

CIWP Team & Schedules

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Indicators of Quality CIWP: CIWP Team

The CIWP team includes staff reflecting the diversity of student demographics and school programs.
 The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.
 The CIWP team includes leaders who are responsible for implementing Foundations, those with institutional memory and those most impacted.
 The CIWP team includes parents, community members, and LSC members.
 All CIWP team members are meaningfully involved in the planning process for CIWP components and include other stakeholders, as appropriate for their role, with involvement along the [CPS Spectrum of Inclusive Partnerships](#) (from the CPS Equity Framework).

[CIWP Team Guidance](#)

Name	👍	Role	👍	Email	👍
		Select Role			
Liliana Diaz		Teacher Leader		ldiaz42@cps.edu	
Jen Cardona Barton		Teacher Leader		jecardonabarton@cps.edu	
Jenny Ford		Teacher Leader		jmford@cps.edu	
Ricardo Ruiz Mesa		Teacher Leader		rruizmesa@cps.edu	
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Jamie Militello		Principal		jrmilitello@cps.edu	
Maria Pena		LSC Member		pena0730@gmail.com	
		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)	6/20/23	6/27/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/20/23	6/27/23
Reflection: Connectedness & Wellbeing	7/17/23	7/17/23
Reflection: Postsecondary Success	7/17/23	7/17/23
Reflection: Partnerships & Engagement	7/17/23	7/17/23
Priorities	7/17/23	7/17/23
Root Cause	7/18/23	7/31/23
Theory of Acton	8/3/23	8/9/23
Implementation Plans	8/9/29	8/9/29
Goals	8/11/23	8/11/23
Fund Compliance	8/11/23	8/11/23
Parent & Family Plan	8/18/23	8/18/23
Approval	8/31/23	9/13/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates 📅

Quarter 1	10/18/2023
Quarter 2	12/20/2023
Quarter 3	3/20/2024
Quarter 4	5/29/2024

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	CPS High Quality Curriculum Rubrics	<p>ELA- 24% of stuents met/exceeded on IAR ELA Math- 8% of students met/exceeded on IAR Math The majority of students are below attainment levels in 3-8th grades. [IAR] In Reading From '19-'23 ELs meeting or exceeding standards (green) went from 13% to 8%, same time frame the approaching standards stayed the same (20%) and the number of students not meeting increased from 37% to 48% [IAR] In Math From '19-'23 ELs students meeting or exceeding standards (green) went from 11% to 3%, same time frame the students at approaching or above went from 41% to 17%, and the number of students that did not meet west from 28% to 54% during that time. [IAR] DLs In reading From '19- to '23 Approaching to meeting went from 13% to 14% and did not meet went from 57% to 68% [IAR] DLs In Math From '19- to '23 Approaching to meeting went from 31% to 12% and did not meet went from 43% to 64% [-Ready] Kinder: 12% not at attainment 1st grade: 37% not at attainment 2nd grade: 64% not at attainment DLs are more significantly below grade level attainment. ELs and DLs grew at a lesser rate than non-ELs & DLs in ELA and Math. There is a higher rate of growth in ELA than math. Students have yet to reach pre-pandemic levels of achievement in math and reading school-wide. Students have a high rate of staying in quartile, ie students below grade level, maintained the below grade level status, and students at or above, maintained the at or above status. Teachers are increasingly using standards-aligned objectives and are moving toward aligning task and assessment to the objectives. It's necessary to standardize collaboration and planning time to increase rigor and meet student needs. Further assessment alignment is needed between programs to progress monitor and collaborate.</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>
Partially	<p>Rigor Walk Rubric</p> <p>Teacher Team Learning Cycle Protocols</p> <p>Quality Indicators Of Specially Designed Instruction</p>	<p>What is the feedback from your stakeholders?</p> <p>Teachers report inadequate collaboration and planning time. Develop protocols around collaboration as it relates to IEPs, differentiation, assessment, rigor, tiered instruction, etc. Increased feedback from parents and teachers is needed in SY24. 25/25 teachers surveyed believe Curriculum & Instruciton should be a priority.</p>	
Partially	<p>Powerful Practices Rubric</p> <p>Learning Conditions</p>		
Partially	<p>Continuum of ILT Effectiveness</p> <p>Distributed Leadership</p>		
Partially	<p>Customized Balanced Assessment Plan</p> <p>ES Assessment Plan Development Guide</p> <p>HS Assessment Plan Development</p>		
Partially	<p>Assessment for Learning Reference Document</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>Summer collaboration and curriculum mapping time for teachers Increased training on schoolwide curriculum in preparation for SY'24 MOY curriculum mapping and workshops helped to improve focus towards meeting all grade-level standards New curriculum (ARC, Skyline, Twig) addresses needs with student groups Small group instruction leveraged growth</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>Students need access to differentiated, rigorous, grade-level instruction. Students need to be centered in class activity to increase engagement. Assessments need to be more intentional and consider language of instruction. Not all active ELs are assessed in home langauge. Students need to be exposed to the breadth of the curriculum (tighter pacing) Elevate the richest part of curriculum and leverage formative assessments</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>MTSS Integrity Memo</p> <p>MTSS Continuum</p> <p>Roots Survey</p>	<p>-Considerably less than the majority of teachers utilizing Language Objectives on a regular basis. -Wilson Foundations was the most used intervention from Branching Minds and had highest fidelity delivery rate. Support delivery fidelity was highest for Tier 3 students at 80% (T2-72%, T1-54%) Less than the majority of students are receiving interventions according to BM Highest numbers of students in T1 are K (75%) and 1st (81%) and in grades 2-7th avg 50% in T1, approx 25% T2, approx 25% T3 with higher grade levels showing higher percentages of T3 students [Tier Movement Report] BOY-EOY (school wide) 5% of students went up a tier (decreased growth), 63% maintained tier, 32% went down a tier (academic growth) [Tier Movement Report] BOY→EOY (school wide) 15% of students went up in a tier (decreased academic growth), 71%</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p>MTSS Continuum</p> <p>Roots Survey</p>

