

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
Steven Askew	Principal	sdaskew@cps.edu
Herald Watson	AP	hmwatson@cps.edu
Angela Gilliam	Teacher Leader	algilliam@cps.edu
Marianne Coffey	Teacher Leader	mcarden@cps.edu
Carrie Gleeson	Teacher Leader	cmgleeson@cps.edu
Megan Asp	Inclusive & Supportive Learning Lead	masp1@cps.edu
Adebsi Ige	Curriculum & Instruction Lead	aoige@cps.edu
Kimberly Scott	Partnerships & Engagement Lead	kdscott@cps.edu
Alicia Fulford-Briscoe	SECA	Arfulford-briscoe@cps.edu
Latoya Greenhill	LSC Member	l.s.greenhill@gmail.com
Lynn Malone	Case Manager	lcmalone@cps.edu
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	7/26/23	7/28/23
Reflection: Curriculum & Instruction (Instructional Core)	8/1/23	8/1/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	8/1/23	8/4/23
Reflection: Connectedness & Wellbeing	8/1/23	8/4/23
Reflection: Postsecondary Success	8/1/23	8/4/23
Reflection: Partnerships & Engagement	8/1/23	8/4/23
Priorities	8/7/23	8/11/23
Root Cause	8/7/23	8/11/23
Theory of Action	8/8/23	8/11/23
Implementation Plans	8/9/23	8/11/23
Goals	7/19/23	7/19/23
Fund Compliance	8/17/23	8/18/23
Parent & Family Plan	8/17/23	8/18/23

Approval

8/17/23

8/18/23

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	<input type="text"/>
Quarter 2	<input type="text"/>
Quarter 3	<input type="text"/>
Quarter 4	<input type="text"/>

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

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	In the ELA Star 360 assessment, our students in 3rd through 8th grades show a distribution of performance levels: 29% of students are at or above the expected grade level, 17% are approaching the expected level, 20% are performing below the grade level, and 35% are significantly below. Similarly, in the Math Star 360 assessment, the same grade range exhibits comparable percentages: 29% of students are meeting or exceeding the grade level, 17% are in the approaching range, 20% fall below the grade level, and 33% are significantly below. Transitioning to the i-Ready assessment results for ELA, we observe that 37% of students are functioning at or above the middle grade level, 19% are in the early stage, 35% are just one level below the expected grade level, and 9% are two levels below. In the i-Ready Math assessment, 22% of students perform at or above the middle grade level, 22% are in the early stage, 47% are one level below, and 9% are two levels below.	📌 IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading)
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions	<p>What is the feedback from your stakeholders?</p> Teachers are aware that students struggle to access the curriculum. When presenting grade level materials many of the students struggle to keep up so the teachers remediate the information. Unfortunately, filling in these gaps prevents students from moving forward to surpass grade level standards. The students have expressed frustration when they feel overwhelmed with the curriculum. If they are not given ample opportunities for success, they shut down. Parents do not know how to access timely supports and instructional delivering to help their students. Because the topics are taught in a different way from how they learned as children,	iReady (Reading) iReady (Math)
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		Cultivate Grades

			they too get frustrated with the curriculum.	ACCESS
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development		TS Gold Interim Assessment Data
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	<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>Ronald H. Brown has adopted Eureka Math and Expeditionary Learning for ELA. We have also, partnered with both curriculum companies to engage our staff in ongoing quarterly professional development. This will support our teachers implementation of curriculum, teacher interanlization of lesson an standards. Which will drive student performance and self efficacy. Additionally, we have also adopted Acheivement Network (ANet) for interim assessments. The assessment will allow our students to have access to high quality IAR aligned questions and test prep. Primary teachers are utlizing i-Ready Teacher's Toolbox. This additinal program provides a learning path that encourages individual learning growth. Teachers will use the data to drive their instruction and provide students with timely feedback, and accelaration/remediation. The assessment will provide our school with necessary data that will inform school-wide goal setting, evaluation of instructional programming and monitoring towards yearly goals.</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.

With relatively new curriculum teachers are still adapting the curriculum and all its components to meet the needs of their students.

Small group instruction is provided to students but with limited consistency, and quality resources.

ILT struggles to find time and resources to support teachers who struggle with curriculum.

Students who are mid-level and or below grade level have limited in the supports that they receive.

[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

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[Curriculum & Instruction](#)

[Inclusive & Supportive Learning](#)

[Connectedness & Wellbeing](#)

[Postsecondary](#)

[Partnerships & Engagement](#)

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

We have an MTSS team which reflects a variety of staff roles. The team discuss referrals, analyze the data from Branching Minds along with attendance, grades and behavior. We do not currently have a dedicated MTSS interventionist at our school. The MTSS team collaborates with the BHT team - however, the BHT team only partially formed at the end of SY23. Research based interventions are used for academic, attendance, and behavioral concerns. Teachers are using Branching Minds to collect data - this is uneven across grade levels, with some teachers using Branching Minds more than others, especially as it is a new tool with more training and time provided to teachers. Tutors at this time are not using Branching Minds, this is a concern as these interventions are not being captured.



