CIWP Team & Schedules

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 ✍️
Salvador Velasco	Principal	svelasco@cps.edu
Emilio Zavala	AP	ezavala@cps.edu
Eliza Ramirez	Lead	eramirez27@cps.edu
Marilyn Burgos	ELPT	mburgos@cps.edu
Marta Perez-Lopez	Counselor	mclopez1@cps.edu
Jennifer Reisner	Teacher Leader	jclozier@cps.edu
Esther Foiles	Teacher Leader	esangulo@cps.edu
Katherine Hlousek	Specials Teacher	kahlousek@cps.edu
Jaquelina Salgado	Teacher Leader	jsalgado@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	7/31/23	7/31/23
Reflection: Curriculum & Instruction (Instructional Core)	7/31/23	7/31/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/31/23	7/31/23
Reflection: Connectedness & Wellbeing	7/31/23	7/31/23
Reflection: Postsecondary Success	7/31/23	7/31/23
Reflection: Partnerships & Engagement	7/31/23	7/31/23
Priorities	7/31/23	7/31/23
Root Cause	8/16/23	8/16/23
Theory of Acton	8/16/23	8/30/23
Implementation Plans	8/16/23	9/6/23
Goals	8/30/23	9/6/23
Fund Compliance	9/6/23	9/6/23
Parent & Family Plan	9/6/23	9/6/23
Approval	9/11/23	9/11/23

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	10/18/2023
Quarter 2	12/13/2023
Quarter 3	1/24/2024
Quarter 4	4/24/2024

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

Curriculum & Instruction

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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	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	1) Zapata has a school library that has culturally responsive books accessible to all students, all classrooms have classroom libraries with updated standard-aligned and culturally responsive books for students to access; 2) Zapata uses Units of Study across grade levels K to 8 for ELA; 3) Zapata supplements the reading and writing workshop curriculum with explicit phonics instruction, word study, and foundational reading skills instruction in K-3; 4) Our ILT has representation across grade levels K to 8, Special Education, and Specials teachers working alongside administrators to reflect and plan for instructional practice shifts that will impact student learning and growth.	IAR (Math)
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric / Teacher Team Learning Cycle Protocols / Quality Indicators Of Specially Designed Instruction		IAR (English) / Rigor Walk Data (School Level Data) / PSAT (EBRW) / PSAT (Math) / STAR (Reading) / STAR (Math)
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?**	iReady (Reading) / iReady (Math)
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness / Distributed Leadership	As a school we are working torwards vertical alignment across all content areas (ELA, Mathematics, Science, Social Science.) BOY and EOY Student perspective surevey will also allow students to provide feedback around curriculum. Through our curriculum alignment teachers/staff have identified gaps and made revisions to ensure that all students have an equitable access to curriculum across all content areas.	Cultivate / Grades / ACCESS / TS Gold
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		Interim Assessment Data
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**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?** As mentioned before, our staff has been engaged in curriculum aligment across all content areas this year to ensure aglignment to standards, that curriculum is culturally relevant and responsive, and provides students with abundant choices for learning. These efforts address student perspective survey feedback around more choice for learning as also noted on EOY SY22-23 cultivate survey responses from 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 in K-2 grades are struggling with foundational skills. Additional best practices with foundational skills and curriculum are needed to support K-2 students in Tier 2 & 3.

Inclusive & Supportive Learning Environment

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Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	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	Zapata Academy current has an MTSS & BHT team that meets regularly to create a system to progress monitor Tier 1 & Tier 2 interventions. Hard copy Red folders have been used to track intervention plans for students. Some teachers have begun to use Branching Minds in SY23-23; however, more training is needed by teachers to use this platform fidelity. DL students with IEPs are receiving support in the LRE.	Unit/Lesson Inventory for Language Objectives (School Level Data) / MTSS Continuum / Roots Survey / ACCESS
		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. | | | | MTSS Academic Tier Movement |

What is the feedback from your stakeholders?

As a school we need a more systematic approach to tiering students that includes the problem solving process. Staff needs more training on Branching Minds in order to create and progress monitor intervention plans. ✏️

| Yes | Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP. | LRE Dashboard Page |

| Yes | Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity. | IDEA Procedural Manual |

Annual Evaluation of Compliance (ODLSS)

Quality Indicators of Specially Designed Curriculum

EL Program Review Tool

| Yes | 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 |

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?

Currently our school has established a menu of research based interventions for reading, math, and writing that can be used with students requiring Tier 2 and Tier students. Our teachers are also transitioning toward using Branching Minds as a platform to create and house intervention plans for all stakeholders to view instead of the hard copy RED folders previously used at our school. By using Branching Minds, our staff will have a universal and transparent approach to ensuring there is accountability toward student progress around ongoing interventions. ✏️

| Partially | There are language objectives (that demonstrate HOW students will use language) across the content. |

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.