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	students went up in a tier (decreased academic growth), 71% maintained tier, 14% went down a tier (academic growth) Less interventions were logged in BM for Math. [IAR] In reading From '19-'23 ELs students meeting or exceeding standards (green) went from 13% to 8%, same time frame the approaching standards stayed the same (20%) and the number of students not meeting increased from 37% to 48% [IAR] In math From '19-'23 ELs students who were meeting or exceeding standards (green) went from 11% to 3%, same time frame the students at approaching or above went from 41% to 17%, and the number of students that did not meet went from 28% to 54% during that time. [IAR] DLs In reading From '19- to '23 Approaching to meeting went from 13% to 14% and did not meet went from 57% to 68% [IAR] DLs In math From '19- to '23 Approaching to meeting went from 31% to 12% and did not meet went from 43% to 64%	ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS) Quality Indicators of Specially Designed Curriculum EL Program Review Tool
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.	LRE Dashboard Page	What is the feedback from your stakeholders? Based on teacher exit interview, and use of the Start, Stop, Continue protocol: - teachers need more support with co-teaching models and developing modifications for DLs. - teachers need more protected time to collaborate between gen ed and sped teachers to align curriculum during prep time.	
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	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? -Branching Minds training for teachers. Expectations set around the use of BM and entering data. -Protocol to identify and monitor students that may potentially benefit from Special Education services. -Ongoing improvement in the use of MTSS team protocols. -Middle school and primary grade intervention. -All Diverse Learners teachers received Wilson training over the summer. -Teachers in the Dual Language program received PD around planning and differentiating the reading curriculum. -PD plan will include how to design a scope and sequence in order to differentiate the curriculum for our students. Ongoing support to teachers in Tier 1 instruction.	
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.			

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

Not all student have access to Tier II & III interventions for math and reading.
Not all interventions are evidence based.
There is insufficient collaboration between grade level teachers and DL teachers.
Students need access to Tier I instruction, and rigorous grade level instruction.
Students need to be centered in class activity to increase student engagement.
Students need to be assessed in Spanish and English.
Students need to be exposed to more of the curriculum - tighter and stronger pacing.

[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	The school would benefit from structured meetings for staff on behavioral health. The staff would benefit from professional development on behavioral health with interventions that address Tier 2 instruction. The school has structures in place for Tier 1 instruction/support and Tier 3 referral and progress monitoring. The school has partnerships to provide behavioral health services and on-site supports. Restorative Practices were adopted about 5 years ago - support staff and teachers need professional learning.	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data)
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? 5 Essentials data: Supportive environment - Neutral 49 Involved families - Strong 66 Collaborative teachers - growth area - low neutral 47 Effective leaders - growth area - low neutral 47	Enrichment Program Participation: Enrollment & Attendance

No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		Student Voice Infrastructure Reduction in number of students with dropout codes at EOY
<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>Students have limited entry points to include their voice on curriculum, budget, school-wide decisions, etc. Students have trusted adults, but need support with peer-conflict, bullying, (anti-black, anti-lgbtqia+, etc.) There is no plan for chronic attendance issues. Bussing/transportation is an issue for DL students that would like to participate in OST. There is no universal screener for BHT needs. There is no formalized program for students that have trauma triggered throughout the day - or come in with a high level of emotional need.</p>	<p>SY24: Starting a Culture and Climate Team.</p>	

