

## CIWP Team & Schedules

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### Indicators of Quality CIWP: CIWP Team

The CIWP team includes staff reflecting the diversity of student demographics and school programs.

The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.

The CIWP team includes leaders who are responsible for implementing Foundations, those with institutional memory and those most impacted.

The CIWP team includes parents, community members, and LSC members.

All CIWP team members are meaningfully involved in the planning process for CIWP components and include other stakeholders, as appropriate for their role, with involvement along the [CPS Spectrum of Inclusive Partnerships](#) (from the CPS Equity Framework).

[CIWP Team Guidance](#)

Name	Role	Email
Yadira Guzman	Principal	yguzman20@cps.edu
Nora Arroyo	Teacher Leader	narroyo1@cps.edu
Stacey Solano	Parent	sbustamante9@cps.edu
Monica Gonzalez	Teacher Leader	mgonzalez357@cps.edu
Ednaliz Schettini	Teacher Leader	eschettinimassa@cps.edu
Julie Carter	Teacher Leader	jaweidner@cps.edu
Marco Camacho	Teacher Leader	mcamacho@cps.edu
Karina Aguirre	Parent	2476karina@gmail.com
	Select Role	
	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	5/11/23	6/9/23
Reflection: Curriculum & Instruction (Instructional Core)	5/11/23	6/9/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/11/23	6/9/23
Reflection: Connectedness & Wellbeing	5/11/23	6/9/23
Reflection: Postsecondary Success	5/11/23	6/9/23
Reflection: Partnerships & Engagement	5/11/23	6/9/23
Priorities	9/1/23	9/8/23
Root Cause	9/1/23	9/8/23
Theory of Acton	9/1/23	9/8/23
Implementation Plans	9/1/23	9/8/23
Goals	9/1/23	9/8/23
Fund Compliance	8/18/23	9/8/23
Parent & Family Plan	9/1/23	9/8/23
Approval	9/8/23	9/15/23

## 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	10/27/2023
Quarter 2	12/22/2023
Quarter 3	2/9/2024
Quarter 4	04/16/2024

**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.	<a href="#">CPS High Quality Curriculum Rubrics</a>	The access to high quality curricular materials is lacking in some spaces for the Whittier approach to bilingual instructions. 	<a href="#">iAR (Math)</a> <a href="#">iAR (English)</a> Rigor Walk Data (School Level Data) <a href="#">PSAT (EBRW)</a> <a href="#">PSAT (Math)</a> <a href="#">STAR (Reading)</a> <a href="#">STAR (Math)</a>
Partially	Students experience grade-level, standards-aligned instruction.	<a href="#">Rigor Walk Rubric</a> <a href="#">Teacher Team Learning Cycle Protocols</a> <a href="#">Quality Indicators Of Specially Designed Instruction</a>	We are focused on the learning conditions of our classrooms and will continue to work to bring in aspects of the community.  ILT is still working to build trust and eliminate barriers for people realizing the instructional potential. We did this by working to increase the transparency of the work and bring in their colleagues voices to the mission of ILT.  As we are loading our new curriculum and resources we will continue to grow in assessment practices, alignment, and data usage	<a href="#">iReady (Reading)</a> <a href="#">iReady (Math)</a> <a href="#">Cultivate</a> <a href="#">Grades</a> <a href="#">ACCESS</a> <a href="#">TS Gold</a> <a href="#">Interim Assessment Data</a>
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>	<b>What is the feedback from your stakeholders?</b>  Feedback from stakeholders linked <a href="#">here</a> using previous exercise done with team regarding aspects of C&I 	
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>		
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	<a href="#">Assessment for Learning Reference Document</a>	<b>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?</b>  Curriculum adoption and support was lead intensely this year. Things have improved with regard to the implementation with fidelity   Student groups are in need of certain mindset shifts that will take time. The Whittier approach to a Bilingual excellence is not necessarily the way that the tools, resources, and more common bilingual schools are doing it. The experience of one class per grade means different things and the we need to propel our brand further and work to show the merits of the Whittier way in this vibrant community	

**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.

See the previous answer, but we are working to our students having pride in BOTH languages at Whittier and recognizing the future value of this! 

