

## CIWP Team & Schedules

[Resources](#)

### Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

[CIWP Team Guidance](#)

Name	Role	Email
Rhonda Butler	Principal	rbutler1@cps.edu
Marla Broy	AP	mbroy@cps.edu
Verdale Tyson	Teacher Leader	vtyson@cps.edu
Karen Hicks	Teacher Leader	khicks@cps.edu
Keith Wilson	Partnerships & Engagement Lead	kwilson70@cps.edu
Candace Southern	Counselor	cbcoleman1@cps.edu
Margaret Hopkins	Teacher Leader	mkhopkins@cps.edu
Olivia Singleton	Inclusive & Supportive Learning Lead	omsingleton@cps.edu
Shiree Caradine	Teacher Leader	shill-caradine@cps.edu
Mary Williams	LSC Member	mtwilliams@cps.edu
Ain Muhammad	LSC Member	admuhammad@cps.edu
Melanie McLee	Parent	melaniemclee@gmail.com

## Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	6/28/23	6/28/23
Reflection: Curriculum & Instruction (Instructional Core)	6/28/23	6/28/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/28/23	7/10/23
Reflection: Connectedness & Wellbeing	6/28/23	7/12/23
Reflection: Postsecondary Success	6/28/23	7/12/23
Reflection: Partnerships & Engagement	6/28/23	7/17/23
Priorities	6/28/23	7/17/23
Root Cause	6/28/23	7/19/23
Theory of Acton	6/28/23	7/19/23
Implementation Plans	6/28/23	7/24/23
Goals	6/28/23	7/24/23
Fund Compliance	6/28/23	7/27/23
Parent & Family Plan	6/28/23	7/27/23
Approval	6/28/23	9/14/23

## SY24 Progress Monitoring Schedule

Indicate the SY24 dates when your CIWP team will hold progress monitoring check-ins.  
As a reference, these dates will auto-populate in your implementation plans.

### CIWP Progress Monitoring Meeting Dates

Quarter 1	10/27/23
Quarter 2	12/22/2023
Quarter 3	4/1/24
Quarter 4	6/7/24

**Indicators of a Quality CIWP: Reflection on Foundations**

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

**Resources** 

[Reflection on Foundations Protocol](#)

[Return to Top](#)

**Curriculum & Instruction**


**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.	<a href="#">CPS High Quality Curriculum Rubrics</a>
Yes	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>
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.	<a href="#">Powerful Practices Rubric</a> <a href="#">Learning Conditions</a>
Partially	The ILT leads instructional improvement through distributed leadership.	<a href="#">Continuum of ILT Effectiveness</a> <a href="#">Distributed Leadership</a>
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	<a href="#">Customized Balanced Assessment Plan</a> <a href="#">ES Assessment Plan Development Guide</a> <a href="#">HS Assessment Plan Development</a>
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	<a href="#">Assessment for Learning Reference Document</a>

ILT leads instructional improvement through distributed leadership. Schools and classrooms are focused on the Inner Core - work needs to be done on nurturing inclusive, democratic spaces; and engaging in topics and issues that impact students along with student voice. Evidence-based assessment for learning practices are enacted in some classrooms - work needs to be done around ensuring that this is happening in ALL classrooms. 

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

Agency/ Voice has to be the charge of the classroom in order to build a true relationship with the whole child. This will allow student accountability within the school daily. Teacher - Student relationships should be restored daily. Some student groups/clubs are in place to give student voice but those groups/clubs are not reaching their potential for giving student voice.. 


**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?**

National Junior Honor Society was being funded at the end of the school year. Funding has changed to the beginning of the year to increase the activism of this group. As part of our commitment to nurturing student leadership and fostering a stronger sense of identity, our staff has collectively resolved to assist our students in their journey toward attaining Lighthouse status at RAB. 

- [iAR \(Math\)](#)
- [iAR \(English\)](#)
- Rigor Walk Data (School Level Data)
- [PSAT \(EBRW\)](#)
- [PSAT \(Math\)](#)
- [STAR \(Reading\)](#)
- [STAR \(Math\)](#)
- [iReady \(Reading\)](#)
- [iReady \(Math\)](#)
- [Cultivate](#)
- [Grades](#)
- [ACCESS](#)
- [TS Gold](#)
- [Interim Assessment Data](#)

**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.

Partially implemented balanced assessment systems were employed to assess the extent of student learning aligned with grade-level standards. Inconsistencies exist in the utilization of daily evidence-based assessment practices within the classroom. Student surveys reveal that students perceive a lack of influence over what and how they learn. 