Branching Minds appears to end up overwhelmingly tiering our EL students into Tier 2 and Tier 3. ✏️

Connectedness & Wellbeing

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

| Partially | 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 |

1) Zapata has a Behavioral Health team that meets weekly on Wednesday to address referrals; 2) Climate & Culture Team was started this year and will focus on our SEL universal core curriculum and approach across all grades , 3) OST afterschool programing is currently providing variety of sports, academic, and enrichment opportunities; cooking, basketball, soccer, ballet, dodgeball, dance, drama, tutoring, EL newcomer tutoring supports, music, running clubs, arts and crafts, etc. The BHT and CCT provide structures and systems to address SEL practices around our school and problem solve when challenges arise with specific students, grade levels, or accross our school. ✏️

% 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

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

What is the feedback from your stakeholders?

1) need a re-entry plan for students with extended absences or chronic absenteeism; 2) OST afterschool programing is providing an even larger variety of sports, academic, and enrichment opportunities this school year. ✏️

| 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. |

Cultivate (Belonging & Identity)

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

Enrichment Program Participation: Enrollment & Attendance

| No | Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment. |

Student Voice Infrastructure

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.

Due to in influx of newcomers into our school who have experienced trauma as a result of their journey to the United States, our BHT needs additonal training to support students in Tier 2 and 3 that have had trauma and need focused interventions in Spanish.

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

Our BHT memebers are currently attending Tier 2 and 3 training offered for newcomers with OSEL. Some training has been completed and is now being implemented as of September 2023. However, time constraints with BHT member scheduling have also caused some setbacks.

Reduction in number of students with dropout codes at EOY

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)	Our school counselor provides college and career intruction using CPS success bound to students in 6- 8 grades during regularly scheduled weekly sessions with her during prep time. The counselor also provides additonal support with GoCPS for students to plan for high school admissions and the application process. 6-8 grade parent/student meetings are also scheduled in person and virually for parents/students to ask questions about the high school application process. In addition, the school counselor meets one on one with 7th & 8 grade students to help students develop their learning plan in preparation for high school.	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 9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
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		
Yes	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit	**What is the feedback from your stakeholders?** All students in 6-8 grades are provided with one on one coaching with the school counselor to identify a learning plan as they prepare to apply for high school. 6-8 grade students also receive habits of success (goal setting, application processes, etc.) while receiving a prep with the counselor weekly. Students work to map and create SMART goals in order to help guide them through their journal towards high school.	
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	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** Our counselor is planning an alumni day for students in 6-8 grades during the SY23-24 that have graduated from Zapata and aren now attending a variety of high schools (selective enrollment, specialized, and vocational high schools). Furthermore, a career day for K-8 grades is also being planned for SY23-24 by the counselor to help students start identifying a career pathway early on.	
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		

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.

More planning to allow for alumni students to return and speak about their progresss and offer ALL 6-8 students (especially those that are DLs and may want to pursue a vocational occupation in the future) are necessary for students to see the wide range of opportunites available to them in the future.

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	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.	Spectrum of Inclusive Partnerships	1) Based on EOY Student Cultivate Survey Responses students reported that: the classroom is a comfortable place to share thoughts & opinions, teacher explains in a different way when students are confused. Also that there are opportunities to Interact, to know each other, different ways that students can contribute. In addition, some areas of concern with the EOY responses included: students not feeling as they are having a choice in what they are learning, and feeling as though students have input in what they learn. 2) Zapata staff regularly communicate with parents; frequency varies by teacher and student's needs. 3) The music teacher keeps records on partner organizations for the arts that are updated yearly. 4) About school committees: currently have a range of social committees; formerly had a teacher book club and teacher writing group; years back had instructional ones around improvement plans and curricular ones; currently forming Culture and Climate Committee. ✍️	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data) Formal and informal family and community feedback received locally. (School Level Data)
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		
No	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric	**What is the feedback from your stakeholders?** 1) Teachers need to be explicit about opportunities for students to provide input as they engage in inquiry-based learning across all grades. 2) Continue to use a Student Perspective Survey at the beginning and end of year to elicit student voice. 3) Feedback from parents during last year's workshops for parents included asking for more academic related workshops to supplement SEL and cultural workshops already held regularly. ✍️	

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 not feeling as they they have input in what they learn nor having choices for what they learned as illustrated on EOY Student Cultivate Survey student responses. ✍️

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?