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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>	<i>The largest issues for staff is the usage of Branching Minds and putting the data in based on the small groups. The platform is as user friendly as we would like and the time it takes to put in is hard to prioritize</i> 	Unit/Lesson Inventory for Language Objectives (School Level Data) <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a> <a href="#">ACCESS</a>
		<a href="#">MTSS Integrity Memo</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.	
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	<a href="#">LRE Dashboard Page</a>
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	<a href="#">IDEA Procedural Manual</a>
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	<a href="#">EL Placement Recommendation Tool ES</a> <a href="#">EL Placement Recommendation Tool HS</a>
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.	

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

Had a consistent MTSS Committee: but inputting the stuff in BM for teachers was very hard 🍌

Possibly regroup every handful of weeks to keep students in groups.

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

Consistent Meetings with 75% attendance and used student protocols created a referral that nobody uses piloted Branching Minds in MTSS 🍌

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

**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 are not always participants in their MTSS progress 🍌
- Students don't have the data to show that they need services
- Students are not always getting the proper modifications of the curriculum using the "can do" descriptors

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

Using the associated references, is this practice consistently implemented?	References
Partially	<a href="#">BHT Key Component Assessment</a> <a href="#">SEL Teaming Structure</a>
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.

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

Climate and Culture team needs to start and take hold at Whittier. The tools and systems can improve in this for teachers to be more successful. 🍌

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

CSI Runs lots of program. Teachers themselves drive the culture of the adults. Student misbehaviors are hard to collect data on. 🍌

**Metrics**

- [% 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](#)
- [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](#)

Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		<a href="#">Student Voice Infrastructure</a>  <a href="#">Reduction in number of students with dropout codes at EOY</a>
<b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.		<b>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?</b>	
Students don't have access to varied or consistent SEL supports.		It is hard to do something new without a systemic way of implementing the the tools. Kickboard is an example of that for us. It takes a lot of training to support change in this field and we just don't have much time fo the trainings within everything else.	

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Partially	<a href="#">College and Career Competency Curriculum (C4)</a>  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).	The counselor role will take this on at Whittier. It isn't a major hurdle for us as relationships with our families are the biggest lever for supporting our students into post secondary success	<a href="#">Graduation Rate</a>  <a href="#">Program Inquiry: Programs/participation/attainment rates of % of ECCE</a>  <a href="#">3 - 8 On Track</a>
Partially	<a href="#">Individualized Learning Plans</a>  Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).		<a href="#">Learn, Plan, Succeed</a>  <a href="#">% of KPIs Completed (12th Grade)</a>  <a href="#">College Enrollment and Persistence Rate</a>
Partially	<a href="#">Work Based Learning Toolkit</a>  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).	<b>What is the feedback from your stakeholders?</b> We could also bring in the community to speak to our students about difference career opportunities.	<a href="#">9th and 10th Grade On Track</a>  <a href="#">Cultivate (Relevance to the Future)</a>  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	<a href="#">ECCE Certification List</a>  Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		
N/A	<a href="#">PLT Assessment Rubric</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).	<b>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?</b>	
N/A	<a href="#">Alumni Support Initiative One Pager</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).	HS Fairs, Visit HS, and Architecture Program	

**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 aren't always aware or connected to what their matriculation to HS options are

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## Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.</p>	<p>This is a critical lever for Whittier and impacts all the other ones, given the way our school needs to have relationships with our families. Even if other priorities elevate this will be baked into what we have to do to be successful with our community of students and teachers. 🍌</p>	<p><a href="#">Cultivate</a></p> <p><a href="#">5 Essentials Parent Participation Rate</a></p> <p><a href="#">5E: Involved Families</a></p>
Partially	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p><a href="#">5E: Supportive Environment</a></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 &amp; CIWP).</p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>We need to figure out a way to prioritize this but the challenge of the walls created makes it hard. Many artifacts are linked below in connection to this priority driven largely by ILT this year 🍌</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p><b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p><b>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?</b></p>	
<p>Students are prideful and enjoy attending the school a lot. They just need the right opportunities to showcase that pride. Most students are involved but it needs to connect outside the school in different ways. 🍌</p>		<p><a href="#">*Monarcha Mentors</a> 🍌  <a href="#">*ILT Priorities</a>  <a href="#">*Goals Slide 7</a></p>	



Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
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.
Partially	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

The access to high quality curricular materials is lacking in some spaces for the Whittier approach to bilingual instructions.