Unit/Lesson Inventory for Language Objectives (School Level Data)

[MTSS Continuum](#)

[Roots Survey](#)

[ACCESS](#)

[MTSS Academic Tier Movement](#)

[Annual Evaluation of Compliance \(ODLSS\)](#)

[Quality Indicators of Specially Designed Curriculum](#)

[EL Program Review Tool](#)

What is the feedback from your stakeholders?

Once a student has their IEP in place, the IEP is implemented with fidelity. The timeliness of a student going through the MTSS process is an area of concern from teachers, the MTSS team, and some families. Scheduling of student initial evaluations is a problem area due to psychologist availability.




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?

Implementing Branching Minds and teacher training on this tool is in progress. It is too soon to tell if this is impacting the MTSS - IEP process. The BHT team has been restructured this school year to include more stakeholders (e.g. teachers, SECAs, community partners). It is too soon to see an impact. The ILT is also creating a schedule for shared planning time for the DL and Gen Ed teachers.



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 who might qualify for resource services are not being evaluated because all resources are focused on the most severe cases. The general education students are not in their least restrictive environment because of the lack of resources for Tier 3 students who have not yet been evaluated. 

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Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

<p>Partially</p>	<p>Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.</p>	<p>BHT Key Component Assessment</p> <p>SEL Teaming Structure</p>	<p>Universal team structures are in place to come together to support student success. The Culture Climate Team is responsible for developing and implementing the school's PBIS plan. CCT created Eagle Bucks and a school store to promote positive behavior. During the school SY 22-23 there were 5 in school suspension and 5 out of school suspension. We have had a decline in groups 4-6 infractions. Overall, PBIS helped to decrease behavior and school suspensions. </p> <p>The Behavioral Health Team All students received schoolwide SEL Calm Classroom and Second Step in the classrooms Counselors and teachers collaborate and present Skyline integrated SEL instructions such as Success Bound which include topics such as staying on track, self-exploration, study skills, high school awareness, and postsecondary success. Students participating in these programs showed significant improvements in their achievement, social-emotional skills, and self-esteem. Counselors, Social Worker, BAM, and Girls' Group use restorative practices to improve school climate and build relationships. 83% of our students in tier 2 or 3 did not have goals assigned in math. 79% of our students in tier 2 or 3 did not have goals assigned in ELA. The school chronic absenteeism improved by 50% from the past 2 years. Overall, school attendance is trending back to our prepandemic norms of being above 90% with a 50% decrease in chronic</p>	<p>% of Students receiving Tier 2/3 interventions meeting targets</p> <p>Reduction in OSS per 100</p> <p>Reduction in repeated disruptive behaviors (4-6 SCC)</p> <p>Access to OST</p>

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Yes

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

absenteeism. Our yearly average has increased over 7% as compared from the last 2 years. SY22 is the first year of an positive increase in our overall school-wide attendance. In regards to our overall attendance, 8th grade has the highest attendance whereas our primary students trend with the lowest attendance. All of our students have had access to OST opportunities. Historically our diverse learner students have not participated in our after school academic programming but have participated in the sports programming. 36% of our diverse learner students have participated in our OST programming. Our average student attendance participation is 70%. 91% of our students identified as STLS participated in OST. According to our Cultivate data Feedback for Growth is an area for improvement with 81% students responding.

The Behavioral Health Team put in place a referral process combined with tiered SEL supports. The BHT has compiled outside referrals and community partners to share with families (e.g. outside counseling, vision/dental/health services, homelessness prevention)

[Increase Average Daily Attendance](#)

[Increased Attendance for Chronically Absent Students](#)

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.

What is the feedback from your stakeholders?

Students had positive buy-in being a part of the school climate and culture team and attendance team. Students advocated for more student centered/lead activities. Parent/PAC led PBIS school store that students, staff and parents participated, invested and organized. Students want to have a scheduled organized platform to share their concerns as it pertains to school life, community and global (townhall). Students want an organized student selected governing body to discuss school culture, instruction and activities (student council). We have a functioning LSC with student representation. Teachers have expressed time constraints to implement Second Step components daily. Students appreciate peace circles, girls group, boys mentoring and a space to voice their opinion and feelings.



[Reconnected by 20th Day, Reconnected after 8 out of 10 days absent](#)

[Cultivate \(Belonging & Identity\)](#)

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

Partially

Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

[Enrichment Program Participation; Enrollment & Attendance](#)

[Student Voice Infrastructure](#)

[Reduction in number of students with dropout codes at EOY](#)

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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.

SEL curriculum is not followed through consistently school-wide. Our BHT has been inconsistent in norming tier practices throughout the school.



