communicated. - Provide staff with calm classroom training. - New culture and climate would help to delegate - Staff schedules set up to provide necessary SEL supports - Staff training on when to call office for group 1 or group 2 behaviors - Lack of funding for school uniforms for non-stls students 	 <ul style="list-style-type: none"> 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)
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.			<ul style="list-style-type: none"> Enrichment Program Participation: Enrollment & Attendance Student Voice Infrastructure Reduction in number of students with dropout codes at EOY
	<p>What student-centered problems have surfaced during this reflection?</p> <p>If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>Tier 1 social emotional curriculum needs consistent and sustainable practices. Teachers need to teach the curriculum with fidelity to providestudents the opportunity to better deal with social emotional issues. </p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>Progress: monitoring teacher implementation of the second step curriculum. </p>	

Deal with social/emotional issues.

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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

Yes	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).	College and Career Competency Curriculum (C4)	<ul style="list-style-type: none"> - We follow the district Naviance ILP tasks with counselor created lessons. - Counselor works with middle school team teachers to map out postsecondary lessons and events during advisory throughout the year. - Partnered with Lurie's Children Hospital work force development team. - YES (Youth Enhancing Skills Development Program, that focused on postsecondary skills, guest career speakers, and a career fair of Lurie's professionals, 6 and 7 grade). - 7th and 8th grade career day with 15 professionals. *NorthPark University college field trip for 8th grade in the fall. - UIC field trip for 8th grade in the Spring. - Both field trips planned with network and college career specialist. - Junior Achievements in a day program in Spring for Kindergarten through 5th grade which taught students about financial literacy. - 6th grade attendance tier 2 group, students researched career options. - Seal of Biliteracy. - 8th grade Algebra program. - Provide families with high school application support at tier 1, tier 2, and tier 3 levels, including special support for newcomers and students with IEPs. - Counselor collaborates with the students' service provider. - Taught classroom lessons about high school application and acceptance process. Hosted family high school night with 8th grade team. - Counselor and 8th grade team regularly reviewed dashboard data to provide tiered supports. - 6th grade has a 94.2% for their ILP, 7th: 83.6%, 8th: 93.7%. *hosted high school fair with neighboring middle school. *Monitoring ELs after they transition out of program. - For students participating in the Tier 2 attendance group, 5 out of 6 students demonstrated an increased understanding with their connection with their school now and their future success. - BHT and CARES/PBIS work to provide tier 1,2, and 3 attendance supports, including attendance heroes, individual attendance plans, and attendance support group, and whole family attendance support. - Career Day. - Guest speaker during career day and during Lurie's Youth Enhancement Skills program. - During career day & Youth Enhancement Skills program students had the opportunity to interview different professionals. - During UIC visit students listening to an Engineering presentation and were able to ask questions. - Career surveys as a part of Naviance curriculum. - Students were able to research careers as a part of the Naviance curriculum. - Lawyers in the classroom program - Lawyers came in to talk students and Law. - Support students with signing up for freshman connection during classroom lessons. <p>Lurie's Program Data: 99% of students said they learned about new healthcare careers, 20% increase in students believing they can do any job they wanted as an adult. 66% increase in students understanding where to go to explore different jobs options, 66% of students said they know what skills they are good at, 49% of students said mental health is very important to their overall health, 20% increase in students' knowledge of education and work options after high school</p>	 <ul style="list-style-type: none"> Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate
Yes	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		
Partially	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	<p>What is the feedback from your stakeholders?</p> <p>Suggestions for improvement: provide more postsecondary opportunities for grade K-6. </p> <ul style="list-style-type: none"> - Collaborate with teachers to discuss the needs of students in grades K-6. - Administering a pre/post survey for career day about students perceptions of their future career opportunities. <p>Suggestions for improvement:</p> <ul style="list-style-type: none"> - job shadowing or a site visit (students visit a workplace, learn about the business, meet employees, ask questions, and observe work in progress). 	<ul style="list-style-type: none"> 9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).			
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>Students in grades 6-8 are experiencing a high level curricula in all subjects to better prepare them for high school. </p>	

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). [Alumni Support Initiative One Pager](#)

In all subjects to better prepare them for high school. The academic opportunities are aligned for Dual Language and Non Dual Language program 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.