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>College and Career Competency Curriculum (C4)</p> <p>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).</p>	<p>Currently, there are no formal ILPs for 6th-8th graders. Students receive exposure through Naviance curriculum provided by the school counselor. Students receive exposure through Career Week and Hour of Code week activities and guest speakers. School counselor and 8th grade teachers support 8th graders and their families in their high school application process beginning at the end of 7th grade, continuing into the beginning of 8th grade. Elective programs in 6th-8th grade exposed students to STEAM-related careers</p>	<p>Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECCC</p> <p>3 - 8 On Track</p> <p>Learn, Plan, Succeed</p> <p>% of KPIs Completed (12th Grade)</p> <p>College Enrollment and Persistence Rate</p>
No	<p>Individualized Learning Plans</p> <p>Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).</p>		<p>9th and 10th Grade On Track</p>
Partially	<p>Work Based Learning Toolkit</p> <p>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>	<p>What is the feedback from your stakeholders?</p> <p>Using the Dual Language Parent Survey and the Start Stop Continue staff survey, stakeholders have access to 21st century skills. Students feel teachers are strong base on 5E - 67, ELA and Math 60. Growth areas - academic press and quality of discussion weak.</p>	<p>Cultivate (Relevance to the Future)</p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
N/A	<p>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).</p>		
N/A	<p>ECCE Certification List</p> <p>Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).</p>		
N/A	<p>PLT Assessment Rubric</p> <p>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).</p>		
N/A	<p>Alumni Support Initiative One Pager</p> <p>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>	<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>Educate all staff (PreK - 8) about programs offered and facilitating collaboration between younger and older grades.</p> <p>Look into partnerships (Junior Achievement, etc.)</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>Students in younger grades receive limited access to postsecondary programming. Curricula is not implemented consistently along a continuum beginning in younger grades and continuing through 8th grade. (pacing, access)</p>		

[Return to Top](#) **Partnership & Engagement**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
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Partially	<p>The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.</p>	<p>Spectrum of Inclusive Partnerships</p>	<p>Cultivate</p>
Yes	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>	<p>Reimagining With Community Toolkit</p>	<p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p> <p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
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>Formal and informal family and community feedback received locally. (School Level Data)</p>

While Chase has many partnerships, not all staff is aware and/or involved with partnerships (during and after-school) - due to lack of cohesion with priorities. All partnerships are not utilized to their full potential. This school year, more informal workshops and celebrations were provided to families by staff, which was well-received by those who participated. Two-way communication occurs through SnapConnect, although higher usage in primary grades with staff and families. Invitations to celebrations and workshops provided in various ways used to increase attendance: SnapConnect, newsletters, end of day announcements, and Robo-calls. Low views on newsletters sent out by admin on regular basis. Currently, there is no student voice infrastructure to strengthen youth-adult partnerships .

What is the feedback from your stakeholders?

We need to get more information here - we have 5E, but we need more. Good opportunity to talk to parents and more diverse group of teachers. During end of the year LSC meeting, parents were expressing need for more transparent communication about important school news, decisions, and transitions. Parents also expressed wanting more access to varied opportunities for engagement through the year and more collaboration between parent/community committees (i.e. BAC, PAC)

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 and families don't have equal access to partnerships (age group, transition of programming, family priorities, etc.). Students in older grades have less consistent communication/collaboration between teachers and their families. There is currently no student voice infrastructure to strengthen youth-adult partnerships and collaboration.

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?

Students voted for student LSC representative for SY24. Consideration of school-wide student council.

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.
Partially	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.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

ELA- 24% of stuents met/exceeded on IAR ELA
 Math- 8% of students met/exceeded on IAR Math
 The majority of students are below attainment levels in 3-8th grades.
 [IAR] In Reading From '19-'23 ELs meeting or exceeding standards (green) went from 13% to 8%, same time frame the approaching standards stayed the same (20%) and the number of students not meeting increased from 37% to 48%
 [IAR] In Math From '19-'23 ELs students meeting or exceeding standards (green) went from 11% to 3%, some time frame the students at approaching or above went from 41% to 17%, and the number of students that did not meet went from 28% to 54% during that time.
 [IAR] DLs In reading From '19- to '23 Approaching to meeting went from 13% to 14% and did not meet went from 57% to 68%
 [IAR] DLs In Math From '19- to '23 Approaching to meeting went from 31% to 12% and did not meet went from 43% to 64%
 [i-Ready] Kinder: 12% not at attainment
 1st grade: 37% not at attainment
 2nd grade: 64% not at attainment
 DLs are more significantly below grade level attainment.
 ELs and DLs grew at a lesser rate than non-ELs & DLs in ELA and Math.
 There is a higher rate of growth in ELA than math.
 Students have yet to reach pre-pandemic levels of achievement in math and reading school-wide.
 Students have a high rate of staying in quartile, ie students below grade level, maintained the below grade level status, and students at or above, maintained the at or above status.
 Teachers are increasingly using standards-aligned objectives and are moving toward aligning task and assessment to the objectives.
 It's necessary to standardize collaboration and planning time to increase rigor and meet student needs.
 Further assessment alignment is needed between programs to progress monitor and collaborate.