We are focused on the learning conditions of our classrooms and will continue to work to bring in aspects of the community.

ILT is still working to build trust and eliminate barriers for people realizing the instructional potential. We did this by working to increase the transparency of the work and bring in their colleagues voices to the mission of ILT.

As we are loading our new curriculum and resources we will continue to grow in assessment practices, alignment, and data usage

What is the feedback from your stakeholders?

Feedback from stakeholders linked here using previous exercise done with team regarding aspects of C&I

What student-centered problems have surfaced during this reflection?

See the previous answer, but we are working to our students having pride in BOTH languages at Whittier and recognizing the future value of this!

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?

Curriculum adoption and support was lead intensely this year. Things have improved with regard to the implementation with fidelity

Student groups are in need of certain mindset shifts that will take time. The Whittier approach to a Bilingual excellence is not necessarily the way that the tools, resources, and more common bilingual schools are doing it. The experience of one class per grade means different things and the we need to propel our brand further and work to show the merits of the Whittier way in this vibrant community

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Determine Priorities

Resources:

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

Students... are not experiencing a true dual language curriculum throughout the entire experience at Whittier. K-5 is with more fidelity than 6-8 and that means students are not currently matriculating bilingual and biliterate

[Determine Priorities Protocol](#)

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

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Root Cause

Resources:

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

As adults in the building, we... are just adopting the new curriculum and are unfamiliar with the program and then unable to plan as rigorously as we would like! Dual language practices that promote biliteracy are not being implemented consistently because the scope of our students needs is so great (migrant populations, transfers, etc) that differentiation is not happening with the intensity we need.

[5 Whys Root Cause Protocol](#)

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

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Theory of Action

What is your Theory of Action?

If we.... Train staff (PD) around diagnosing students' current performance, differentiating instruction in both languages, and using dual language practices

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....

more teachers executing more targeted and differentiated lessons in both languages



which leads to...

increased student achievement in both languages for all learners



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Resources:

**Indicators of a Quality CIWP: Implementation Planning**

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

**Team/Individual Responsible for Implementation Plan**

DLLT (=ILT), MTSS, Case Manager, Admin, Dean, Teachers, coaches

**Dates for Progress Monitoring Check Ins**

Q1 10/27/2023

Q3 2/9/2024

Q2 12/22/2023

Q4 04/16/2024

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	BOY and End of Unit Assessments given and student groups identified by grade	Teachers	11/1/2023	In Progress
<b>Action Step 1</b>	Take BOY and End of Unit/ Create Groups to identify students as monolingual(Span/Eng) or developing bilingual	ILT/MTSS	10/6/2023	Not Started
<b>Action Step 2</b>	Share Grouping/Differentiation Best Practices	ILT/MTSS	11/1/2023	Select Status
<b>Action Step 3</b>	Learning walk to observe differentiation in classrooms	ILT/MTSS	10/27/2023	Select Status
<b>Action Step 4</b>	Create priorities for learning walk and share with staff	DLLT/MTSS	10/1/23	Select Status
<b>Action Step 5</b>	Respond with PD and support to staff	DLLT	Continuous	In Progress
<b>Implementation Milestone 2</b>	All Teachers Use Unit Assessment to reshape groups and implement more differentiated instruction	DLLT (=ILT), MTSS, Case Manager, Admin, Dean, Teachers, coaches		Select Status
<b>Action Step 1</b>	Launch PLC for Small Goups	ILT/MTSS	10/10/2023	Select Status
<b>Action Step 2</b>	Staff submits updated grouping and dicusses with coach	Coaches	Weekly	Select Status
<b>Action Step 3</b>	Continue to support staff in grouping best practices	Coaches	Monthly	Select Status
<b>Action Step 4</b>	Survey Staff for differentiation challenges	DLLT/MTSS	12/1/23	Select Status
<b>Action Step 5</b>	Respond with PD and support to staff	DLLT	Continuous	Select Status
<b>Implementation Milestone 3</b>	All Teachers use MOY data (Summative and Formative) to update differentiation groups. Focus on increasing adademic usage within the groups	DLLT (=ILT), MTSS, Case Manager, Admin, Dean, Teachers, coaches	2/9/24	Select Status
<b>Action Step 1</b>	ELD Specific PD	Stacey	Continuous	In Progress
<b>Action Step 2</b>	Lesson Plan Review	Coaches	Continuous	In Progress
<b>Action Step 3</b>	Launch PLC for DL Practices	DLLT	3/1/24	Not Started
<b>Action Step 4</b>	NA	NA	NA	Select Status
<b>Action Step 5</b>	NA	NA	NA	Select Status
<b>Implementation Milestone 4</b>	Regroup as needed and academic language implentations is reflected in plans, execution, and environment	DLLT (=ILT), MTSS, Case Manager, Admin, Dean, Teachers, coaches	Continous	In Progress
<b>Action Step 1</b>	ELD Specific PD	Stacey	TBD	In Progress
<b>Action Step 2</b>	Lesson Plan Review	Coaches	Continous	In Progress
<b>Action Step 3</b>	Wrap up PLC for DL Practices	DLLT	4/30/2024	Not Started
<b>Action Step 4</b>	NA	NA	NA	Select Status
<b>Action Step 5</b>	NA	NA	NA	Select Status

**SY25-SY26 Implementation Milestones**

**SY25 Anticipated Milestones** The scope of differentiation is more clustered as more students are met where they are and thus achieve and approach 8-0% of students approaching grade level proficiency on math and reading assessments.

**SY26 Anticipated Milestones** The scope of differentiation is more clustered as more students are met where they are and thus achieve and approach 90% of students approaching grade level proficiency on math and reading assessments.

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**Indicators of a Quality CIWP: Goal Setting**

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

Resources:

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

**Performance Goals**

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
60% of students in each grade will meet the 40th percentile growth goal by the end of the 2023-2024 school year.	Yes <input type="checkbox"/>	Interim Assessment Data	Overall		TBD	TBD	TBD
			English Learners		TBD	TBD	TBD
Increase number of students to 60% proficient on reading unit assessments	Yes <input type="checkbox"/>	Interim Assessment Data	Overall		TBD	TBD	TBD
			English Learners		TBD	TBD	TBD

**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, PK-12 are using a curriculum that is standards-based and culturally responsive.	TBD	TBD
C&I:2 Students experience grade-level, standards-aligned instruction.	Students use curricular materials that are aligned to grade standards.	TBD	TBD
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Schools and classrooms focus on being culturally responsive and seek to build community through SEL curriculum and practices.	TBD	TBD

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Resources:

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

**Performance Goals**

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
60% of students in each grade will meet the 40th percentile growth goal by the end of the 2023-2024 school year.	Interim Assessment Data	Overall		TBD	Select Status	Select Status	Select Status	Select Status
		English Learners		TBD	Select Status	Select Status	Select Status	Select Status
Increase number of students to 60% proficient on reading unit assessments	Interim Assessment Data	Overall		TBD	Select Status	Select Status	Select Status	Select Status
		English Learners		TBD	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, PK-12 are using a curriculum that is standards-based and culturally responsive.	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Students use curricular materials that are aligned to grade standards.	Select Status	Select Status	Select Status	Select Status
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Schools and classrooms focus on being culturally responsive and seek to build community through SEL curriculum and practices.	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

The largest issues for staff is the usage of Branching Minds and putting the data in based on the small groups. The platform is as user friendly as we would like and the time it takes to put in is hard to prioritize

What is the feedback from your stakeholders?

Had a consistent MTSS Committee: but inputting the stuff in BM for teachers was very hard  
 Possibly regroup every handful of weeks to keep students in groups.

What student-centered problems have surfaced during this reflection?