Students need to have executive function skills for time management to successfully prepare them for high school and later college and careers. 🍌


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Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.</p> <p>Spectrum of Inclusive Partnerships</p>	<p>According to 5 Essential Survey - Volta has a strong response rate (65) for involved families. Teachers feel there is a strong relational trust between teachers and parents (70%); parent involvement 65% and parent influence at a 60%. Comparing data from 2022 and 2023, parents feel they are included in the decision making of the school. 🍌</p> <p>CIS- List of community partnership programs documentation and service log for the school year.</p> <p>BAC/PAC: Parents receive monthly presentations, surveys, guest speakers, training, offer opportunities to provide feedback to include them into the school community.</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
Yes	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p> <p>Reimagining With Community Toolkit</p>	<p>Parents receive communication in English, Spanish, Gujarati, and Arabic.</p> <p>All communication being sent home is sent in 4 languages. Robocalls are also translated.</p> <p>Parents receive support in areas outside of education needs: i.e. housing, lawyers for immigration, medical cards/SNAP assistance, and more.</p> <p>ESL classes for parents through Albany Park Community Center/ Carole Robertson</p> <p>Student Voice Committee</p> <p>Student Ambassadors</p> <p>Student representative on the LSC</p> <p>STLS/Counselor & Relevant Staff members meet with families to link them to appropriate resources</p> <p>Parent Mentor Program: allowing parents to come in and support students.</p> <p>Back to School Bash is hosted in the beginning of the year.</p>	<p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
Partially	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p> <p>Student Voice Infrastructure Rubric</p>	<p>What is the feedback from your stakeholders?</p> <p>Suggestions: Bring back Literacy/Math Nights 🍌</p> <p>According to PAC/BAC parent meetings, parents are welcome and feel supported in the school. Language support is provided in the four major languages of our school community. Parents are solicited for input in the decision-making process of the school. Attendance is committees is well represented and one of the highest among all 31 parents' groups compared to the Network 1 schools. An average of 35 parents are present in meetings. The school offered OST programming for the first time since the 2016 school year. Out of school Time M-Th for Grades K-8. Approximately 200 students served in 32 different programs throughout SY23, including academic and Non-Academic</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>


throughout SY23, including academic and Non-Academic Programs.
 Volta School also offers an after-school program through the partnership with Family Focus for grades K-5. Homework help and enrichment opportunities are provided to a maximum of 100 students. In addition, we have a Parent Mentor Program for ten teachers in the school who received training and guidance to be a resource in the classroom. The Parent Mentor Program serves all the major languages in the school. Report card parent teacher conferences attendance rates in the 90's for the first and third quarter of SY23. Parents appreciate the ongoing communication system established using the Blackboard for mass emails and robocalls. All communication is produced in the four major languages. In addition, internal and external resources are utilized to communicate with families to support them and provide the resources needed for the child to be successful at home and in school. Parents participate in various events throughout the school year to become engaged and feel supported in the development of the child. Parent workshops are provided through the PAC and BAC groups offering workshop sessions on immigration, financial assistance, tenants rights, supporting children at home, and bullying awareness to mention a few.

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.

Family reading and math night opportunities to equip parents with the tools to support their child at home. In addition, improve lines of communication in other languages besides the four main ones at Volta School to allow families and community to access the information. 

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?