What is the feedback from your stakeholders?

Teachers report inadequate collaboration and planning time.
 Develop protocols around collaboration as it relates to IEPs, differentiation, assessment, rigor, tiered instruction, etc.
 Increased feedback from parents and teachers is needed in SY24.
 25/25 teachers surveyed believe Curriculum & Instruction should be a priority.

What student-centered problems have surfaced during this reflection?

Students need access to differentiated, rigorous, grade-level instruction.
 Students need to be centered in class activity to increase engagement.
 Assessments need to be more intentional and consider language of instruction.
 Not all active ELs are assessed in home language.
 Students need to be exposed to the breadth of the curriculum (tighter pacing)
 Elevate the richest part of curriculum and leverage formative assessments

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?

Summer collaboration and curriculum mapping time for teachers
 Increased training on schoolwide curriculum in preparation for SY24
 MOY curriculum mapping and workshops helped to improve focus towards meeting all grade-level standards
 New curriculum (ARC, Skyline, Twig) addresses needs with student groups
 Small group instruction leveraged growth

Return to Top Determine Priorities

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

Students...
 Students are not making enough growth to bridge attainment levels in core subjects, based on school-wide assessment data

Resources:

[Determine Priorities Protocol](#)

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

Return to Top Root Cause

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

As adults in the building, we...
 -had insufficient planning of new curriculum, poorly executed pacing, and limited accountability structures in place.
 -had new curriculum, new programs, and new staff without protocol to transition and integrate.
 -Lack of curriculum mapping, training in core curriculum resulted in pacing issues and rigorous tier 1 instruction.
 -Lack of clarity and consistency in implementing curriculum-based assessments, progress monitoring, and using assessments to inform instruction.
 -Collaboration between teachers during the school day does not necessarily lend itself to efficient vertical and horizontal planning.
 -Lacked clarity on which language to assess students' reading for ELs and Dual Language students.
 -Require more check-ins and collaboration for scope and sequencing of curriculum.

Resources:

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

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

Return to Top Theory of Action

What is your Theory of Action?

If we.... **Resources:**

If we engage in reflective practices on curriculum mapping, pacing, authentic standards-based assessment and evidence of student learning

then we see...

then we see teachers assigning appropriately engaging, rigorous student tasks, and pacing that allows students to have the full access to standards and curriculum

which leads to...

Increased growth and attainment levels, collective responsibility, and engaged students.

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.

[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								
Admin/ILT	<table border="0"> <tr> <td>Q1</td> <td>10/18/2023</td> <td>Q3</td> <td>3/20/2024</td> </tr> <tr> <td>Q2</td> <td>12/20/2023</td> <td>Q4</td> <td>5/29/2024</td> </tr> </table>	Q1	10/18/2023	Q3	3/20/2024	Q2	12/20/2023	Q4	5/29/2024
Q1	10/18/2023	Q3	3/20/2024						
Q2	12/20/2023	Q4	5/29/2024						

