

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 |
|--------------------|----------------|-------------------------|
| Andrew Russell | Principal | adrussell@cps.edu |
| Jennifer Vitkus | AP | jvitkus@cps.edu |
| Princess Greenwood | Teacher Leader | pgreenwood@cps.edu |
| Amy Weigleman | Teacher Leader | acweigleman@cps.edu |
| Marcus Ward | LSC Member | wardme78@gmail.com |
| Elizabeth Khroana | LSC Member | elizabeth0821@gmail.com |
| Tara Maring | Select Role | tmaring@cps.edu |
| Shari Keiser | Parent | shari_keiser@yahoo.com |
| Lauren Ziesig | Select Role | lmziesig@cps.edu |
| | Select Role | |
| | Select Role | |
| | Select Role | |
| | Select Role | |

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

| CIWP Components | Planned Start Date | Planned Completion Date |
|--|--------------------|-------------------------|
| Team & Schedule | 5/31/23 | 5/31/23 |
| Reflection: Curriculum & Instruction (Instructional Core) | 6/1/23 | 6/1/23 |
| Reflection: Inclusive & Supportive Learning (Instructional Core) | 6/26/23 | 6/26/23 |
| Reflection: Connectedness & Wellbeing | 6/27/23 | 6/27/23 |
| Reflection: Postsecondary Success | 6/27/23 | 6/27/23 |
| Reflection: Partnerships & Engagement | 7/17/23 | 7/17/23 |
| Priorities | 7/24/23 | 7/24/23 |
| Root Cause | 7/24/23 | 7/24/23 |
| Theory of Acton | 7/27/23 | 7/27/23 |
| Implementation Plans | 8/1/23 | 8/1/23 |
| Goals | 8/1/23 | 8/1/23 |
| Fund Compliance | 8/1/23 | 8/1/23 |
| Parent & Family Plan | 8/1/23 | 8/1/23 |
| Approval | | |

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 | 10/20/2022 |
| Quarter 2 | 12/21/2022 |
| Quarter 3 | 3/22/2023 |
| Quarter 4 | 5/31/2023 |

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

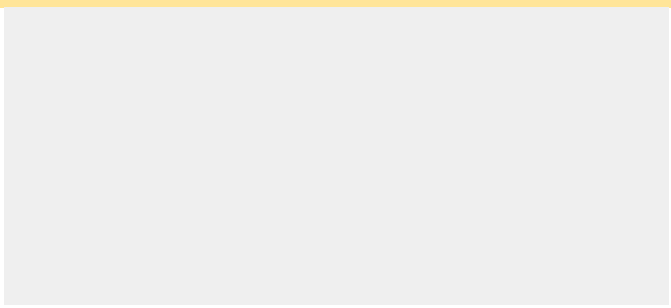
| Using the associated references, is this practice consistently implemented? | References | What are the takeaways after the review of metrics? | Metrics |
|--|--|--|--|
| No | <p>All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</p> <p>CPS High Quality Curriculum Rubrics</p> | <p>Not aligned - Major initiative for improvement, This will be a priority with the move to a universal curriculum. This will need time, planning, and PD. This upcoming year we will have K-8th grade alignment with ELA but this has not been enacted as of the 2022-2023 school year. Math was already univierssaly alligned science and soical studies still need work.</p> <p>What is the feedback from your stakeholders?</p> <p>I am excited to see this be a priority for the school moving forward. Parents were brought into the fold, and a new library initiative was started to support the implementation change.</p> <p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>This removes a barrier to teaching and learning as we do not have a common language around the curriculum</p> | <p>IAR (Math)</p> <p>IAR (English)</p> <p>Rigor Walk Data (School Level Data)</p> <p>PSAT (EBRW)</p> <p>PSAT (Math)</p> <p>STAR (Reading)</p> <p>STAR (Math)</p> <p>iReady (Reading)</p> <p>iReady (Math)</p> <p>Cultivate</p> <p>Grades</p> <p>ACCESS</p> <p>TS Gold</p> <p>Interim Assessment Data</p> |
| No | <p>Students experience grade-level, standards-aligned instruction.</p> <p>Rigor Walk Rubric</p> <p>Teacher Team Learning Cycle Protocols</p> <p>Quality Indicators Of Specially Designed Instruction</p> | | |
| Yes | <p>Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.</p> <p>Powerful Practices Rubric</p> <p>Learning Conditions</p> | | |
| No | <p>The ILT leads instructional improvement through distributed leadership.</p> <p>Continuum of ILT Effectiveness</p> <p>Distributed Leadership</p> | | |
| Partially | <p>School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.</p> <p>Customized Balanced Assessment Plan</p> <p>ES Assessment Plan Development Guide</p> <p>HS Assessment Plan Development</p> | | |
| Partially | <p>Evidence-based assessment for learning practices are enacted daily in every classroom.</p> <p>Assessment for Learning Reference Document</p> | | |
| <p>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.</p> <p>Teachers do not have access to a universally aligned curriculum with balanced assessment systems and time to measure the depth and breadth of student learning to monitor progress.</p> | | | |