[impact on most students; impact on specific student groups] A schoolwide systematic approach and communication system need to be established to streamline the nutritional healthy guidelines on campus. Also, need to survey the parent community for school uniform update for the upcoming school year. Third, need to establish liaisons in the other languages to bridge the gap between school and home to provide the communication and support to the underrepresented languages in the school. [impact on most students; impact on specific student groups] 

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Yes	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

Volta has a very dedicated group of teachers who have all attended the Bridging to Skyline courses. Since Volta has officially adopted Skyline ELA and SLA curriculum, intentional measures have been taken to ensure all teachers are accessing the Skyline PDs and materials. During SY24 the school will be utilizing ELA and ALE Skyline for grades K-8. In addition, the school adopted Skyline amplify science and social studies last school year. Lastly, Skyline math is used in middle grades 6-8. The Skyline curriculum is culturally and linguistically responsive to our student population. During the school year we will be aligning curriculum materials for all students in the dual language as well as general education program students. We will put an emphacises on Tier 1 curriculum planing and instruction. ILT and GLTs will be uniting efforts to discern on the Co-Labs and create learning cycles to measure the success of the instructional strategy. In addition, teachers will continue their professional growth development Here with the curriculum and platform in ELA and ALE for grades K-8 as well as content areas in the middle grades 6-8. (insert verbiage from the rubric)... RIGOR WALK SY23 data has shown great growth with the intentional instructional shift of student discourse. Volta's participation in the Building Thinking Classrooms with Gavin Creaden and the Summer Workshop have built the capacity of our ILT members to lead PDs with the instructional shift of student discourse at the forefront. Rigor Walk has shown improvements that the student tasks are aligned to the standards. This was evident in classrooms implementing Skyline curriculum. Now that SLA will be incorporated, we will see more horizontal alignemnt from the monoligual to the dual language classrooms.

What is the feedback from your stakeholders?

-As of SY23, ALE Skyline implementation was not available (for dual language classrooms) to provide high-quality, coherent materials in PK-12.
 -For data-driven instruction, there is a need for common formative assessment amongst grade levels to assess Tier 1 instruction and horizontal alignment. A collaborative environment needs to be established to discuss assessment and data.
 -Teachers need Skyline and Checkpoint platform training via Skyline Badges to maximize Skyline curriculum usage, such as accessing test reports, Item Analysis, and etc.

What student-centered problems have surfaced during this reflection?

Students in Dual Language Program and Non Dual Language Program did not have access to grade level rigurous curriculum creating learning gaps and unequitable access to a high curricula.

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?

The ILT has completely distributed leadership for SY 23-24. The ILT leads were intentionally chosen to represent each grade band, e.g. Ms George and Ms Zambrana will lead K-2, Mr Poleski, Ms Whitney, Ms Avila and Ms Castellanos will lead 3-5 and Ms Duheric, Ms Wambugu and Ms Thomas will lead 6-8. Each ILT member will be trained from the School Leads how to implement CoLabs with fidelity. Ms Thomas has sought support from Jon Bull and Heather Heather Van Benthuyesen to implement the Cultivate priority condition: Building Community for first 3 GLTMs of Quarter 1, where the aforementioned Team Leads will lead an in depth Curriculum Dive into Skyline to search for areas of focus to build community. The CoLabs for Building Community will lead GLTs through each learning cycle starting with Learn and Plan, Do, Study, Act/Share. This is all documented in the Learning Plan which the ILT is building for each quarter. Then, the ILT Team Leads will follow the Skyline CoLab learning cycles where they help teachers unpack the Skyline curriculum. Each month from September - May, Dancica Lewis from Lead 180, will unpack the standards, unpack Skyline units, discern with intentionality, which portions of the lessons are key to building deep student understanding, and plan lessons using Skyline as the primary resource. In order to assess and progress montior whether the instructional shifts pulled from the Cultivate data are being used with fidelity, there will be quarterly student focus groups and student perspective surveys to analyze whether or not students feel they are part of the learning community and their values/interests are truly at the forefront of learning.