[Return to Top](#)

**Inclusive & Supportive Learning Environment**


**Using the associated references, is this practice consistently implemented?**

**References**

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

**Metrics**

Yes	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>
		<a href="#">MTSS Integrity Memo</a>

Our MTSS team will progress monitor with fidelity and frequently analyze data from Branching Minds. Educators will continue to use Branching Minds to analyze multiple data points that will guide the problem-solving process; create plans for students; assign interventions, set goals, and progress monitor plan implementation; and monitor outcomes consistently. Students should receive instruction in their LRE environment consistently according to their IEP. Students should be receiving timely, well written, and high quality IEPs developed by the team with fidelity. 

- Unit/Lesson Inventory for Language Objectives (School Level Data)
- [MTSS Continuum](#)
- [Roots Survey](#)
- [ACCESS](#)

Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	
Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	<a href="#">LRE Dashboard Page</a>
Partially	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 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.

During this reflection, one student-centered problem that surfaced is that some students were not identified as tier 2 or tier 3 students. As a result, those students did not receive intervention. 🍌

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

IEPs need to be written to meet the needs of individual students and their goals. Push in instruction should happen consistently for our DL students. We need to be more consistent with our progress monitoring and intervention plans. 🍌

**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?**

We have a MTSS team and lead. We have calendared consistent monthly meetings. We have co-leads in both buildings that will work closely with the lead to ensure the dissemination of information in a timely manner. Team members are assigned specific areas to provide staff support as needed throughout the MTSS process. 🍌

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

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

Using the associated references, is this practice consistently implemented?	References
Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team. <a href="#">BHT Key Component Assessment</a> <a href="#">SEL Teaming Structure</a>
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

**What student-centered problems have surfaced during this reflection?**

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

Student voice is lacking in our school community. We will be making student voice one of our priorities for our CIWP. 🍌

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

Chronic absenteeism and tardy students will have a re-entry plan in place when they return to school. 🍌

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

More parent support and buy in for the importance of instruction time. We need parents to understand how missing school/tardies impact student growth. 🍌

- Metrics**
- [% of Students receiving Tier 2/3 interventions meeting targets](#)
  - [Reduction in OSS per 100](#)
  - [Access to OST](#)
  - [Reconnected by 20th Day, Reconnected after 8 out of 10 days absent](#)
  - [Cultivate \(Belonging & Identity\)](#)
  - [Enrichment Program Participation: Enrollment & Attendance](#)
  - [Student Voice Infrastructure](#)

**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?**

We have monthly incentive parties for perfect attendance for the month. We had attendance angels this last year. Attendance angels worked to contact parents of absent students to try to get students in school. Some parents stopped answering the phone when angels would call. 🍌

[Return to Top](#)

## 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).	<a href="#">College and Career Competency Curriculum (C4)</a>	<p>ILPs are supported via the school counselors only. Middle school staff should also be engaged with and familiar of the ILP task that the middle school students need to complete.</p> <p><b>What is the feedback from your stakeholders?</b></p> <p>The ILPs are completed in isolation, middle school students only receive ILPs and Naviance with the school counselors. Middle school staff should be involved and abreast of what the ILPs are and how students can complete them.</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>The school counselors have facilitated several professional developments on the Tier 1 curriculum and programs for all students in the school community. Staff is now more familiar with the curriculum and programs that are used but not involved with planning and implementation of those programs..</p>	<a href="#">Graduation Rate</a> <a href="#">Program Inquiry: Programs/participation/attainment rates of % of ECCC</a> <a href="#">3 - 8 On Track</a> <a href="#">Learn, Plan, Succeed</a> <a href="#">% of KPIs Completed (12th Grade)</a> <a href="#">College Enrollment and Persistence Rate</a> <a href="#">9th and 10th Grade On Track</a> <a href="#">Cultivate (Relevance to the Future)</a> Freshmen Connection Programs Offered (School Level Data)
Partially	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	<a href="#">Individualized Learning Plans</a>		
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).	<a href="#">Work Based Learning Toolkit</a>		
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).	<a href="#">ECCE Certification List</a>		
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).	<a href="#">PLT Assessment Rubric</a>		
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	<a href="#">Alumni Support Initiative One Pager</a>		

### What 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.

Middle school staff should know what ILPs are, which ones their students will have to complete, and how to locate them in the Naviance system. The coteach model would be best to create a better learning community within our school community.