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Inclusive & Supportive Learning Environment

| Using the associated references, is this practice consistently implemented? | References | What are the takeaways after the review of metrics? | Metrics |
|---|--|--|---|
| Partially | <p>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.</p> <p>MTSS Integrity Memo</p> <p>MTSS Continuum</p> <p>Roots Survey</p> | <p>MTSS is great; the learning curve will be with placing items in Branching minds. IEPS and the process needs to be improved upon. (AS A BLAINE TEAM WE HAVE IDENTIFIED ALL STUDENTS IN NEED OF TIER 2 AND 3. IN PREVIOUS YEARS WE HAD NO DATA. BRANCHING MINDS IS NEW SO THE DATA WOULD BE GOING FROM NO EXISTENT TO ALL DATA SUBMITTED)</p> <p>What is the feedback from your stakeholders?</p> <p>Feedback loop is great, less feedback as this may not apply to all students</p> | <p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p>MTSS Continuum</p> <p>Roots Survey</p> <p>ACCESS</p> <p>MTSS Academic Tier Movement</p> <p>Annual Evaluation of Compliance (ODLSS)</p> <p>Quality Indicators of Specially Designed Curriculum</p> <p>EL Program Review Tool</p> |
| Partially | <p>School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.</p> <p>MTSS Integrity Memo</p> | | |
| Partially | <p>Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.</p> <p>LRE Dashboard Page</p> | | |

| | | |
|-----------|--|--|
| Partially | Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity. | IDEA Procedural Manual |
| Partially | English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services. | EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS |
| Partially | There are language objectives (that demonstrate HOW students will use language) across the content. | |



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?

Relearning to some extent is needed; again this has more to do with Branching Minds

What student-centered problems have surfaced during this reflection?
If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

Students need more timely, high quality IEPs as it relates to there current level of functioning.

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

| Using the associated references, is this practice consistently implemented? | References | What are the takeaways after the review of metrics? | Metrics |
|---|---|---|--|
| Partially | BHT Key Component Assessment SEL Teaming Structure Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team. | We are moving toward this in both ELA and Eureka. | % of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students |
| Partially | Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices. | | Reconnected by 20th Day, Reconnected after 8 out of 10 days absent |
| Partially | All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs. | What is the feedback from your stakeholders? School does a lot in this department, no additional feedback at this time. | Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance |
| Yes | Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment. | | Student Voice Infrastructure Reduction in number of students with dropout codes at EOY |

What student-centered problems have surfaced during this reflection?
If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.




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?

SEL Tier 1 instruction both in quality and frequency can be a potential growth area


Where does the growth area fall on the 5E metrics? How can we accomplish both quality and frequency and what will that do for student response data?




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

| Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A) | References | What are the takeaways after the review of metrics? | Metrics |
|---|--|---|---|
| N/A | College and Career Competency Curriculum (C4) 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). | We feel that we do a strong job with this.  | Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate |
| Yes | Individualized Learning Plans Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th). | | 9th and 10th Grade On Track |
| Yes | Work Based Learning Toolkit 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). | <p>What is the feedback from your stakeholders?</p> Love the idea of college and career impact for students.  | Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data) |
| N/A | Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th). | | |
| N/A | ECCE Certification List Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th). | | |
| N/A | PLT Assessment Rubric 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). | | |
| N/A | Alumni Support Initiative One Pager 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). | <p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> This will not be an area we focus on as we know our barriers/obstacles are in instruction.  | |
| <p>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.</p> | | | |
| We could be offering more real-life work experiences.  | | | |