Return to Top Determine Priorities

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

Students...
 Students show consistent performance gaps on grade level standards in comparison to overall students in the district. (dashboard data/star 360 school & district)

Resources:

[Determine Priorities Protocol](#)

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

Return to Top Root Cause

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

As adults in the building, we...
 do not have standards-aligned instruction using a student-centered, culturally responsive curriculum, utilizing its alignment in scope/sequence and assessments.
 There is no common formative assessments amongst grade levels to assess tier 1 instruction that guides the horizontal alignment.

Resources:

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

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

Return to Top Theory of Action

What is your Theory of Action?

If we... participate in professional development in Skyline training, monitor the implementation and instructional practices, create uniformed systems following a vertically and horizontally aligned scope and sequence

then we see... teachers delivering standard aligned instruction with fidelity, differentiation instruction with support systems, and students engaged in rigorous curriculum.

which leads to... student growth on district and curriculum assessments, an increase in student engagement, discourse, and productive struggle.

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.

[Return to Top](#) **Implementation Plan**

Resources:

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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


Action steps have relevant owners identified and achievable timelines.


Team/Individual Responsible for Implementation Plan
Ms. Zambrana/Ms. Chavez

Dates for Progress Monitoring Check Ins

Q1 10/27/23 Q3 4/12/24
Q2 1/12/24 Q4 6/14/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	All staff will receive the appropriate Skyline professional development and series training through the District.	All Teachers	End of SY 24	In Progress
Action Step 1	All grade level program teachers attend bridging to Skyline training during the summer months.	All Teachers	Summer 2023	Completed
Action Step 2	Teachers will continue attending Skyline Unit launches throughout the school year.	All Teachers	End of SY 24	In Progress
Action Step 3	Teachers will collaborate for quarterly unit planning.	All Teachers	End of SY 24	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	ILT member Utilization of LSI Rubric to monitor Skyline implementation across grade levels during Grade Level Team Meetings.	ILT Members	Twice per quarter	In Progress
Action Step 1	Aligning classroom instruction to LSI rubric during internal walks within grade level meeting times.	All Teachers	4X a year	In Progress
Action Step 2	Network and ILT Team calibration using the LSI Rubric.	ILT/ISL	3X a year	Not Started
Action Step 3	ILT peer observations using the distributive leadership model providing feedback and support.	All Teachers	Once per quarter	Not Started
Action Step 4	ILT leads GLTs Data analysis of the Learning Walks.	ILT Members	3X a year	Not Started
Action Step 5				Select Status
Implementation Milestone 3	Teachers will receive monthly PD support with LEAD 180 instructional practices to drive student learning.	All Teachers	Monthly	In Progress
Action Step 1	Support teachers unpacking the Skyline lessons	All Teachers	Monthly	In Progress
Action Step 2	Help teachers analyze the rigor of the lesson and its standard	All Teachers	Monthly	In Progress
Action Step 3	Support teachers in the development of lessons that will further student learning	All Teachers	Monthly	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25 Anticipated Milestones All teachers will be using Skyline unit assessments and Checkpoints to measure mastery of content specific standards and Instructional Practices across the curriculum
Align curriculum assessments across content areas 

SY26 Anticipated Milestones Implement interim Skyline content assessments [What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?] 




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

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



Resources: 

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

Performance Goals

Specify the Goal 	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 	Numerical Targets [Optional] 		
					SY24	SY25	SY26
75% of students will be receiving strong personalized feedback in Science for Grades 5-8	Yes <input type="checkbox"/>	Cultivate	Overall <input type="checkbox"/>	37	42	47	52
			Overall <input type="checkbox"/>	37	42	47	52
All PreK-2 grade students will be receiving Spanish foundational skills in the Native Language (partially meeting grade level expectations) and English foundational skills (Early on Grade Level) for Spanish reading and reading according to the iReady assessment.	Yes <input type="checkbox"/>	iReady (Reading)	Overall <input type="checkbox"/>	24	40	55	70
			English Learners <input type="checkbox"/>	31	47	60	70