Students are not always participants in their MTSS progress  
 Students don't have the data to show that they need services  
 Students are not always getting the proper modifications of the curriculum using the "can do" descriptors

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?

Consistent Meetings with 75% attendance and used student protocols created a referral that nobody uses piloted Branching Minds in MTSS

Return to Top Determine Priorities

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

Students...  
 Students don't get referred for services at the rate they should at Whittier because we don't tell the story well enough in data

[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...  
 Teachers are overwhelmed and likely executing interventions, not always recording it, and not planning with intentionality to respond to data. The interventions present are not present in Branching Minds

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

Resources:

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

Return to Top Theory of Action

What is your Theory of Action?

If we....  
 Provide resources for Spanish speaker interventions, support planning for interventions, and monitor data collection with Branching Minds

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

Resources:

## Inclusive & Supportive Learning Environment

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....

More teachers implementing appropriate interventions with more data collecting in Branching Minds



which leads to...

Students moving among tiers more efficiently, more referrals with the proper documentation, and higher student achievement as interventions are effective



[Return to Top](#)

## Implementation Plan

Resources:

### Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

### Team/Individual Responsible for Implementation Plan

MTSS Team/MTSS Lead/Teachers/Admin/Case Manager/Dean/Counselor

### Dates for Progress Monitoring Check Ins

Q1 10/27/2023

Q3 2/9/2024

Q2 12/22/2023

Q4 04/16/2024

### SY24 Implementation Milestones & Action Steps

Who

By When


Progress Monitoring

Implementation Milestone	100% if SECAS are trained and using SIL as an intervention, Each staff member is supported in inputting data in BM and each MTSS Team member is an expert	DL Teacher	11/20	Select Status
<b>Action Step 1</b>	Prepare Timeline with MS Garcia and Guzman for training Secas	MTSS Lead/Garcia	9/30/23	In Progress
<b>Action Step 2</b>	Train Each SECA	Garcia/Admin	9/22/2023	Select Status
<b>Action Step 3</b>	Survey Staff for BM needs	MTSS Team	9/20/2023	Select Status
<b>Action Step 4</b>	Individual or GLT training on BM	MTSS Team	11/20/2023	Select Status
<b>Action Step 5</b>	Monitor implementation	MTSS	Monthly	Select Status
<b>Implementation Milestone 2</b>	Remaining Teachers are trained in SIL, Staff members are providing interventions with fidelity and collecting data	MTSS Team/MTSS Lead/Teachers/Admin/Case Manager	12/22/2023	Select Status
<b>Action Step 1</b>	Train remaining Teachers	MTSS Lead	2/9/23	In Progress
<b>Action Step 2</b>	Survey Staff for barriers to implementing interventions	MTSS Team	12/1/2023	Select Status
<b>Action Step 3</b>	Learning Walk to observe interventions	MTSS Team	12/15/23	Select Status
<b>Action Step 4</b>	Professional Development as needed (small group inst. for example) during a grade level Focus Prep	Admin/GLT	1/15/23	Select Status
<b>Action Step 5</b>	Monitor implementation	MTSS	Monthly	Select Status
<b>Implementation Milestone 3</b>	All teaches have access to SIL and appropriate interventions, 50% of teachers are executing AND recording data in BM.	MTSS Team/MTSS Lead/Teachers/Admin/Case Manager/Dean/Counselor	3/15/24	Select Status
<b>Action Step 1</b>	Learning Walk using BM data to observe	MTSS Lead/Dean	3/15/24	Select Status
<b>Action Step 2</b>	Collect Staff input on executing and recording data in BM	MTSS Team	3/1/24	Select Status
<b>Action Step 3</b>	Monitor implementation	MTSS	Monthly	Select Status
<b>Action Step 4</b>	Respond to support needs for teachers struggling or new teachers	MTSS Team/Admin	4/1/24	Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>	70% of teachers are recording interventions in Branching minds with progress monitoring and responding to student data with intentionality reflected in planning	MTSS Team/MTSS Lead/Teachers/Admin/Case Manager/Dean/Counselor	6/1/2024	Select Status
<b>Action Step 1</b>	Relay data to teachers regarding BM input	MTSS Team	5/30/2024	Select Status
<b>Action Step 2</b>	Review plans for interventions	MTSS Lead/Dean/Coach	4/30/2024	Select Status
<b>Action Step 3</b>	bring student data to grade levels for modeling group making and best practice sharing	Teachers	5/1/2024	Select Status
<b>Action Step 4</b>	Monitor implementation	MTSS Team	Monthly	Select Status
<b>Action Step 5</b>	Use student data for problem solving protocol and reflections	MTSS Team	6/15/2024	Select Status