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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 | Spectrum of Inclusive Partnerships 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. | Student voice could be an area of improvement, but only after instruction.  | Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families |
| Yes | Reimagining With Community Toolkit Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate. | | 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) |
| No | <p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p> <p>Student Voice Infrastructure Rubric</p> | <p>What is the feedback from your stakeholders?</p> <p>Again a strength, not a potential Priority </p> | Formal and informal family and community feedback received locally. (School Level Data) |
| | <p>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.</p> | <p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>Not at this time </p> | |
| | <p>Room Parents could participate in the Library </p> | | |

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

| | |
|-----------|--|
| No | All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive. |
| No | Students experience grade-level, standards-aligned instruction. |
| Yes | Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn. |
| No | The ILT leads instructional improvement through distributed leadership. |
| Partially | School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals. |
| Partially | Evidence-based assessment for learning practices are enacted daily in every classroom. |

What are the takeaways after the review of metrics?

Not aligned - Major initiative for improvement, This will be a priority with the move to a universal curriculum. This will need time, planning, and PD. This upcoming year we will have K-8th grade allignment with ELA but this has not been enacted as of the 2022-2023 school year. Math was already univierssaly alligned science and soical studies still need work.

What is the feedback from your stakeholders?

I am excited to see this be a priority for the school moving forward. Parents were brought into the fold, and a new library initiative was started to support the implementation change.

What student-centered problems have surfaced during this reflection?

Teachers do not have access to a universally aligned curriculum with balanced assessment systems and time to measure the depth and breadth of student learning to monitor progress.

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?

This removes a barrier to teaching and learning as we do not have a common language around the curriculum

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Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

Students do not have equitable access to the rigorous, standards-aligned curriculum and Research-based, culturally responsive practices with in ELA/ Math instruction



Indicators of a Quality CIWP: Determine Priorities

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

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Root Cause

Resources:

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

[5 Whys Root Cause Protocol](#)

As adults in the building, we...

Teachers do not have access to a universally aligned curriculum with balanced assessment systems and time to measure the depth and breadth of student learning to monitor progress.



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....

Use a universally aligned research-based curriculum, create meaningful professional development, and allow GLM time to measure student learning outcomes.



Resources:

Indicators of a Quality CIWP: Theory of Action

Theory of Action is grounded in research or evidence based practices.
 Theory of Action is an impactful strategy that counters the associated root cause.
 Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.
 Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"
 All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

then we see....

Students engaged in productive struggle, consistent feedback loops, and differentiated instruction'



which leads to...

Teacher and student partnerships and greater learning outcomes for all students.



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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