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.	All teachers participate in Skyline quarterly PD for grades K-8.	Most teachers collaborate & implement using the Teacher Facilitation Guide to differentiate the curriculum during grade level team meetings.	All teachers collaborate & implement using the Teacher Facilitation Guide to differentiate the curriculum to meet the needs of all learners.
C&I:2 Students experience grade-level, standards-aligned instruction.	ILT member Utilization of LSI Rubric to monitor Skyline implementation across grade levels during Grade Level Team Meetings.	Aligning classroom instruction to LSI rubric during internal walks within grade level meeting times.	All teachers will align classroom instruction to LSI rubric.
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.	All teachers will be implementing the Skyline unit assessments.	All content teachers will be implementing the Skyline formative assessments.	All teachers will align their classroom practices with district assessments and Skyline curriculum standards.

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

Resources: 

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
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Jump to... Reflection	Priority Root Cause	TOA Implementation Plan	Goal Setting Implementation Plan	Progress Monitoring	Curriculum & Instruction					
Select the Priority Foundation to pull over your Reflections here =>										
75% of students will be receiving strong personalized feedback in Science for Grades 5-8	Cultivate	Overall	37	42	Select Status	Select Status	Select Status	Select Status		
		Overall	37	42	Select Status	Select Status	Select Status	Select Status		
receiving Spanish foundational skills in the Native Language (partially meeting grade level expectations) and English foundational skills (Early on Grade Level) for Spanish reading and reading according to the iReady	iReady (Reading)	Overall	24	40	Select Status	Select Status	Select Status	Select Status		
		English Learners	31	47	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.	All teachers participate in Skyline quarterly PD for grades K-8.	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	ILT member Utilization of LSI Rubric to monitor Skyline implementation across grade levels during Grade Level Team Meetings.	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.	All teachers will be implementing the Skyline unit assessments.	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

No	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
No	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier 1 instructional services.
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

What is the feedback from your stakeholders?

MTSS
 -School will establish an MTSS Coordinator who will overlook the MTSS program and data to support 3 MTSS Leads in each grade band within K-2, 3-5, and 6-8. Tutor Corps will continue to provide interventions and data.
 -Interventions will take both in the classroom and pull-out small groups
 - Tier 1: differentiation in small groups
 - Tier 2: interventions in classroom teachers
 - Tier 3:
 complete the MTSS Continuum

LRE
 - system to support temporary LBS1 vacancies

What student-centered problems have surfaced during this reflection?

Need to implement a consistent and sustainable Tier 2 and Tier 3 MTSS process to support our linguistically and culturally diverse student population.

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?

*[Impact on most students; impact on specific student groups]*MTSS
 -School will establish an MTSS Coordinator who will overlook the MTSS program and data to support 3 MTSS Leads in each grade band within K-2, 3-5, and 6-8. Tutor Corps will continue to provide interventions and data.
 -Interventions will take both in the classroom and pull-out small groups
 - Tier 1: differentiation in small groups
 - Tier 2: interventions in classroom teachers
 - Tier 3:
 complete the MTSS Continuum

LRE
 - system to support temporary LBS1 vacancies

EL

Return to Top Determine Priorities

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

Students...
 The learning needs of individual students are not being met due to a lack of intentional Tier 1 instruction. 🗑️

Resources: 🚀

[Determine Priorities Protocol](#)

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

Return to Top Root Cause

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

As adults in the building, we...
 do not have a high functioning MTSS team, systems and infrastructure with progress monitoring. We do not have a fully operational MTSS program to support all students including diverse learners and ELs. 🗑️

Resources: 🚀

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

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

Return to Top Theory of Action

What is your Theory of Action?

If we...
 Establish the systems and infrastructure, schedules, and personnel in place we can implement and monitor the fidelity of the MTSS framework with a menu of interventions that clearly outlines supports, systems, and structures for Tier 1, Tier 2, and Tier 3 interventions in order to support all students including diverse learners and ELs. 🗑️

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.