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

Our PBIS systems was created SY22-23 and was parent and staff created. It has increased our student positive behaviors and attendance. A barrier is funding, time, school space product availability. The staff has listened students about their need for a student council. Staff has began looking at CPS resources. However, an obstacle is access to relevant and timely professional opportunities. We instituted an absent call list and SOP that will include our security officer and parents. The team will make out reach and if neccessary home visits referrals to BHT, and MTSS. We have created a target chronic absenteeism incentive for repeat students. An obstacle is timing frequency, funds and equity amongst students who are not chronic absent. Universal teaming structures (CCT)- Students were invited to be a part of CCT and were able to choose activities that would interest other students. They picked Fall Fest and Carnival activities as well as generated a list of items for the PBIS store. Students shared information about the events with their peers to generate excitement and buy in. Counselors have collaborated with classroom teachers to teach a lesson either weekly/bi-weekly However, teachers need access to Second Step Digital Platform for the classroom teachers to use at any time



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Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)

References

What are the takeaways after the review of metrics?

Metrics

Yes

An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).

[College and Career Competency Curriculum \(C4\)](#)

School Counselor collaborates and co-teach lessons biweekly with our Social Studies teachers in middle school. Lessons on Understanding GPA, Understanding ON Track and the importance of Attendance are reiterated through progress monitoring Quarterly. Once a month during Grade Level Meetings all middle school teachers reviewed on track data for Behavior, Attendance and Grades. SY23 Brown Academy had 100% Graduation rate for 8th Grade. SY23 the attendance rate increased to 91.2% from 84.6%.. Our 3rd-8th grade on track rate is 51% overall and 5 in-school and 5 out of school suspensions. Naviance Learn Plan Succeed ensures that every student is supported and prepared in completing their Individual Learning Plan (ILP) starting in grade 4. Counselors



[Graduation Rate](#)

[Program Inquiry: Programs/participation/attainment rates of % of ECCC](#)

[3 - 8 On Track](#)

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Yes	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans
Partially	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).	
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager

Individual Learning Plan (ILP)—starting in grade 6 Counselors, Teachers and Parents help students biweekly to look beyond high school graduation toward fruitful careers and fulfilling lives. The ILP guides students through the process of exploring their personal, academic, and career interests and developing a plan for what they are going to do after high school graduation. Students in 6th through 8th grade attended high school fairs, high school visits, career fairs and online college visits. to gain an insight on possible future pathways.

What is the feedback from your stakeholders?

Students and parents both like the opportunity to monitor their child's attendance, grades and test score data. This knowledge allows the student to track their progress, set goals and identify areas of improvement. College and High School tours and early career exposure are beneficial for all stakeholders in middle school. Students, teachers and parents report that this exposure helps students make informed decisions about their future, give parents peace of mind, and improve the quality of education in the community.

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?

Continuously monitor and improve on track data quarterly. Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track) Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance. Schedule more high school and college tours and career exposure events for our middle school students. These events can motivate students to stay in school and do well in their classes before high

[Learn, Plan, Succeed](#)

[% of KPIs Completed \(12th Grade\)](#)

[College Enrollment and Persistence Rate](#)

[9th and 10th Grade On Track](#)

[Cultivate \(Relevance to the Future\)](#)

Freshmen Connection Programs Offered (School Level Data)

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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.

Our students on-track rate is only at 51% for grades 3-8, which means that 49% of our student population in grades 3-8 have a lower predicted rate of successfully graduating from high school and being prepared to enter college or career pathways on time.



to stay in school and do well in their classes before high school. When students see what is possible, they are more likely to work hard to achieve their dreams. Tutoring, mentoring and career counseling are addressing many of the barriers and obstacles our students face for college and career opportunities.

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Partnership & Engagement

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

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.

[Spectrum of Inclusive Partnerships](#)

According to to the 5E, the majority of our students feel very connected to Ronald H. Brown Academy. 99% of our student participated and 89% teacher participation. More than 86% of people at RHB compliment/notice when someone is "good" at something. 67% of our students that their peers take their opinions seriously. 78% of the people at RHB are friendly. Students feel that they are included in a lot of activities at the school. 81% of our student responses identified Feedback for growth as area of improvement in school connectedness. We have a functioning PAC that participates in our school activities and school Climate and Culture team. Our school committees are made up of staff members, parents and students. We have involved community groups, BAM, Girls Group CIS and Phalanx.



[Cultivate](#)

[5 Essentials Parent Participation Rate](#)

[5E: Involved Families](#)

[5E: Supportive Environment](#)

Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)

Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)

Yes

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

[Reimagining With Community Toolkit](#)

Yes

School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).

[Student Voice Infrastructure Rubric](#)

What is the feedback from your stakeholders?

Parents appreciate the communication from monthly counselors. Families are given access to community based programs BMM, Phaylx, and other counseling programming. Students want to continue to be added to Ronald H. Brown Climate and Culture Team and our Attendance team increasing student voice, participation and activities. Parents want to continue to be added to Climate and Culture Team and Attendance Team. Parents voiced they want more assemblies and parent involved activities with classroom teachers. Parents would a consistent avenue/platform for daily communication.