[Return to Top](#)

## Partnership & Engagement

**Using the associated references, is this practice consistently implemented?**

### References

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

### Metrics

Yes	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.	<a href="#">Spectrum of Inclusive Partnerships</a>	<p>A student survey was administered via Skyline CoLabs to assess student feedback. While student council members concentrated on fundraising and organizing enjoyable activities, data from the 5 essentials survey indicated that students perceived a deficiency in a supportive student environment and encountered unclear instructions.</p>	<a href="#">Cultivate</a> <a href="#">5 Essentials Parent Participation Rate</a> <a href="#">5E: Involved Families</a> <a href="#">5E: Supportive Environment</a>
		<a href="#">Reimagining With Community Toolkit</a>		

<p>Yes</p>	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p>
<p>Partially</p>	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles &amp; CIWP).</p> <p style="text-align: right;"><a href="#">Student Voice Infrastructure Rubric</a></p>	<p style="text-align: center;"><b>What is the feedback from your stakeholders?</b></p> <p>Student council members are expected to function both as student ambassadors and as school leaders collaborating towards objectives that serve the entire student body. Their responsibilities include greeting school visitors and assisting in the organization of student activities. 🍌</p>	<p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
	<p style="text-align: center;"><b>What student-centered problems have surfaced during this reflection?</b></p> <p>If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>The analysis focused solely on the student feedback obtained from the Five Essentials survey, with no further action taken. While student council and the Junior National Honor Society were established, they struggled to amplify student voices beyond decisions related to celebratory events and attendance parties. 🍌</p>	<p style="text-align: center;"><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>The student survey was conducted, and the ILT (Instructional Leadership Team) examined the gathered data. 🍌</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>



Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

A student survey was administered via Skyline CoLabs to assess student feedback. While student council members concentrated on fundraising and organizing enjoyable activities, data from the 5 essentials survey indicated that students perceived a deficiency in a supportive student environment and encountered unclear instructions.

What is the feedback from your stakeholders?

Student council members are expected to function both as student ambassadors and as school leaders collaborating towards objectives that serve the entire student body. Their responsibilities include greeting school visitors and assisting in the organization of student activities.

What student-centered problems have surfaced during this reflection?

The analysis focused solely on the student feedback obtained from the Five Essentials survey, with no further action taken. While student council and the Junior National Honor Society were established, they struggled to amplify student voices beyond decisions related to celebratory events and attendance parties.

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

The student survey was conducted, and the ILT (Instructional Leadership Team) examined the gathered data.

Return to Top Determine Priorities

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

Students... will have the option to join the Student Voice Committee. In addition, students will be taught the protocols of how the Student Voice committee will be ran.

Resources:

[Determine Priorities Protocol](#)

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

Return to Top Root Cause

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

As adults in the building, we... noticed student engagement impacts student achievement. Students do not feel that they have space to co-create or lead in classroom school, district, & community improvement and decision making to impact their learning.

Resources:

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

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

Return to Top Theory of Action

What is your Theory of Action?

If we.... establish a strong student leadership culture

then we see.... supportive approaches that will fill bridges between teacher and student relationships that will foster true connection to empower the whole child

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.

which leads to...  
 a cultural environment for all scholars to have student voice to participate in decision making for school and community improvement. 🍌

[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** 🍌

Leader in Me Team

**Dates for Progress Monitoring Check Ins**

Q1 10/27/23 Q3 4/1/24  
 Q2 12/22/2023 Q4 6/7/24

	<b>SY24 Implementation Milestones &amp; Action Steps</b> 🍌	<b>Who</b> 🍌	<b>By When</b> 🍌	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	Student Voice Committee	Keith Wilson	1/25/24	Not Started
<b>Action Step 1</b>	Provide Information to the Student Body	Keith Wilson	1/30/24	Not Started
<b>Action Step 2</b>	Student Election	Keith Wilson	2/5/24	Not Started
<b>Action Step 3</b>	Form the Committee	Keith Wilson	2/20/24	Not Started
<b>Action Step 4</b>	Forging Student-Adult Partnerships	Keith Wilson	3/4/24	Not Started
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	School Ambassadors	Venita Credit-Abrams	9/25/23	In Progress
<b>Action Step 1</b>	Provide Information to Staff and Admin	Venita Credit-Abrams	10/9/23	Not Started
<b>Action Step 2</b>	Student Information	Venita Credit-Abrams	10/30/23	Not Started
<b>Action Step 3</b>	Student Rollout	Venita Credit-Abrams	11/27/23	Not Started
<b>Action Step 4</b>	Understanding what Leader in Me Is: Lighthouse Status	Keith Wilson	12/11/23	Not Started
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>	Leader in Me	Keith Wilson	10/1/23	Not Started
<b>Action Step 1</b>	Leader in Me: Pick up and Lead	Keith Wilson	11/7/23	Not Started
<b>Action Step 2</b>	Leader in Me: Door Student Contest	Keith Wilson	12/12/23	Not Started
<b>Action Step 3</b>	Leader in Me Symposium	Keith Wilson	3/19/24	Not Started
<b>Action Step 4</b>	Leader in Me Day: Leaders' Summit	Keith Wilson	5/24/24	Not Started
<b>Action Step 5</b>	Leader in Me Teacher Professional Development	Rhonda Butler	6/6/24	Not Started
<b>Implementation Milestone 4</b>	Student Voice Sub- Committees			Select Status
<b>Action Step 1</b>	NJHS	Jean Harmon	9/14/23	In Progress
<b>Action Step 2</b>	Student Council	Delilah Stidwell	12/2/23	Select Status
<b>Action Step 3</b>	LSC Student Representative	Mary Williams	10/17/23	Select Status
<b>Action Step 4</b>	Leader in Me Club	Keith Wilson	10/1/23	Select Status
<b>Action Step 5</b>				Select Status