As part of our school wide learning cycle, all students are engaging in inquiry based learning that allows students to inquire about learning. Morever, student perspective surveys have been used in SY22-24; and will continue to be used in SY23-24 for all students in k-8 grades to gather data to drive instruction. 2) Family Reading Night was reinstated; 3) Partnerships with Museums and outside organizations are being explored. ✍️

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

Inclusive & Supportive Learning Environment

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.
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

Zapata Academy current has an MTSS & BHT team that meets reguarly to create a system to progress monitor Tier 1 & Tier 2 interventions. Hard copy Red folders have been used to track intervention plans for students. Some teachers have begun to use Branching Minds in SY23-23; however, more training is needed by teachers to use this platform fidelity. DL students with IEPs are receiving support in the LRE.

What is the feedback from your stakeholders?

As a school we need a more systematic approach to tiering students that includes the problem solving process. Staff needs more training on Branching Minds in order to create and progress monitor intervention plans.

What student-centered problems have surfaced during this reflection?

Branching Minds appears to end up overwhelmingly tiering our EL students into Tier 2 and Tier 3.

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

Currently our school has established a menu of research based interventions for reading, math, and writing that can be used with students requiring Tier 2 and Tier students. Our teachers are also transitioning toward using Branching Minds as a platform to create and house intervention plans for all stakeholders to view instead of the hard copy RED folders previously used at our school. By using Branching Minds, our staff will have a universal and transparent approach to ensuring there is accountability toward student progress around ongoing interventions.

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Determine Priorities

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

Students...

particularly our ELs, end up overwhelmingly being tiered into Tier 2 and Tier 3 by Branching Minds

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.

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Root Cause

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

As adults in the building, we...

need to develop a clear system to identify students in Tier 2 and Tier 3 by engaging in a problem solving process to target specific groups of students.

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.

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Theory of Action

What is your Theory of Action?

If we....

Set a clear system for identifying students at tier 2 and 3 based on BAS reading assessments and math assessments (iReady & 360), in order to provide professional learning on specific targeted interventions and use of Branching Minds to document intervention plans and student progress, in addition to

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

and use of Branching Minds to document intervention plans and student progress, in addition to engaging parents in the intervention and progress monitoring process.

then we see....

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. School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform.

which leads to...

a consistent MTSS process in terms of teacher use of the systems and structures, student learning progress, a decrease in the number of students in Tier 2 and Tier 3, and increase in family engagement throughout the MTSS process.

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.

Implementation Plan

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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 ✍️

Instructional Leadership Team

Dates for Progress Monitoring Check Ins

Q1	10/18/2023	Q3	1/24/2024
Q2	12/13/2023	Q4	4/24/2024

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	Implement the use of iReady (K-2) & 360 (3-8) math assessments to obtain math data	All Teachers	BOY & EOY	In Progress
Action Step 1	Teachers received district professional learning on 8/16/23	All teachers	8/20/23	Completed
Action Step 2	Data analysis of BOY iReady & 360	All teachers	ongoing	In Progress
Action Step 3	Planning intervention groups based on iReady & 360	All teachers	ongoing	In Progress
Action Step 4	Data analysis of EOY iReady & 360	All teachers	4/24/23	Not Started
Action Step 5	Planning intervention groups based on iReady & 360	All teachers	4/24/23	Not Started
Implementation Milestone 2	Implement the use of BAS assessment to obtain Reading data	All teachers	BOY & EOY	In Progress
Action Step 1	Data analysis of BOY BAS	All teachers	9/20/23	Completed
Action Step 2	Planning intervention groups based on BAS data	All teachers	9/27/23	Completed
Action Step 3	Data analysis of DOY BAS	All teachers	4/24/23	Not Started
Action Step 4	Planning intervention groups based on BAS data	All teachers	4/24/23	Not Started
Action Step 5				Select Status
Implementation Milestone 3	Use of Branching Minds to implement intervention plans	All teachers	10/6/23	In Progress
Action Step 1	Professional learning around the use of BM	All teachers	10/6/23	Completed
Action Step 2	Identify specific school wide criteria to tier student data	All teachers	10/11/23	Completed
Action Step 3	Creation intervention plans for students	All teachers	Ongoing	In Progress
Action Step 4	BM progress monitoring	All teachers	Ongoing	In Progress
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Focus on developing a consistent problem solving process for both BHT and MTSS to create intervention plans that are targeted to support across all grades.	✍️
SY26 Anticipated Milestones	Family engagement addressing the needs of the whole child (ongoing parent workshops to support with targeted interventions at home)	✍️