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	100% of teachers effectively implement curriculum mapping based on grade level standards	Instructional Coaches/ILT	June 6, 2024	Select Status
Action Step 1	Teachers will create yearlong curriculum maps for each content area, with consideration of standards.	ILT members, respectively for grade/contents	Week 0	Select Status
Action Step 2	ILT members review and provide feedback on teachers' curriculum maps and pacing.	ILT members, respectively for grade/contents	Every 5-6 weeks	Select Status
Action Step 3	ILT members conduct feedback sessions to observe, collect data, provide feedback during GLTs on implementation of core curriculum	Coaches, ILT members, respectively for grade/contents	Bi-weekly or as needed/requested	Select Status
Action Step 4	Teachers able to support with Tier II interventions identified, assigned supports for curriculum implementation.	Coaches, ILT members, respectively for grade/contents	End of Quarter 1	Select Status
Action Step 5	Teachers supporting Tier III interventions identified, assigned supports for curriculum implementation	Coaches, ILT members, respectively for grade/contents	End of Quarter 2	Select Status
Implementation Milestone 2	Curriculum maps will include authentic standards-based assessment to drive language and content instruction.	ILT/Admin/Instructional Coaches	BOY	Select Status
Action Step 1	Teachers align assessment to standards with consideration of students' language proficiency	Teachers	Ongoing August-June	Select Status
Action Step 2	ILT will request teachers present data to analyze trends and adjust professional practice as necessary	Teachers/ILT members	Ongoing August-June	Select Status
Action Step 3	Teachers will use the data collected from assessments (plugged into assessment tracker) to plan instruction	Teachers/ILT members	Ongoing August-June	Select Status
Action Step 4	Data is reviewed with students and families and self-management systems are in place for all stakeholders.	Teachers/ILT members	Ongoing August-June	Select Status
Action Step 5	Tier 2 and 3 teachers are identified and assigned supports for standards-based assessment.	Teachers/ILT members	End of Q1 and Q2	Select Status
Implementation Milestone 3	Teachers will consistently and with fidelity, monitor student progress based on tier need.	Teachers/Admin/ILT	Weekly from September-end of May	Select Status
Action Step 1	ILT will develop an implementation guide for progress monitoring.	ILT	September	Select Status
Action Step 2	All teachers sign up for and attend ongoing training for Branching Minds/progress monitoring.	Teachers/ILT/MTSS Lead	Ongoing August-June	Select Status
Action Step 3	Teachers will review data from curriculum-based assessments to determine interventions in the classroom.	Teachers	Ongoing August-June	Select Status
Action Step 4	With the support of the ILT, teachers will implement interventions to address the needs of different tiers in the classroom.	Teachers/ILT	Ongoing August-June	Select Status
Action Step 5	Teachers will participate in two sessions a quarter to review efficacy of interventions.	Teachers/ILT/MTSS	Ongoing August-June	Select Status
Implementation Milestone 4	Teachers will engage in professional development on Tier 1 curriculum throughout the year	Teachers		Select Status
Action Step 1	Teachers will attend ELA/SLA Skyline, ARC, Foundations, and IEW professional learning, both provided by the district and outside curriculum developers to enhance teacher content knowledge and implementation of Tier 1 curriculum	Teachers		Select Status
Action Step 2	Teachers will attend Math Engage NY and Launch, Explore, Discuss professional learning from Network ISLs and curriculum developers to deepen teacher content knowledge and rigor of Tier 1 instruction	Teachers, ISL		Select Status
Action Step 3	Teachers will attend in-house TWIG PLCs to improve science instruction and integrate best practices in NGSS	Teachers, STEAM Coordinator		Select Status
Action Step 4	Teachers will attend in-house STEAM professional learning to increase STEAM integration and learn how to increase knowledge of STEAM technologies and 21st century skills	Teachers, STEAM Coordinator		Select Status
Action Step 5	Teachers will attend in-house professional development on restorative practices to strengthen and support social emotional skills	Teachers		Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	100% of teachers will implement a curriculum map based on grade level standards. -80% of teachers will show evidence of authentic standards based assessments - Instructional coaches will have established procedures to collaborate effectively with teachers. - OPERATIONAL components of high quality, well-documented student support and support plans: 100% of teachers will consistently and with fidelity to monitor student progress to determine students groupings by using formative assessment data
SY26 Anticipated Milestones	-100% of teachers will implement a curriculum map based on grade level standards in all content areas -100% of teachers will show evidence of authentic standards based assessments - OPERATIONAL components of high quality, well-documented student support and support plans: 100% of teachers will consistently and with fidelity to monitor student progress to determine students groupings by using formative assessment data in all core content areas

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
Students will meet proficiency level in IAR reading	Yes	IAR (English)	Overall	24	34	45	55
			Students with an IEP	2	4	6	8
Students will meet proficiency level in IAR math	Yes	IAR (Math)	Overall	8	18	25	40
			Students with an IEP	0	2	3	5