**SY25-SY26 Implementation Milestones**

**SY25 Anticipated Milestones**  
 School Quality Assessments: Students will play an active role in the school vision, planning, and the decision making process. 🍌

**SY26 Anticipated Milestones**  
 Our school will promote youth autonomy and self determination and holding space to co-create and lead in the classroom and school improvement and decision making. 🍌

[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).

Resources: 🚀

[IL-EMPOWER Goal Requirements](#)  
 For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:

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.

-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
Youth- Adult Partnerships will be created.	Yes	Cultivate	Overall	73%	78%	83%	88%
			Select Group or Overall				
Students participate in decision making and school improvement plans.	Yes	Cultivate	Overall	20%	40%	50%	60%
			Select Group or Overall				

**Practice Goals**

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

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

	SY24	SY25	SY26
	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).	100% of the Student Voice Sub Committees are implemented with fidelity.	1-2 students participate on the school's committees.
Select a Practice			
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
Youth- Adult Partnerships will be created.	Cultivate	Overall	73%	78%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Students participate in decision making and school improvement plans.	Cultivate	Overall	20%	40%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

**Practice Goals**

**Progress Monitoring**

Identified Practices	SY24	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).	100% of the Student Voice Sub Committees are implemented with fidelity.	Select Status	Select Status	Select Status	Select Status



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

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	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.
Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
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?

Our MTSS team will progress monitor with fidelity and frequently analyze data from Branching Minds. Educators will continue to use Branching Minds to analyze multiple data points that will guide the problem-solving process; create plans for students; assign interventions, set goals, and progress monitor plan implementation; and monitor outcomes consistently. Students should receive instruction in their LRE environment consistently according to their IEP. Students should be receiving timely, well written, and high quality IEPs developed by the team with fidelity.

What is the feedback from your stakeholders?

IEPs need to be written to meet the needs of individual students and their goals. Push in instruction should happen consistently for our DL students. We need to be more consistent with our progress monitoring and intervention plans.

What student-centered problems have surfaced during this reflection?

During this reflection, one student-centered problem that surfaced is that some students were not identified as tier 2 or tier 3 students. As a result, those students did not receive intervention.

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?

We have a MTSS team and lead. We have calendared consistent monthly meetings. We have co-leads in both buildings that will work closely with the lead to ensure the dissemination of information in a timely manner. Team members are assigned specific areas to provide staff support as needed throughout the MTSS process.

Determine Priorities

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

Students...

Some Tier 2 and 3 students' needs are not being met because they are not receiving MTSS supports (documented in Branching Minds).

[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

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

As adults in the building, we...

know that some teachers don't use their intervention time to meet with small groups, don't change tiers in Branching Minds as needed, and are not setting goals and progress monitoring with fidelity.

[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

What is your Theory of Action?

If we....

implement progress monitoring cycles, set schoolwide expectations, and utilize the Interventionists to monitor the progress monitoring



Indicators of a Quality CIWP: Theory of Action

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

## 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....

90% of our teachers utilizing Branching Minds to show progress monitoring and implementing targeted interventions

which leads to...

positive tier movement and students being supported and included in their learning environment to achieve growth and attainment in Math and ELA.