Goal Setting

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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 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 the number of K-8 students who move to the next instructional tier (from approaching to meeting grade level) for BAS by the end of the school year.	Yes	Other	Other [Approaching]	30%	35%	40%	45%
			NA				
Increase the number of 3-8 students who move to the next instructional tier (eg from on watch to meeting) for Star 360 by the end of the school year.	Yes	STAR (Math)	Other [On Watch]	25%	30%	35%	40%
			NA				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍️	Specify your practice goal and identify how you will measure progress towards this goal. ✍️		
	SY24	SY25	SY26
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	Ensure that Zapata has strong MTSS & BHT teaming, systems, and structures.	Go deeper on the problem solving process for both MTSS and BHT.	Emphasize family engagement that addresses the whole student.
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.	Train all staff on the use of Branching Minds during grade level meetings. Make commitments as to what will be included on Branching Minds.	Go deeper on and refine academic intervention plans.	Consistency of expectations are observable across grades, including groupings and scheduling.
Select a Practice			

Return to Top | **SY24 Progress Monitoring**

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase the number of K-8 students who move to the next instructional tier (from approaching to meeting grade level) for BAS by the end of the school year.	Other	Other [Approaching]	30%	35%	On Track	Select Status	Select Status	Select Status
		NA			On Track	Select Status	Select Status	Select Status
Increase the number of 3-8 students who move to the next instructional tier (eg from on watch to meeting) for Star 360 by the end of the school year.	STAR (Math)	Other [On Watch]	25%	30%	On Track	Select Status	Select Status	Select Status
		NA			On Track	Select Status	Select Status	Select Status

Practice Goals

Identified Practices	SY24	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.	Ensure that Zapata has strong MTSS & BHT teaming, systems, and structures.	On Track	Select Status	Select Status	Select Status

I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Train all staff on the use of Branching Minds during grade level meetings. Make commitments as to what will be included on Branching Minds.	On Track	Select Status	Select Status	Select Status
Select a Practice		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.	Train all staff on the use of Branching Minds during grade level meetings. Make commitments as to what will be included on Branching Minds.	On Track	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

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

Partnership & Engagement

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	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.
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.
No	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).

What are the takeaways after the review of metrics?

1) Based on EOY Student Cultivate Survey Responses students reported that: the classroom is a comfortable place to share thoughts & opinions, teacher explains in a different way when students are confused. Also that there are opportunities to interact, to know each other, different ways that students can contribute. In addition, some areas of concern with the EOY responses included: students not feeling as they are having a choice in what they are learning, and feeling as though students have input in what they learn.
2) Zapata staff regularly communicate with parents; frequency varies by teacher and student's needs.
3) The music teacher keeps records on partner organizations for the arts that are updated yearly.
4) About school committees: currently have a range of social committees; formerly had a teacher book club and teacher writing group; years back had instructional ones around improvement plans and curricular ones; currently forming Culture and Climate Committee.

What is the feedback from your stakeholders?

1) Teachers need to be explicit about opportunities for students to provide input as they engage in inquiry-based learning across all grades. 2) Continue to use a Student Perspective Survey at the beginning and end of year to elicit student voice. 3) Feedback from parents during last year's workshops for parents included asking for more academic related workshops to supplement SEL and cultural workshops already held regularly.

What student-centered problems have surfaced during this reflection?

Students not feeling as they they have input in what they learn nor having choices for what they learned as illustrated on EOY Student Cultivate Survey student responses.

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?

As part of our school wide learning cycle, all students are engaging in inquiry based learning that allows students to inquire about learning. Morever, student perspective surveys have been used in SY22-24; and will continue to be used in SY23-24 for all students in k-8 grades to gather data to drive instruction. 2) Family Reading Night was reinstated; 3) Partnerships with Museums and outside organizations are being explored.

Determine Priorities

Return to Top

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

Students...

Students need clear avenues to be heard by their teachers and the school leaders. Therefore the need for a student voice survey to provide opportunities for students to share their feedback and perspective.

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.

Root Cause

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

As adults in the building, we...

need to provide a student voice infrastructure: Students need clear avenues to be heard by their teachers and the school leaders.

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.

Theory of Action

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What is your Theory of Action?

If we....

create a listen, learn, and lead structure for student voice, by providing students opportunities to use their voice in classrooms through inquiry based learning and share feedback school wide through the Student Voice Survey (analyzed by teachers and school leaders collaboratively to determine reponses and next steps)

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.

then we see....

an environment that fosters students taking advantage of opportunities to share honest feedback both in the classroom and school-wide as well as one where staff make explicit that they are taking into account their feedback and interests through inquiry-based learning.

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...

increased student voice and leadership across grades through the integration of feedback of inquiry-based learning in all classrooms and feedback at the school level.