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.

Ways that we are working on increasing student voice is through student council, and continuing their participation on various school committees. Primary and intermediate students are a student group that are furthest away from opportunity.



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?

Empty text area for improvement efforts and impact.



Formal and informal family and community feedback received locally. (School Level Data)

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

In the ELA Star 360 assessment, our students in 3rd through 8th grades show a distribution of performance levels: 29% of students are at or above the expected grade level, 17% are approaching the expected level, 20% are performing below the grade level, and 35% are significantly below. Similarly, in the Math Star 360 assessment, the same grade range exhibits comparable percentages: 29% of students are meeting or exceeding the grade level, 17% are in the approaching range, 20% fall below the grade level, and 33% are significantly below.

Transitioning to the i-Ready assessment results for ELA, we observe that 37% of students are functioning at or above the middle grade level, 19% are in the early stage, 35% are just one level below the expected grade level, and 9% are two levels below. In the i-Ready Math assessment, 22% of students perform at or above the middle grade level, 22% are in the early stage, 47% are one level below, and 9% are two levels below.

Examining the ELA IAR outcomes, a mere 2% of students meet or exceed the required standards, while 18% meet the expectations, 23% are in the approached category, 33% have partially met the requirements, and a quarter (25%) did not meet them. In the realm of Math IAR, 5% meet expectations, 16% approach the standards, 35% partially meet them, and a significant 44% do not meet the required standards.

Shifting the focus to overall academic progress, we find that 40% of students are on track, 18% are nearly on track, 12% are quite close to being on track, 16% are far from achieving that level, and 13% are entirely off track.

Regarding the End-of-Year instructional walk findings, it is noteworthy that approximately half of the classrooms observed involved students actively participating in either partner work or group work. Furthermore, the student work reviewed during these observations primarily aligned with the comprehension and retrieval levels of the taxonomy.

What is the feedback from your stakeholders?

Teachers are aware that students struggle to access the curriculum. When presenting grade level materials many of the students struggle to keep up so the teachers remediate the information. Unfortunately, filling in these gaps prevents students from moving forward to surpass grade level standards. The students have expressed frustration when they feel overwhelmed with the curriculum. If they are not given ample opportunities for success, they shut down. Parents do not know how to access timely supports and instructional delivering to help their students. Because the topics are taught in a different way from how they learned as children, they too get frustrated with the curriculum.

What student-centered problems have surfaced during this reflection?

With relatively new curriculum teachers are still adapting the curriculum and all its components to meet the needs of their students.

Small group instruction is provided to students but with limited consistency, and quality resources.

ILT struggles to find time and resources to support teachers who struggle with curriculum.

Students who are mid-level and or below grade level have limited in the supports that they receive.

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?

Ronald H. Brown has adopted Eureka Math and Expeditionary Learning for ELA. We have also, partnered with both curriculum companies to engage our staff in ongoing quarterly professional development. This will support our teachers implementation of curriculum, teacher interanlization of lesson an standards. Which will drive student performance and self efficacy. Additionally, we have also adopted Acheivement Network (ANet) for interim assessments. The assessment will allow our students to have access to high quality IAR aligned questions and test prep. Primary teachers are utlizing i-Ready Teacher's Toolbox. This additinal program provides a learning path that encourages individual learning growth. Teachers will use the data to drive their instruction and provide students with timely feedback, and accelaration/remediation. The assessment will provide our school with necessary data that will inform school-wide goal setting, evaluation of instructional programming and monitoring towards yearly goals.

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Determine Priorities

Resources: 

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

Students...

Students have access to high quality curriculum however, curriculum and planning is not followed with fidelity.

Students who are mid-level and or below grade level are limited in the supports that they receive.

Students do not have access to high quality differentiated instruction.



[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.

Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).

For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.

Priorities are determined by impact on students' daily experiences.

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Root Cause

Resources: 

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

As adults in the building, we...

The combined effect of adequate training and professional development for effective curriculum implementation, coupled with challenges in adapting instruction to diverse student needs, has resulted in deviations from the intended curriculum, differentiation, hindered student engagement and achievement.



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

Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.

The root cause is based on evidence found when examining the student-centered problem.

Root causes are specific statements about adult practice.

Root causes are within the school's control.

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Theory of Action

What is your Theory of Action?

If we....

Provide teachers with comprehensive training and ongoing professional development around curriculum implementation and data driven instructional practices



Resources:

Indicators of a Quality CIWP: Theory of Action

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

Theory of Action is an impactful strategy that counters the associated root cause.

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

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

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

then we see....

Teachers... More consistent and faithful execution of the curriculum, tailored instruction that engages all students, and a classroom environment that fosters active participation and learning.



which leads to...

Ultimately leading to: heightened student engagement, and improved academic achievement in ELA and Math as measured on the IAR , Star 360 and IReady.



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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.