### 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		Dates for Progress Monitoring Check Ins		
MTSS		Q1 10/27/23	Q3 4/1/24	
		Q2 12/22/2023	Q4 6/7/24	
SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring	
<b>Implementation Milestone 1</b>	All teachers will have a designated time on their daily schedule that reflect MTSS intervention and implementation.	Classroom Teachers	8/25/23	Completed
<b>Action Step 1</b>	Check to make sure MTSS is on the school-wide master schedule for each classroom.	Interventionist/MTSS Team	8/25/23	Completed
<b>Action Step 2</b>	Monitor intervention during scheduled time.	Interventionist/MTSS Team	9/1/23	Not Started
<b>Action Step 3</b>	Provide teachers with support and feedback with implementation and progress monitoring	Interventionist/MTSS Team	ongoing	Not Started
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	Monitor MTSS in Branching Minds weekly.	MTSS Lead	10/1/23	Not Started
<b>Action Step 1</b>	Find out what percentage of students are tier 1, 2, & 3 in reading & math.	MTSS Lead	9/6/23	Not Started
<b>Action Step 2</b>	Analyze student progress during GLM with student samples	Teachers	every five weeks	Select Status
<b>Action Step 3</b>	Provide feedback for Branching Minds Compliance	MTSS Lead	weekly	Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>	School Administrators will set and monitor school-wide expectations for MTSS implementation.	Administration	9/15/23	Not Started
<b>Action Step 1</b>	BOY MTSS powerpoint staff presentation	MTSS Team	8/14-8/18	Completed
<b>Action Step 2</b>	Observation of MTSS small group plans	MTSS Team	ongoing	Select Status
<b>Action Step 3</b>	Observe MTSS lessons, progress monitoring, and provide feedback.	MTSS Team	ongoing	Select Status
<b>Action Step 4</b>	Provide Professional development; attend conferences, and peer to peer observations	Admin/ Teachers / Team	ongoing	Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>	Increased parent partnerships	MTSS Team/ School Community	ongoing	In Progress
<b>Action Step 1</b>	Parent informational session	School Community	ongoing	In Progress
<b>Action Step 2</b>	Providing parent resources for targeted skill support at BOY, MOY, and EOY	Classroom Teachers	ongoing	In Progress
<b>Action Step 3</b>	Providing MTSS Pamphlet for School Community	MTSS Team	ongoing	In Progress
<b>Action Step 4</b>	Document and Inspect Family Communications	Teachers/ Admin		Select Status
<b>Action Step 5</b>				Select Status

### SY25-SY26 Implementation Milestones

**SY25 Anticipated Milestones**

Monitor teachers' progress monitoring process and Branching Minds implementation in order to ensure that students are receiving targeted skill support

**SY26 Anticipated Milestones**  
 Review and analyze MTSS data from the previous 2 years to show sustainable tier movement and student progress as a result of progress monitoring with fidelity.

[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
Monitor MTSS in Branching Minds weekly	Yes	% of KPIs Completed (12th Grade)	Overall	0-50%	0-50%	50-79%	80-100%
			Overall	0-50%	0-50%	50-79%	80-100%
Consistently and effectively monitor student intervention block and provide teachers with feedback to support student progress	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall	0-50%	0-50%	50-79%	80-100%
			Overall	0-50%	0-50%	50-79%	80-100%

**Practice Goals**

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Track % of teachers that use the BRM platform.	Track the % of To Do's in Branching Minds	Track the % of positive tier movement.
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.	ILT will conduct teacher observations.	Analyze the results of teacher observations from the previous school year.	Use observation data to coach teachers on MTSS embeded instructional practices .
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Track the % of students being referred	Track the % of students being referred	Track the % of students being referred

[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
Monitor MTSS in Branching Minds weekly	% of KPIs Completed (12th Grade)	Overall	0-50%	0-50%	Select Status	Select Status	Select Status	Select Status
		Overall	0-50%	0-50%	Select Status	Select Status	Select Status	Select Status
Consistently and effectively monitor student intervention block and	% of Students receiving Tier 2/3 interventions	Overall	0-50%	0-50%	Select Status	Select Status	Select Status	Select Status

## Inclusive & Supportive Learning Environment

provide teachers with feedback to support student progress	Tier 2/3 interventions meeting targets	Overall	0-50%	0-50%	Select Status	Select Status	Select Status	Select Status
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### Practice Goals

### Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Track % of teachers that use the BRM platform.	Select Status	Select Status	Select Status	Select Status
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	ILT will conduct teacher observations.	Select Status	Select Status	Select Status	Select Status
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Track the % of students being referred	Select Status	Select Status	Select Status	Select Status



## 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 our parent engagement & skills development will be aligned to will be Reading, Mathematics and Science.



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