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:2 Students experience grade-level, standards-aligned instruction.	ILT will review curriculum maps to ensure grade level standards alignment. Using the Marzano's RigorWalk Rubric and through the lens of instructional practices, we will continue to work towards aligning the task with the learning target, with a focus on student engagement and self reflection. In the first semester of the year, we will focus on strengthening components 1-4 and 6, and in the second semester we will focus on 5, 5a, and 5b. Teachers will use cooperative learning and vocabulary strategies to increase student engagement.	ILT will continue the work of the Marzano model with a focus on 5c, 5d, and 5f of student engagement, collaboration, and team structures. Learning walks will take place to observe peers during instruction. After the learning walks have been conducted, teachers will use a rubric and reflection tool to capture big takeaways from their observations. In CoP meetings, teachers will reflect on best practices for student engagement and cooperative learning structures.	ILT will support teachers in the Marzano model 5e and 7, giving students the tools to monitor each other during classroom learning, and self monitoring their progress towards proficiency and mastery of skills. Learning walks will be used as a tool for teacher's reflective practices. ILT will provide or source professional development to achieve these goals.
C&I:4 The ILT leads instructional improvement through distributed leadership.	Instructional coaches will start the implementation of the distributed leadership model, with the guidance of our assigned Distributed and Supportive Leadership Specialist. ILT will seek feedback from staff on our efficacy through a continuous Google Form.	Instructional coaches will continue to strengthen the implementation of the distributed leadership model, and the goals of CIWP.	Distributed leadership model will be fully implemented
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.	ILT will establish systems for responsive instruction and evidence of student learning through student tasks. Teachers will begin to look at the IAR test and infuse Tier 1 curriculum with IAR test questions. ELPT will begin to assist teachers in assessing the language objectives, for returning teachers and teachers in track 3. ILT will develop a data folder for teachers to use and capture current assessment data, along with a goal sheet for each student. Teachers will conference with students about their goals, and use the data folder to communicate student data with families during quarter one conferences. Data tracking and goal setting will occur at the end of every quarter, and be communicated to families.	ILT will monitor systems for responsive instruction and evidence of student learning through student tasks. Teachers use IAR test questions with equivalent rigor in Tier 1 curriculum. ELPT will continue to monitor how teachers assess the language objectives. Quarterly, teachers will use data folders to continue setting student goals and goal setting conferences with both students and families. Develop a data folder for teachers to use and capture current assessment data, along with a goal sheet for each student. Teachers will conference with students about their goals, and use the data folder to communicate student data with families during quarter one conferences. Data tracking and goal setting will occur at the end of every quarter, and be communicated to families.	Systems will be in place for responsive instruction and evidence of student tasks. Evidence of IAR knowledge and alignment will be evidenced in Tier 1 curriculum. ELPT will guide teachers with embedding questions that target the language objective, evidence of language proficiency in domains

[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
Students will meet proficiency level in IAR reading	IAR (English)	Overall	24	34	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	2	4	Select Status	Select Status	Select Status	Select Status
Students will meet proficiency level in IAR math	IAR (Math)	Overall	8	18	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	0	2	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.	ILT will review curriculum maps to ensure grade level standards alignment. Using the Marzano's RigorWalk Rubric and through the lens of instructional practices, we will continue to work towards aligning the task with the learning target, with a focus on student engagement and self reflection. In the first semester of the year, we will focus on strengthening components 1-4 and 6, and in the second semester we will focus on 5, 5a, and 5b. Teachers will use cooperative learning and vocabulary strategies to increase student engagement.	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	Instructional coaches will start the implementation of the distributed leadership model, with the guidance of our assigned Distributed and Supportive Leadership Specialist. ILT will seek feedback from staff on our efficacy through a continuous Google Form.	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.	<p>ILT will establish systems for responsive instruction and evidence of student learning through student tasks.</p> <p>Teachers will begin to look at the IAR test and infuse Tier 1 curriculum with IAR test questions.</p> <p>ELPT will begin to assist teachers in assessing the language objectives, for returning teachers and teachers in track 3.</p> <p>ILT will develop a data folder for teachers to use and capture current assessment data, along with a goal sheet for each student. Teachers will conference with students about their goals, and use the data folder to communicate student data with families during quarter one conferences. Data tracking and goal setting will occur at the end of every quarter, and be communicated to families.</p>	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?

-Considerably less than the majority of teachers utilizing Language Objectives on a regular basis.
 -Wilson Foundations was the most used intervention from Branching Minds and had highest fidelity delivery rate.
 Support delivery fidelity was highest for Tier 3 students at 80% (T2-72%, T1-54%)
 Less than the majority of students are receiving interventions according to BM
 Highest numbers of students in T1 are K (75%) and 1st (81%) and in grades 2-7th avg 50% in T1, approx 25% T2, approx 25% T3 with higher grade levels showing higher percentages of T3 students
 [Tier Movement Report] BOY-EOY (school wide) 5% of students went up a tier (decreased growth), 63% maintained tier, 32% went down a tier (academic growth)
 [Tier Movement Report] BOY→EOY (school wide) 15% of students went up in a tier (decreased academic growth), 71% maintained tier, 14% went down a tier (academic growth)
 Less interventions were logged in BM for Math.
 [IAR] In reading From '19-'23 ELs students meeting or exceeding standards (green) went from 13% to 8%, same time frame the approaching standards stayed the same (20%) and the number of students not meeting increased from 37% to 48%
 [IAR] In math From '19-'23 ELs students who were meeting or exceeding standards (green) went from 11% to 3%, same time frame the students at approaching or above went from 41% to 17%, and the number of students that did not meet went from 28% to 54% during that time.
 [IAR] DLs In reading From '19- to '23 Approaching to meeting went from 13% to 14% and did not meet went from 57% to 68%
 [IAR] DLs In math From '19- to '23 Approaching to meeting went from 31% to 12% and did not meet went from 43% to 64%

What is the feedback from your stakeholders?