### SY25-SY26 Implementation Milestones


**SY25 Anticipated Milestones** As implementation improves we anticipate milestones of 100% of teachers implementing interventions and recording the data in BM. More teachers will use the data and group kids more responsively using major data points (BOY/MOY/EOY) and intermittent data points with GLT being a major space to discuss this.






**SY26 Anticipated Milestones** 100 percent of teachers to execute rigorous and appropriate interventions, responding to student data, and inputting all elements of progress monitoring in branching minds. We would also expect a potential decline in referrals after an initiation uptick and student experiences in this journey improve at Whittier. 

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



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

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

**Performance Goals**

Specify the Goal 	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 	Numerical Targets [Optional] 		
					SY24	SY25	SY26
Increase academic Tier Movement	Yes <input type="checkbox"/>	MTSS Academic Tier Movement	Overall <input type="text"/>	Roots Report SY; 70% At risk students. Tier 1=40%,			
			Select Group or Overall <input type="text"/>	Interventions for Tier 2 and 3: 50% and 75% is implemented. There is a 40% of progress			
Increase academic Tier Movement	Yes <input type="checkbox"/>	MTSS Academic Tier Movement	English Learners <input type="text"/>	TBD			
			Select Group or Overall <input type="text"/>	TBD			

**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 <a href="#">MTSS Integrity Memo</a> .	Send out the <a href="#">letter for families</a> and data from IReady and Star 360, and any additional tutoring notes/assessments.	At the beginning of SY25 look at data from SY24 to set goals for the school year with parent communication.	At the beginning of SY26 look at data from SY25 to set goals for the school year with parent communication.
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.	Enter 2 subject small group in Branching Minds to progress monitor .	Enter 4 subject small group in Branching Minds to progress monitor .	Enter 6 subject small group in Branching Minds to progress monitor .
Select a Practice <input type="text"/>			

[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
		Overall	Roots Report SY; 70% At risk students. Tier 1=40%,		Select Status <input type="text"/>	Select Status <input type="text"/>	Select Status <input type="text"/>	Select Status <input type="text"/>

<a href="#">Jump to...</a>	<a href="#">Priority</a>	<a href="#">TOA</a>	<a href="#">Goal Setting</a>	<a href="#">Progress Monitoring</a>	<i>Select the Priority Foundation to pull over your Reflections here =&gt;</i>
<a href="#">Reflection</a>	<a href="#">Root Cause</a>	<a href="#">Implementation Plan</a>			

## Inclusive & Supportive Learning Environment

Increase academic Tier Movement	MTSS Academic Tier Movement	Select Group or Overall	Interventions for Tier 2 and 3: 50% and 75% is implemented. There is a 40% of progress monitoring.		Select Status	Select Status	Select Status	Select Status
Increase academic Tier Movement	MTSS Academic Tier Movement	English Learners	TBD		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall	TBD		Select Status	Select Status	Select Status	Select Status

### Practice Goals

### Progress Monitoring

Identified Practices	SY24	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.	Send out the letter for families and data from IReady and Star 360, and any additional tutoring notes/assessments.	Select Status	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.	Enter 2 subject small group in Branching Minds to progress monitor .	Select Status	Select Status	Select Status	Select Status
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)**



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

## Parent and Family Plan

If Checked:



### Our school is a Title I school operating a Schoolwide Program

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

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

If Checked:



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

No action needed

### SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

### SCHOOL & FAMILY COMPACT

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

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

### PARENT & FAMILY ENGAGEMENT BUDGET

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

The academic priority areas around which your parent engagement and skills development will be aligned with Multi-Tiered systems of Support and Dual Language Education.



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