Jump to...
Reflection

[Priority](#)
[Root Cause](#)

[TOA](#)

[Goal Setting](#)
[Implementation Plan](#)

[Progress](#)
[Monitoring](#)

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

Curriculum & Instruction

Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.
Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.
Action steps are inclusive of stakeholder groups and priority student groups.
Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan 📌

ILT

Dates for Progress Monitoring Check Ins

Q1 Q3
Q2 Q4

SY24 Implementation Milestones & Action Steps 📌

Who 📌



By When 📌

Progress Monitoring

Implementation Milestone 1	By the end of school year 2024, ILT, using feedback and observation, will provide support implementing the curriculum	ILT		In Progress
Action Step 1	ILT will create a needs assessment and teachers will complete the assessment to identify areas of curriculum planning support.	ILT members	9/15/2023	Not Started
Action Step 2	Create timeline for Teacher collaboration	ILT members	October 2023	Not Started
Action Step 3	Implement cycle of learning and support/feedback for teachers	ILT members	October 2023	Not Started
Action Step 4	Provide Curriculum Professional Development (Eureka & EL Customization)	ILT members	ongoing	In Progress
Action Step 5	Provide resources to assist teachers in planning for student scaffolding and misconceptions of standard.	ILT members	ongoing	Not Started
Implementation Milestone 2	Teachers will utilize Eureka and Expeditionary Learning curriculum and plan lessons which will keep them on track to deliver at least of 90% of the curriculum by the end of school year	Teachers	June 2025	In Progress
Action Step 1	Make regularly scheduled time for lesson plan collaboration and protocol planning including DL and Gen collaboration and planning.	Administration & Teachers	October 2023	Not Started
Action Step 2	Lesson plan for common misconceptions and plan Tier 1 scaffolds around curriculum	Teachers	Ongoing	In Progress
Action Step 3	Lesson plan feedback and coaching which includes recommended supports for teachers to include in their plans.	Admin, ILT members	Ongoing	In Progress
Action Step 4	Plan for MTSS Tier 2 supports	Administration, Reading Coach, & Teachers	Ongoing	Not Started
Action Step 5				Not Started
Implementation Milestone 3	All teachers will engage in Professional Learning Communities that will use Instructional Routines and Best Practices, coaching sessions, and check-in to increase instruction by the end of school year 24-25.	Admin/Coach/ Teachers	June 2023	In Progress

Action Step 1	Teachers will use Instructional routines and best practices during planning and instruction.	Teachers	Ongoing	In Progress
Action Step 2	Bi-Weekly Teachers will share Pacing check-in so to remain on pace with	Admin/Coach/ILT & Teachers	October 2023	In Progress
Action Step 3	Teacher to teacher observations will take place so that new teachers, diverse learner teachers and general education teachers can support one another with teaching and learning. planning and instruction.	Admin/Coach/ILT & Teachers	October 2023	Not Started
Action Step 4	Administrators and Lead Coaches will conduct non-evaluative classroom observations and feedback w/ follow-up conversations to assist with driving high quality instruction.	Admin and Coach	Ongoing	Not Started
Action Step 5				In Progress
Implementation Milestone 4	All teachers will use Formative and Summative Assements aligned to the curriculum and standards to drive instruction and support the needs of all learners			In Progress
Action Step 1	Examine the summative IAR Math/ELA and IReady data and develop grade-level action plans.	ILT, Teachers	09/15/23	In Progress
Action Step 2	Carry out quarterly interim assessment previews, which involve identifying aligned standards, assessing the level of rigor and text complexity, evaluating prerequisite skills, and verifying alignment with curricular resources.	ILT, Teachers	ongoing	In Progress
Action Step 3	Execute corrective instruction plans for students within 48 hours of assessment, utilizing whole group, small group, or individualized settings to deliver precise feedback and data-driven corrective instruction. This approach aims to address misconceptions promptly, with a reassessment opportunity available within one week of the original assessment. The focus will be on specific areas of need or high-leverage content, rather than requiring a complete reassessment	Teachers	10/15/23, On-going	In Progress
Action Step 4	Quarterly, conduct grade-band or content area-level data meetings for interim assessments. These meetings will involve an analysis of school-wide/team-wide performance on grade-level standards, including an examination of overall performance, gender-based differences, and outcomes for students with Individualized Education Programs (IEPs). The purpose is to identify trends, areas of improvement, root causes for challenges, and collaboratively develop action plans as a content or grade-band team for the upcoming quarter of instruction.	ILT, Administration, Teachers	09/22/23, Quarterly	In Progress
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

- SY25 Anticipated Milestones** By the end of school year 2025, ILT, using feedback and observation, will provide support implementing and adapting the curriculum to meet the needs of all learners. 
- SY26 Anticipated Milestones** All teachers will use Formative and Summative Assements aligned to the curriculum and standards to drive instruction and reach the needs of all learners throughout each quarter of the school year. 