Based on teacher exit interview, and use of the Start, Stop, Continue protocol:
 - teachers need more support with co-teaching models and developing modifications for DLs.
 - teachers need more protected time to collaborate between gen ed and sped teachers to align curriculum during prep time.

What student-centered problems have surfaced during this reflection?

Not all student have access to Tier II & III interventions for math and reading. Not all interventions are evidence based.
 There is insufficient collaboration between grade level teachers and DL teachers. Students need access to Tier I instruction, and rigorous grade level instruction. Students need to be centered in class activity to increase student engagement. Students need to be assessed in Spanish and English.
 Students need to be exposed to more of the curriculum - tighter and stronger pacing.

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?

-Branching Minds training for teachers. Expectations set around the use of BM and entering data.
 -Protocol to identify and monitor students that may potentially benefit from Special Education services.
 -Ongoing improvement in the use of MTSS team protocols.
 -Middle school and primary grade intervention.
 -All Diverse Learners teachers received Wilson training over the summer.
 -Teachers in the Dual Language program received PD around planning and differentiating the reading curriculum.
 -PD plan will include how to design a scope and sequence in order to differentiate the curriculum for our students. Ongoing support to teachers in Tier 1 instruction.

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Determine Priorities

Resources:

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

Students...
 lacked sufficient planning and collaboration between interventionsists, DL teachers and Gen Ed teacher.
 had insufficient and inconsistent supports for Tier 2, Tier 3, ELLs and DLs
 insufficient language supports for ELL.

[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...
 lacked sufficient planning and collaboration between interventionsists, DL teachers and Gen Ed teacher.
 had insufficient and inconsistent supports for Tier 2, Tier 3, ELLs and DLs
 insufficient language supports for ELL.

[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...
 effectively implement Tier I curriculum, develop high quality Tier II and Tier III intervention plans, progress monitor supports and interpret data to tailor instruction
 then we see...

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.

Inclusive & Supportive Learning Environment

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



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

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

which leads to...

a greater number of students moving benchmarks on interventions and a decrease in attainment gap for English and Diverse Learners.



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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