Inclusive & Supportive Learning Environment

then we see....
 continuous professional development led by the MTSS team, MTSS meetings to progress monitor to determine outcome of interventions, teachers providing interventions for Tier 2 and Tier 3, teachers and MTSS team tracking school wide data in order to meet the needs of all students



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

Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"

All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

which leads to...

student growth on district and curriculum assessments and increased percentage of students who are on track.



[Return to Top](#)

Implementation Plan

Resources:

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

Ms. Parekh/Ms. Styzek

Dates for Progress Monitoring Check Ins

Q1 10/27/23

Q3 4/12/24

Q2 1/12/24

Q4 6/12/24

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

Implementation Milestone	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Establish a diverse core MTSS Team, schedules, and personnel in place.	MTSS Team and Admin	September 22nd, 2023	In Progress
Action Step 1	MTSS Lead and MTSS Interventionist attend the monthly PDs	MTSS Lead & MTSS Interventionist	Monthly	In Progress
Action Step 2	Create a schedule of Tier 2 and Tier 3 support for students in need	MTSS Team	Every 5-6 weeks	In Progress
Action Step 3	MTSS Team will work to develop structured and agenda-focused grade level meetings	MTSS Team	Monthly	In Progress
Action Step 4	calendar of MTSS team meetings	MTSS and Admin	Biweekly	Not Started
Action Step 5	adapt and train staff on CPS protocol for MTSS Tier 2 and Tier 3 supports.	MTSS and Admin	By week 5	In Progress
Implementation Milestone 2	Establish collaboration among the Behavior Health Team and MTSS Team to identify and support students in Tiers 2 and 3 in SEL, attendance, and academics.	BHT Co-Lead, MTSS Lead, and Admin	October 6	Not Started
Action Step 1	Establish BHT with members	BHT Co-Leads w/ admin support	August 14th, 2023	Completed
Action Step 2	Determine BHT meeting calendar and team member roles	BHT Co-Leads w/ admin support	August 18th, 2023	Completed
Action Step 3	BHT completes district required training, checklists and assessments throughout the year.	BHT Co-Leads w/ admin support	Ongoing, complete by EOY 6/10/24	In Progress
Action Step 4	BHT facilitates and monitors delivery and outcomes of Tier 2 & 3 Behavior and SEL Interventions	BHT Co-Leads	Ongoing, complete by EOY 6/10/24	In Progress
Action Step 5	BHT partners with agencies in the community to provide behavioral	Admin & BHT Co-Leads	Ongoing, complete by EOY	In Progress
Implementation Milestone 3	Document interventions and progress monitoring in BM	All Teachers	Every 5-6 weeks	Not Started
Action Step 1	Training staff on data sources of interventions that can be utilized in BM to progress monitor students	MTSS Lead/MTSS Interventionist	September 29th	In Progress
Action Step 2	Tier 3 PD for documenting Tutor Corps intensive support in BM	MTSS Lead/Tutor Corps Admin	September 29th	Completed
Action Step 3	Ongoing staff PD to document Tier 2 and Tier 3 interventions in BM	All Teachers	Every 5-6 weeks	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	Establish regular communications with families to keep parents updated on MTSS efforts and identify supports needed at home	MTSS Team and Admin	Ongoing every 5-6 weeks	Not Started
Action Step 1	Parent portal training	ILT Coordinator	Monthly	Not Started
Action Step 2	identify needs of students in quarter 1 with support programs such as OST	All Teachers	Fall and Spring OST Programs	Not Started
Action Step 3	Provide mental health community resources to family in needs	Counselor/social worker	Ongoing	In Progress
Action Step 4	Communicate MTSS Plan to families of students receiving Tier 2 and Tier 3 support	MTSS Team	At the start of every cycle (5-6 weeks)	Not Started
Action Step 5	Communicate and maintain a school promotion system to families in Benchmark grades.	All Teachers	Every five week Academic Reports	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
 More intentional monitoring within Branching Minds of our student population.
 Streamline the problem solving process to better serve students.
 Customize MTSS CPS protocol to meet the needs of our student population.