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

Indicators of a Quality CIWP: Goal Setting




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

Resources: 

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal 	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 	Numerical Targets [Optional] 		
					SY24	SY25	SY26
By the end of the 2025-2026 school year, we aim to significantly improve student performance on the Illinois Assessment Readiness (IAR) in both English Language Arts (ELA) and Math. Specifically, our goal is to have 40% of students meet or exceed proficiency in ELA and 30% meet or exceed proficiency in Math	Yes	IAR (English)	Overall	ELA 20%			
			Overall	Math 5%			
By the end of the 2025-2026 school year, 70% of students will achieve on-track status, as measured by satisfactory grades (C or higher)	Yes	3 - 8 On Track	Overall				

[Jump to...](#)
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 Select the Priority Foundation to pull over your Reflections here =>

Curriculum & Instruction

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 the end of the 2025-2026 school year, we aim to significantly improve student performance on the Illinois Assessment Readiness (IAR) in both English Language Arts (ELA) and Math. Specifically, our goal is to have 40% of students meet or exceed proficiency in ELA and 30% meet or exceed proficiency in Math	IAR (English)	Overall	ELA 20%		Select Status	Select Status	Select Status	Select Status
		Overall	Math 5%		Select Status	Select Status	Select Status	Select Status
By the end of the 2025-2026 school year, 70% of students will achieve on-track status, as measured by satisfactory grades (C or higher), regular attendance (at least 90% attendance rate), and positive behavior records (no more than three disciplinary incidents) in our school.	3 - 8 On Track	Overall			Select Status	Select Status	Select Status	Select Status
		Overall			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:2 Students experience grade-level, standards-aligned instruction.	All teachers will engage in coaching/feedback, check-ins and curriculum professional development. Measured via the LSI rubric and classroom observations.	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	By the end of school year 2024, the ILT using feedback and observation, will provide support implementing the curriculum. Measured via coaching tracker.	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.	Create and execute instructional action plans using district assessments (Star 360/i-Ready). Measured via instructional action plans.	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
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?

We have an MTSS team which reflects a variety of staff roles. The team discuss referrals, analyze the data from Branching Minds along with attendance, grades and behavior. We do not currently have a dedicated MTSS interventionist at our school. The MTSS team collaborates with the BHT team - however, the BHT team only partially formed at the end of SY23. Research based interventions are used for academic, attendance, and behavioral concerns. Teachers are using Branching Minds to collect data - this is uneven across grade levels, with some teachers using Branching Minds more than others, especially as it is a new tool with more training and time provided to teachers. Tutors at this time are not using Branching Minds, this is a concern as these interventions are not being captured.

What is the feedback from your stakeholders?

Once a student has their IEP in place, the IEP is implemented with fidelity. The timeliness of a student going through the MTSS process is an area of concern from teachers, the MTSS team, and some families. Scheduling of student initial evaluations is a problem area due to psychologist availability.

What student-centered problems have surfaced during this reflection?

Students who might qualify for resource services are not being evaluated because all resources are focused on the most severe cases. The general education students are not in their least restrictive environment because of the lack of resources for Tier 3 students who have not yet been evaluated.

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?

Implementing Branching Minds and teacher training on this tool is in progress. It is too soon to tell if this is impacting the MTSS - IEP process. The BHT team has been restructured this school year to include more stakeholders (e.g. teachers, SECAs, community partners). It is too soon to see an impact. The ILT is also creating a schedule for shared planning time for the DL and Gen Ed teachers.

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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 who might qualify for resource services are not being evaluated because all resources are focused on the most severe cases. The general education students are not in their least restrictive environment because of the lack of resources for Tier 3 students who have not yet been evaluated. 🙌

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...

Teachers are still adapting to using Branching Minds to collect data and progress monitor for the MTSS process. Tutor interventions are not always documented. The availability of the psychologist leads to challenges in moving through to an initial IEP in a timely manner. 🙌

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....

Resources: 

Inclusive & Supportive Learning Environment

Develop a robust Multi-Tiered System of Supports (MTSS) initiative that caters to the holistic needs and preferences of both the general student population and our specific target demographics. Establish an array of resources, frameworks, and opportunities meticulously crafted to effectively address the academic, behavioral, and social emotional requirements of students across diverse educational environments within the school community.

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....

1. Purposeful grouping of students within each instructional tier, tailoring support to their unique academic as well as social emotional needs.
2. Enhanced learning experiences and outcomes as we optimize the selection of educational materials, ensuring they align with the needs and preferences of our students.

which leads to...

Improved academic performance and growth as measured through academic tier movement.