Admin/ILT/GLM

Dates for Progress Monitoring Check Ins

Q1 10/20/2022 Q3 3/22/2023
 Q2 12/21/2022 Q4 5/31/2023

| SY24 Implementation Milestones & Action Steps | | Who | By When | Progress Monitoring |
|---|--|----------------|----------------|--|
| Implementation Milestone 1 | 100% of Teachers effectively implement new curriculum | | | Select Status |
| Action Step 1 | All Teachers sign up for and attend ongoing Training for curriculum implementation. | Russell | August 29th | In Progress |
| Action Step 2 | ILT members review and provide feedback regarding Training and roll-out | ILT | September 29th | Not Started |
| Action Step 3 | Baseline assessment data from Star or iReady identifies curriculum support for Tier 2 students. | ILT | October 6th | Ongoing Evaluated Every Quarter Not Started |
| Action Step 4 | Baseline assessment data from Star or iReady identifies curriculum support for tier 3 students. | ILT | October 6th | Ongoing Evaluated Every Quarter Not Started |
| Action Step 5 | ILT members will create a system for collecting observation data | ILT | November 17th | Ongoing Evaluated Every Quarter Not Started |
| Action Step 6 | ILT members conduct instructional core walks to observe, collect data, and provide feedback | ILT | December 21st | Ongoing Evaluated Every Quarter Not Started |
| Implementation Milestone 2 | 100% of staff are providing supports through Tiered instruction | | | In Progress |
| Action Step 1 | Check-in with GLTs monthly using data to lead actions/next steps | Russell/Vitkus | December 21st | Ongoing Evaluated Every Quarter In Progress |
| Action Step 2 | GLT teamwork time with EL Coordinator to implement identified strategies for that teachers/grade level | Russell/Vitkus | December 21st | Completed |
| Action Step 3 | Observe Interventionist supports, 3x per year | Russell/Vitkus | November 17th | first of three Check ins Not Started |
| Action Step 4 | Observe EL Teacher supports, 3x per year | Russell/Vitkus | November 17th | first of three Check ins In Progress |
| Action Step 5 | Observe Grade Level teachers EL supports, 3x per year | Russell/Vitkus | November 17th | first of three Check ins Not Started |
| Implementation Milestone 3 | 100% of students will receive effective Learning environments based on the Inner Core (identity, community, and relationships) | | | In Progress |
| Action Step 1 | All Advisory classes will have one SEL Day per week. | GLM | October 6th | In Progress |
| Action Step 2 | All Advisory classes will have three days of Intervention per week. | GLM | October 6th | In Progress |
| Action Step 3 | All Advisory Teachers and Middleschool Team will review academic Personalism data. | GLM | December 21st | Not Started |
| Action Step 4 | All Advisory Teachers and Middleschool Team will review Student Safety data. | GLM | December 21st | Not Started |
| Action Step 5 | Middleschool Team will create a system for monitoring goal setting with students to be reviewed quarterly. | GLM | March 21st | Ongoing Evaluated Every Quarter Not Started |
| 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 |

| | |
|--|--|
| <p>SY25 Anticipated Milestones</p> | <p>100% of Teachers effectively implement new curriculum MTSS Team meets Foundatio nal Componet s for supplemen tal Interventio n: porgress Monigorin g on MTSS Continuum 100% of Support staff are providing supports through Tiered instruction 100% of students will recieve effective Learning enviornment s based on the Inner Core (identity, community , and relatiaship s)</p> |
|--|--|

| | |
|--|--|
| <p>SY26 Anticipated Milestones</p> | <p>100% of Teachers effectively implement new curriculum MTSS Team meets Foundatio nal Componet s for supplemen tal Interventio n: porgress Monigorin g on MTSS Continuum 100% of Support staff are providing supports through Tiered instruction 100% of students will recieve effective Learning enviornment s based on the Inner Core (identity, community , and relatiaship s)</p> |
|--|--|

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Indicators of a Quality CIWP: Goal Setting
 Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on 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) | Numerical Targets [Optional] | | | |
|---|--|----------------|------------------------------|------------------------------|------|------|------|
| | | | | Baseline | SY24 | SY25 | SY26 |
| BY EOY 2024, Blaine will Improve Academic | Yes | 5E: Supportive | Other [Academic Personalism] | 32% | 38% | 44% | 50% |

| Jump to... | Priority | TOA | Goal Setting | Progress Monitoring | Curriculum & Instruction | | | |
|--|----------------------------|-------------------------------------|---------------------|---|--------------------------|-----|-----|-----|
| Reflection | Root Cause | Implementation Plan | YES | Select the Priority Foundation to pull over your Reflections here => | | | | |
| | | | Environment | Other [Student Safety] | 65% | 68% | 71% | 75% |
| | | | | Overall | 70% | 71% | 72% | 73% |
| By EOY 2025, 73% of students at Blaine should be at or above grade level on IAR ELA. (2% point difference) | Yes | | IAR (English) | 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 |
|--|--|---|--|
| C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn. | All Teachers have observed Student Safety and academic Personalism Data | Some Teachers have used data to inform their practices to support Student Safety and Academic Personalism. | All teachers review data quarterly and discuss best practices to support Student Safety and Academic Personalism |
| 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. | All Teachers have been given support on entering in MTSS through Branching minds | Some Teachers have used data to inform their classroom instruction during Advisory blocks | All teachers use data to inform their small group and Advisory level instruction with quarterly feedback loops. |
| 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. | Teachers are given a universally aligned curriculum for Reading/Writing | Some teachers have common planning time to develop units of inquiry and differentiated instruction for all students | All Teachers have a common Planning Time and differentiated instruction and meet quarterly to review common interim assessment data. |