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 ✍️

ILT Team

Dates for Progress Monitoring Check Ins

Q1	10/18/2023	Q3	1/24/2024
Q2	12/13/2023	Q4	4/24/2024

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1 — Create a school infrastructure to capture student voice across the year.	ILT Team	BOY & EOY	In Progress
Action Step 1 Analyze and reflect on SY22-23 student survey data	All staff	8/16/23	Completed
Action Step 2 Collect teacher feedack on SY22-23 student survey questions in order to create targeted questioning	All staff	8/16/23	Completed
Action Step 3 Create a BOY & EOY student survey to capture student voice	ILT	9/13/23	In Progress
Action Step 4 Analyze and reflect on BOY & EOY student survey data	All staff	ongoing	In Progress
Action Step 5 Plan next steps using BOY & EOY student survey data	All staff	ongoing	In Progress
Implementation Milestone 2 — Create a student voice committee to participate with CIWP and learning cycle	Admin team	MOY	Not Started
Action Step 1 Student voice committee elections	6-8 Grade teachers	1/8/24	Select Status
Action Step 2 Student voice committee participates in ILT meetings around learning cycle	6-8 grade student voice committee	ongoing	Select Status
Action Step 3 Student voice committee participates in CIWP check in meetings	6-8 grade student voice committee	ongoing	Select Status
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 3			Select Status
Action Step 1			Select Status
Action Step 2			Select Status
Action Step 3			Select Status
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 4			Select Status
Action Step 1			Select Status
Action Step 2			Select Status
Action Step 3			Select Status
Action Step 4			Select Status
Action Step 5			Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Establish a student voice committee to participate in the progress monitoring of the learning cycle (inquiry based learning) and CIWP.	✍️
SY26 Anticipated Milestones	Develop a system for students to provide ongoing feedback around action steps around the learning cycle and CIWP.	✍️

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 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

Numerical Targets [Optional] ✏️

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	SY24	SY25	SY26
Increase with student responses on having more opportunities to give feedback and have voice on the Student Voice Survey by EOY	Yes	Other	Other [Middle School Students]	50%	55%	60%	65%
			NA				
Create a middles school student voice committee begin to identify trends from student voice surveys.	No	Other	Other [Middle School]	NA			
			NA				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✏️	Specify your practice goal and identify how you will measure progress towards this goal. ✏️		
	SY24	SY25	SY26
P&E:3 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).	Create a listen, learn, and lead structure for student voice, by providing students opportunities to use their voice in classrooms through inquiry based learning and share feedback school wide through the Student Voice Survey	A student voice committee participates in the progress monitoring of the learning cycle (inquiry based learning) and CIWP.	Students provide ongoing feedback around action steps around the leanring cycle and CIWP
Select a Practice			
Select a Practice			

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 with student responses on having more opportunities to give feedback and have voice on the Student Voice Survey by EOY	Other	Other [Middle School Students]	50%	55%	On Track	Select Status	Select Status	Select Status
		NA			Select Status	Select Status	Select Status	Select Status
Create a middles school student voice committee begin to identify trends from student voice surveys.	Other	Other [Middle School]	NA		Select Status	Select Status	Select Status	Select Status
		NA			Select Status	Select Status	Select Status	Select Status

Practice Goals

Identified Practices	SY24	Progress Monitoring			
		Quarter 1	Quarter 2	Quarter 3	Quarter 4

P&E:3 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).	Create a listen, learn, and lead structure for student voice, by providing students opportunties to use their voice in classrooms through inquiry based learning and share feedback school wide through the Student Voice Survey	*Select Status*	*Select Status*	*Select Status*	*Select Status*
Select a Practice		*Select Status*	*Select Status*	*Select Status*	*Select Status*
Select a Practice		*Select Status*	*Select Status*	*Select Status*	*Select Status*

P&E:3 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).	Create a listen, learn, and lead structure for student voice, by providing students opportunties to use their voice in classrooms through inquiry based learning and share feedback school wide through the Student Voice Survey	*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)**

Select a Goal

Select a Goal

Select a Goal

Parent and Family Plan

If Checked:	☑	**Our school is a Title I school operating a Schoolwide Program**
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.
If Checked: No action needed	☐	**Our school is a non-Title I school that does not receive any Title I funds.** **(Continue to Approval)**

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

SCHOOL & FAMILY COMPACT

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

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

Funds will be used to help parents develop a deeper understanding of tier 2 and 3 interventions to increase student academic and SEL growth at home and school through parent workshops, and to create ongoing processes to collaborate with parents around inquiry based learning and MTSS.

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