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Implementation Plan

Resources:

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

MTSS & BHT

Dates for Progress Monitoring Check Ins

Q1 <input style="width: 50px;" type="text"/>	Q3 <input style="width: 50px;" type="text"/>
Q2 <input style="width: 50px;" type="text"/>	Q4 <input style="width: 50px;" type="text"/>

SY24 Implementation Milestones & Action Steps
Who
By When
Progress Monitoring

Inclusive & Supportive Learning Environment

Implementation Milestone 1	On-going professional development will be created and delivered for staff members in order to expand knowledge and expertise in differentiating instruction, delivering tiered interventions, documentation, and progress monitoring.	MTSS Team, Administration, BHT	June 2024, On-going	In Progress
Action Step 1	Create and provide (at least quarterly) professional development to teachers on how to use and implement Branching Minds	MTSS Team	09/22/23, Quarterly	In Progress
Action Step 2	Provide structured time between GenEd teacher and DL teachers on content planning, lesson execution and differentiation strategies	Administration, Teachers	On-Going	Not Started
Action Step 3	Quarterly professional development sessions for Special Education Classroom Assistants (SECAs) focused on enhancing their abilities in facilitating teaching and learning, as well as implementing strategies to improve student access to content.	MTSS Team	10/2023 ongoing	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	MTSS functions as a school-based problem-solving team that strategically utilizes the problem-solving process to make data-informed, culturally responsive decisions for all students as evident in tier movement.	Teachers, Counselors, Clinicians Case Manager, D.L Teacher	On Going	In Progress
Action Step 1	The MTSS Team will include a variety of stakeholders. This will ensure that all voices are heard and that the team is able to make decisions that are in the best interest of all students. The team will consist of the Case Manager, School Counselors, General Education Teachers, D.L Teacher, and Clinicians. The team will meet bi-weekly to discuss at-risk (Tier 2 and Tier 3) students.	MTSS Team	9/11/2023 on-going	In Progress
Action Step 2	Identify metric and/or develop protocols for monitoring progress of students in reading, math, and SEL interventions for each grade band and at each Tier	MTSS Team	10/2023	Not Started
Action Step 3	MTSS Team and Admin will monitor that protocols and metrics are being used by classroom teachers to move students through tiers.	MTSS Team	9/1/2023, annually	In Progress
Action Step 4	Use data at each MTSS Tier to analyze student progress within the intervention cycle and toward year-end goals and create action plans to support target groups of and individual students: Tier 1: curricular assessments (SEL Curriculum) ANet assessments, and interim assessments Tier 2: progress monitoring using Star 360, i_Ready ,and student behavioral and discipline data Tier 3: Amplify, and student behavioral and discipline data	MTSS Team	10/1/2023, ongoing	In Progress
Action Step 5				Select Status


Inclusive & Supportive Learning Environment

Implementation Milestone 3	The Behavioral Health Team will support early identification of students with behavioral health needs to match and connect students with the right interventions using data-informed decision making; and monitor student progress over time and adjust interventions as needed, as evidenced by the use of a standardized referral process, BHT tracker, and Branching Minds documentation.	Behavioral Health Team	June 2025	In Progress
Action Step 1	The behavioral health team will re-establish to include a variety of stakeholders, including counselors, teachers from each grade cluster, support staff, administration, community partners, clinicians, and Case Manager.	BHT	9/30/2023	In Progress
Action Step 2	The behavioral health team will create a standard referral process and train staff on this process.	BHT and Teachers	10/1/23	In Progress
Action Step 3	The behavioral health team will train teachers on the implementation of a universal screener such as the SECA/DECA, and teachers will deliver this screener annually.	BHT and Teachers	11/1/23 and annually	Not Started
Action Step 4	The behavioral health team will meet bi-weekly to review student data, match appropriate interventions, and adjust interventions as needed. The behavioral health team will work in collaboration with the MTSS team to refer students who need to be evaluated for an IEP based on data from progress monitoring with interventions.	BHT, MTSS Teams	12/1/23, on-going	Not Started
Action Step 5	The BHT will create and deliver training/events for staff and families at minimum bi-annually based on needs (e.g. training for staff on tier 2 interventions that are delivered within the classroom, family resources fair)	BHT, Teachers	01/01/24 and on-oing	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

SY25-SY26 Implementation Milestones


SY25 Anticipated Milestones

By the end of the 2024-2025 school year, we will have successfully implemented the initial phase of the MTSS initiative. This includes the development and rollout of tiered support structures for academic and social-emotional needs, with at least 80% of teachers actively utilizing these supports. We will also begin to observe the purposeful grouping of students within each instructional tier, and data on academic tier movement will be collected. 📌

SY26 Anticipated Milestones By the end of SY 26, MTSS, BHT, and teachers will be implementing and executing During the 2025-2026 school year, we will continue to refine and expand the MTSS initiative. At this stage, we aim to have 90% of teachers actively engaged in using the tiered support structures, indicating successful integration into our school's culture. Enhanced learning experiences will be measured through improved student performance on standardized assessments and increased student engagement, and the culture of data-driven decision-making will be further solidified. Academic tier movement data will show a significant increase in students progressing to higher tiers 

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




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

Resources: 