SY26 Anticipated Milestones Utilize a menu of processes to problem solve students in need for Tier 2 and Tier 3 interventions. Create a two way communication system that engages parents of Tier 2 and Tier 3 students' ongoing progress.



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

Resources:

Indicators of a Quality CIWP: Goal Setting

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

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Increase in school-wide student attendance	Yes <input type="checkbox"/>	Increase Average Daily Attendance	Overall	91.6	93.5	95	96
			Select Group or Overall				
Increase percentage of on track students	Yes <input type="checkbox"/>	3 - 8 On Track	Overall	48	52	55	60
			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: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.	Establish a multidisciplinary MTSS team, representative of grade band, content, DL/EL support staff that regularly uses the Problem Solving Process in team meetings to make data informed decisions.	Grade Level Teams regularly use the Problem Solving Process in team meetings to make data informed decision.	Individual teachers can articulate/demonstrate how the equity-based MTSS framework is implemented in their classroom practice and through their contribution at Grade Level Team meetings.
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.	Utilizing grade level team meetings every 5 weeks to create and implement intervention plans in branching minds (using problem solving process)	Teachers progress monitor academic intervention plans with the support of the MTSS Lead/Interventionist.	Teachers will be determining the effectiveness of interventions used to progress monitor tier 2 and tier 3 supports.
I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	Some content teachers are ESL endorsed.	Most content teachers are ESL endorsed.	All content teachers are ESL endorsed.

[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
Increase in school-wide student attendance	Increase Average Daily Attendance	Overall	91.6	93.5	On Track	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Increase percentage of on track	3 - 8 On Track	Overall	48	52	Limited Progress	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	

Jump to...	Priority	TOA	Goal Setting	Progress	Select the Priority Foundation to pull over your Reflections here =>
Reflection	Root Cause	Implementation Plan	Monitoring	Monitoring	
students			5 - 6 On track		Select Group or Overall

Inclusive & Supportive Learning Environment

Identified Practices	Practice Goals	Progress Monitoring			
		Quarter 1	Quarter 2	Quarter 3	Quarter 4
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.	Establish a multidisciplinary MTSS team, representative of grade band, content, DL/EL support staff that regularly uses the Problem Solving Process in team meetings to make data informed decisions.	No Progress	Select Status	Select Status	Select Status
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Utilizing grade level team meetings every 5 weeks to create and implement intervention plans in branching minds (using problem solving process)	No Progress	Select Status	Select Status	Select Status
I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	Some content teachers are ESL endorsed.	Limited Progress	Select Status	Select Status	Select Status

If Checked:
Complete
IL-Empower
Section below

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

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

If Checked:
No action needed

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



Increase Average Daily Attendance: Increase in school-wide student attendance				
3 - 8 On Track: Increase percentage of on track students				
Select a Goal				

Parent and Family Plan

If Checked:



Our school is a Title I school operating a Schoolwide Program

This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.

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

If Checked:



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

No action needed

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

SCHOOL & FAMILY COMPACT

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

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

Parents/guardians are an integral part of any school community. We take pride in providing a welcoming space for parent PAC/BAC meetings. The meetings are educational and provide parents with the tools to support their children at home. We hold workshops on reading, library resources, tenants rights, social emotional learning, just to mention a few. In addition, parents/guardians will continue to be invited to the Monthly students academic celebrations to honor the Student of the Month. We have decided to celebrate two students per classrooms: most achieved and the students with an Outstanding Effort. Parents will continue to be motivated to represent the school in the city's Multicultural and Multilingual parent meetings citywide. Also, Volta school is planning on having various family celebrations throughout the school year, such as: Family Reading Night, Family Math Night, Winter and Spring school celebrations. Finally, families will continue to join the school in partnering for great Out-of-School Time programming after school, including academic and extracurricular.



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