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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 |
|--|----------------------------|------------------------------|----------|------|---------------|---------------|---------------|---------------|
| BY EOY 2024, Blaine will Improve Academic Personalism from 32 to 40% and Student Safety from 55% to 75% | 5E: Supportive Environment | Other [Academic Personalism] | 32% | 38% | Select Status | Select Status | Select Status | Select Status |
| | | Other [Student Safety] | 65% | 68% | Select Status | Select Status | Select Status | Select Status |
| By EOY 2025, 73% of students at Blaine should be at or above grade level on IAR ELA. (2% point difference) | IAR (English) | Overall | 70% | 71% | Select Status | Select Status | Select Status | Select Status |
| | | NA | | | Select Status | Select Status | Select Status | Select Status |

Practice Goals

Progress Monitoring

| Identified Practices | SY24 | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|--|--|---------------|---------------|---------------|---------------|
| C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn. | All Teachers have observed Student Safety and academic Personalism Data | 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. | All Teachers have been given support on entering in MTSS through Branching minds | 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. | Teachers are given a universally aligned curriculum for Reading/Writing | Select Status | Select Status | Select Status | Select Status |

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

MTSS is great; the learning curve will be with placing items in Branching minds. IEPS and the process needs to be improved upon. (AS A BLAINE TEAM WE HAVE IDENTIFIED ALL STUDENTS IN NEED OF TIER 2 AND 3. IN PREVIOUS YEARS WE HAD NO DATA. BRANCHING MINDS IS NEW SO THE DATA WOULD BE GOING FROM NO EXISTENT TO ALL DATA SUBMITTED)

What is the feedback from your stakeholders?

Feedback loop is great, less feedback as this may not apply to all students

What student-centered problems have surfaced during this reflection?

Students need more timely, high quality IEP's as it relates to their current level of functioning.

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?

Relearning to some extent is needed; again this has more to do with Branching Minds

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Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

Students need more timely, high quality IEP's as it relates to their current level of functioning



Indicators of a Quality CIWP: Determine Priorities

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

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Root Cause

Resources:

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

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

As adults in the building, we...

Need IEP goals to be written with more specificity and progress monitoring/implemented with fidelity.



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....

Effectively implement Tier 1 curriculum, develop high quality Tier II and Tier III intervention plans, progress monitor supports and interpret data to tailor instruction



Resources:


Indicators of a Quality CIWP: Theory of Action

Theory of Action is grounded in research or evidence based practices.
 Theory of Action is an impactful strategy that counters the associated root cause.
 Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.
 Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"
 All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

then we see....

Students engaged in differentiated core curriculum and data informed, evidence-based interventions