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal 	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 	Numerical Targets [Optional] 		
					SY24	SY25	SY26
By the end of SY26, Students will show an increase in movement between tiers in Math, with 65% of our students in Tiers 2 and 3 moving down a tier (2>>>1 or 3>>>2 or 3>>>1).	Yes <input type="checkbox"/>	MTSS Academic Tier Movement	Overall <input type="text"/>	36.80%	45%	55%	65%
			Overall <input type="text"/>	36.80%			
By the end of SY26, Students will show an increase in movement between tiers in Reading, with 65% of our students in Tiers 2 and 3 moving down a tier (2>>>1 or 3>>>2 or 3>>>1).	Yes <input type="checkbox"/>	MTSS Academic Tier Movement	Overall <input type="text"/>	34.50%	45%	55%	65%
			Overall <input type="text"/>	34.50%			

Practice Goals

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

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

	SY24	SY25	SY26
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	The MTSS team will establish and adhere to group norms that include clear roles and responsibilities for team members (e.g. Team Lead, Lead for each grade band, Interventionist). Progress will be measured by agendas with clear group norms, objectives and action steps for each role.	MTSS Team and Lead will leverage the strengths of a variety of members and include the sharing of leadership opportunities to promote equitable decision making. This will be measured the equity of voice on each agenda item (e.g. a variety of team members are listed as person responsible for different agenda item discussions).	MTSS Team will function as a school-based problem-solving team that seeks opportunities to promote engagement, build capacing and provide opportunities for reflection that go beyond compliance. This will be measured by clear inclusion of voices outside the core MTSS team - for example, through the use of feedback forms from stakeholders (e.g. Google Form survey for staff and parents), as well as open meetings with which any school staff are invited to attend.
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.	The MTSS team will complete the Roots Survey in Q1. The team will use the results of this survey to guide goals and planning, and to provide additional training for teachers, tutors, and other staff members on the Branching Minds platform. Teachers, tutors, and other staff members providing interventions will document tiered interventions along with progress monitoring data 70% of the time. The MTSS team will review progress monitoring data by the end of 6 weeks for 80% of students receiving tier 2 or 3 services. This can be measured through the Branching Minds Roots Survey Results.	Teachers, tutors, and other staff members providing interventions will document tiered interventions along with progress monitoring data 80% of the time. The MTSS team will review progress monitoring data by the end of 6 weeks for 90% of students receiving tier 2 or 3 services. This can be measured through the Branching Minds Roots Survey Results. The MTSS team will support this process by regularly monitoring Branching Minds usage and working with administration to provide time for teachers and other interventionists to input interventions and progress monitoring data.	Teachers, tutors, and other staff members providing interventions will document tiered interventions along with progress monitoring data 90% of the time. The MTSS team will review progress monitoring data by the end of 6 weeks for 95% of students receiving tier 2 or 3 services. This can be measured through the Branching Minds Roots Survey Results. The MTSS team will support this process by regularly monitoring Branching Minds usage and working with administration to provide time for teachers and other interventionists to input interventions and progress monitoring data.
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	Teachers will use the IEP checklist to make sure that students are receiving high quality IEPs that include smart goals that are set using present level of performance and are aligned to grade level standards.	Diverse Learner teachers and General Education teachers will collaborate with each other about lesson plans and curriculum being taught in class at least once a week on a consistent basis.	Teachers will monitor data and progress monitor to make sure that the student is receiving high quality instruction as well as making sure the students is making progress toward their IEP goals.

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 the end of SY26, Students will show an increase in movement between tiers in Math, with 65% of our students in Tiers 2 and 3 moving down a tier (2>>>1 or 3>>>2 or 3>>>1).	MTSS Academic Tier Movement	Overall	36.80%	45%	Select Status	Select Status	Select Status	Select Status
		Overall	36.80%		Select Status	Select Status	Select Status	Select Status
By the end of SY26, Students will show an increase in movement between tiers in Reading, with 65% of our students in Tiers 2 and 3 moving down a tier (2>>>1 or 3>>>2 or 3>>>1).	MTSS Academic Tier Movement	Overall	34.50%	45%	Select Status	Select Status	Select Status	Select Status
		Overall	34.50%		Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	The MTSS team will establish and adhere to group norms that include clear roles and responsibilities for team members (e.g. Team Lead, Lead for each grade band, Interventionist). Progress will be measured by agendas with clear group norms, objectives and action steps for each role.	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.	The MTSS team will complete the Roots Survey in Q1. The team will use the results of this survey to guide goals and planning, and to provide additional training for teachers, tutors, and other staff members on the Branching Minds platform. Teachers, tutors, and other staff members providing interventions will document tiered interventions along with progress monitoring data 70% of the time. The MTSS team will review progress monitoring data by the end of 6 weeks for 80% of students receiving tier 2 or 3 services. This can be measured through the Branching Minds Roots Survey Results.	Select Status	Select Status	Select Status	Select Status
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	Teachers will use the IEP checklist to make sure that students are receiving high quality IEPs that include smart goals that are set using present level of performance and are aligned to grade level standards.	Select Status	Select Status	Select Status	Select Status

If Checked:

Complete
IL-Empower
Section below

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

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

If Checked:

No action needed

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





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

Parent and Family Plan

If Checked:
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)

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.



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