which leads to...
 a greater number of students on grade level on STAR/IAR 

[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

| | | | |
|----|------------|----|-----------|
| Q1 | 10/20/2022 | Q3 | 3/22/2023 |
| Q2 | 12/21/2022 | Q4 | 5/31/2023 |

| SY24 Implementation Milestones & Action Steps | | Who | By When | Progress Monitoring |
|---|---|------------------------------|---------------|--|
| Implementation Milestone 1 | 100% of staff are providing supports through Branching Minds/ student IEPS | | | In Progress |
| Action Step 1 | Provide support (PD) on monitoring interventions in BMs | Case Manager/ Gen Ed Teacher | | In Progress |
| Action Step 2 | Lead GLTs On progress monitoring CBMs aligned to student skill. | Case Manager/ Gen Ed Teacher | December 21st | In Progress |
| Action Step 3 | Observe progress monitoring for CBMs and highlight teacher use aligned to student skill deficits. | Case Manager/ Gen Ed Teacher | December 21st | In Progress |
| Action Step 4 | GLTS review BrM data monthly | Case Manager/ Gen Ed Teacher | December 21st | Ongoing Evaluated Every Quarter Not Started |
| Action Step 5 | BrM data is widely shared in monthly meetings. | Case Manager/ Gen Ed Teacher | December 21st | Ongoing Evaluated Every Quarter Not Started |
| Implementation Milestone 2 | 100% of Staff have opportunities to co-plan for DL and EL services | | | In Progress |
| Action Step 1 | ALL DL teachers and co-teachers need a designated DL reivew day once a month | Case Manager/ DL Team | December 21st | Ongoing Evaluated Every Quarter Completed |
| Action Step 2 | ALL DL teachers and Clinicians need a designated DL reivew day once a month | Case Manager/ DL Team | December 21st | Ongoing Evaluated Every Quarter Completed |
| Action Step 3 | EL Instructors and Teachers/Coteachers need a designated EL review day once a month. | Case Manager/ DL Team | December 21st | Ongoing Evaluated Every Quarter In Progress |
| Action Step 4 | EL Instructor and Casemanager/Clinicians need a designated EL reivew day once a month. | Case Manager/ DL Team | December 21st | Ongoing Evaluated Every Quarter In Progress |
| Action Step 5 | DL Team meetings meet 2x a Monthly. | Case Manager/ DL Team | December 21st | Ongoing Evaluated Every Quarter Completed |
| Action Step 6 | Admin Team meets with Case Manager quarterly to support monthly meetings. | Case Manager/ DL Team | December 21st | Ongoing Evaluated Every Quarter In Progress |
| Action Step 7 | Admin Team meets with EL Instructor quarterly to support monthly meetings. | Case Manager/ DL Team | December 21st | Ongoing Evaluated Every Quarter In Progress |
| Implementation Milestone 3 | 100% of Staff have opportunities to co-plan for DL and EL services | | | Select Status |
| Action Step 1 | The team is given a protocol for requesting additional time Rob. | Case Manager/ DL Team | November 17th | 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 

100% of staff are providing supports through Branching Minds
 100% of Staff have oppornties to Coplan for DL and EL services

SY26 Anticipated Milestones

100% of staff are providing supports through Branching Minds
 100% of Staff have opportunities to Coplan for DL and EL services

[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 |
| By EOY 2025, Hispanic students should grow 10% points in Math Star Data | Yes | STAR (Math) | Latinx | 33% | 35% | 37% | 40% |
| | | | English Learners | 15% | 20% | 25% | 30% |
| BY EOY 2024, Blaine will Improve Collaborative practices from 27% to 40%. | Yes | 5E: Supportive Environment | Other [Collective responsibility] | 27% | 31% | 35% | 40% |
| | | | Other [Collaborative practices] | 10% | 20% | 30% | 40% |

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:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity. | All staff have designated planning time with Co-teachers | All staff have desingated planning time with Co-Teachers and DL teacehrs meet twice a Month afterschool | All Staff have desingated planning time with Co-Teachers. DL Teachers to meet twice a month afterschool and with the team. Clinicians, Case Manager and DL Teacher meet once a month |
| I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services. | All staff have designated planning time with Co-Teacher | All staff have designated planning time with EL Coordinator and review goal setting for students once a month | All staff have designated planning time, EL Coordinator once a month and we have two addiotnal Teachers with EL certifications |
| 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 |
|---|----------------|-----------------------------------|----------|------|---------------|---------------|---------------|---------------|
| By EOY 2025, Hispanic students should grow 10% points in Math Star Data | STAR (Math) | Latinx | 33% | 35% | Select Status | Select Status | Select Status | Select Status |
| | | English Learners | 15% | 20% | Select Status | Select Status | Select Status | Select Status |
| BY EOY 2024, Blaine will Improve Collaborative practices from 27% to | 5E: Supportive | Other [Collective responsibility] | 27% | 31% | Select Status | Select Status | Select Status | Select Status |

[Jump to...](#)
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Collaborative practices from 27% to 40%.

Environment

Other [Collaborative practices]

10%

20%

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

Inclusive & Supportive Learning Environment

[Select Status](#)
[Select Status](#)
[Select Status](#)
[Select Status](#)

Practice Goals

Progress Monitoring

| Identified Practices | SY24 | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|--|--|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity. | All staff have designated planning time with Co-teachers | Select Status | Select Status | Select Status | Select Status |
| I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services. | All staff have designated planning time with Co-Teacher | Select Status | Select Status | Select Status | Select Status |
| Select a Practice | | Select Status | Select Status | Select Status | Select Status |

Parent and Family Plan

If Checked:

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

Our school is a Title I school operating a Schoolwide Program

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

If Checked:

No action needed

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