Instructional Leadership Team & MTSS Team

Dates for Progress Monitoring Check Ins

Q1 10/18/2023

Q3 3/20/2024

Q2 12/20/2023

Q4 5/29/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Increase teacher, MTSS team, BHT team, ELPT, diverse learner teachers, and instructional coaches collaboration time and support systems	Teachers, MTSS, BHT, ELPT, LBS1, Coaches	Ongoing August to June	In Progress
Action Step 1	lead teachers through data literacy analysis protocols to identify trends of iReady, STAR, and ACCESS scores	ILT	Ongoing August to June	In Progress
Action Step 2	MTSS team will lead and support teachers in developing goals and plans based on student data for Tier 2 and Tier 3 students including daily Wilson lesson for all DLs, Amira, and Freckle	MTSS	Ongoing August to June	Select Status
Action Step 3	Teachers and ELPT will collaborate through coaching and conferencing to discuss language supports and strategies for ELs using	ELPT and Teachers	Ongoing August to June	Select Status
Action Step 4	Diverse learner teachers and general ed teachers will collaborate to develop lesson plans that ensure high quality co-teaching models and inclusive instructional practices using the quality indicators of Specifically Designed Instruction.	LBS1 & Gen Ed Teachers	Ongoing August to June	In Progress
Action Step 5	Instructional coaches will participate in the distributed leadership and coaching support professional development. Instructional coaches will coach, confer, and co-teach to scaffold, and align standards vertically and horizontally,	Instructional Coaches	Ongoing August to June	Select Status
Implementation Milestone 2	Full implementation and teacher training of Branching Minds with a goal of establishing a plan for reading, math, and SEL interventions for all Tier 2 and 3 students	MTSS	Ongoing August to June	In Progress
Action Step 1	CooPs will be dedicated to developing and revisiting plans for Tier 3 students	MTSS and ILT	Ongoing August to October	In Progress
Action Step 2	All teachers will receive updated training on Branching Minds platform from MTSS lead and interventionists	MTSS and ILT	September	Not Started
Action Step 3	Teachers and MTSS team will progress monitor in Branching Minds for math interventions, specifically for Tier 2 and 3 students	MTSS and Teachers	Ongoing August to June	Not Started
Action Step 4	Teachers and MTSS team will progress monitor in Branching Minds for reading interventions, specifically for Tier 2 and 3 students	MTSS and Teachers	Ongoing August to June	Select Status
Action Step 5	MTSS team will meet in 5 week cycles with teachers to ensure	MTSS and Teachers	Ongoing August to June	Select Status
Implementation Milestone 3	Teachers will consistently monitor student progress weekly in Tier 2 and Tier 3 as identified in Branching Minds.	Teachers/Admin/ILT	Weekly from September-end of May	Select Status
Action Step 1	ILT will develop an implementation guide for progress monitoring.	ILT	September	Select Status
Action Step 2	Teachers and MTSS providers will input data into Branching Minds weekly	Teachers/ILT/MTSS Lead	Ongoing August-June	Select Status
Action Step 3	Lead CoP on progress monitoring CBMs aligned to student skill deficits	Teachers	Ongoing August-June	Select Status
Action Step 4	Observe progress monitoring for CBMs and increase alignment between teacher planning for instruction and student skill deficits	Teachers/ILT	Ongoing August-June	Select Status
Action Step 5	Use CoPs to review Branching Minds data monthly	Teachers/ILT/MTSS	Monthly, Ongoing August-June	Select Status
Implementation Milestone 4	Increase teacher capacity to differentiate Tier I curriculum and implement Tier II interventions in small group.	Teachers/Admin/ILT	Weekly from September-end of May	Select Status
Action Step 1	Teachers will attend district led Freckle and Amira PD.	Teachers/ILT	September	Select Status
Action Step 2	Teachers will observe and reflect on the use of Wilson interventions in the classroom.	Teachers/ILT	September	Select Status
Action Step 3	Teachers will observe horizontal and vertical teams to improve data collection on evidence of student learning.	Teachers/ILT	Ongoing August-June	Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones 80% of teachers will engage in analyzing data trends of iReady, STAR, and ACCESS scores with the support of the ILT. -80% of tier 2 and tier 3 students will have goals and plans developed based on student data. -Instructional coaches will have established procedures to collaborate effectively with teachers.

OPERATIONAL components of high quality, well-documented student support and support plans: 100% of interventions are within the CPS curated list, 100% of interventions are documented and monitored within the Branching Minds Platform, 75% of student support plans and supports implemented with fidelity
 -DEVELOPED components of supplemental intervention: progress monitoring: MTSS team and 75% of teachers regularly progress monitor and implement actions in BMs, using multiple data points

SY26 Anticipated Milestones

-100% of teachers will implement a curriculum map based on grade level standards in all content areas
 -100% of teachers will show evidence of authentic standards based assessments
 - OPERATIONAL components of high quality, well-documented student support and support plans: 100% of teachers will consistently and with fidelity to monitor student progress to determine students groupings by using formative assessment data in all core content areas

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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)	Numerical Targets [Optional]			
				Baseline	SY24	SY25	SY26
Increase the percent of students receiving Tier 2/3 interventions who are meeting targets to 85%	Yes	Other	Overall	50	70	80	100
			English Learners	50	70	80	100
Increase the number of students that move down a tier to reach 20% of overall tier movement.	Yes	Other - Branching Minds	Overall	11	20	30	40
			English Learners	2	5	8	10

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	ILT, MTSS team and some teachers are interpreting data in Branching Minds, progress monitoring, and adjusting instruction based on interventions and multiple types of data.	ILT, MTSS team and most teachers are interpreting data in Branching Minds, progress monitoring, and adjusting instruction based on interventions and multiple types of data.	ILT, MTSS team and all teachers are interpreting data in Branching Minds, progress monitoring, and adjusting instruction based on interventions and multiple types of data.
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	General education and diverse learner classrooms will be aligned as evidenced by curriculum maps, lesson plans, and common assessments. They will collaborate on an ongoing basis initiating a system for learning how to implement co-teaching models to ensure that the DL students have access to tier 1 instruction.	Both teachers and LBSIs will work collaboratively in a co-teaching cycle, working through co-planning, co-teaching, co-assessing, and co-reflecting. We will strengthen this area of work through district created co-teaching materials, outside professional learning, and in CoP meetings. We will see evidence of this work via rigor walks, ETC	General education and diverse learner classrooms will continue to be aligned as evidenced by curriculum maps, lesson plans, and common assessments. They will use co-teaching models to ensure that the DL students have access to tier 1 instruction.

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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
Increase the percent of students receiving Tier 2/3 interventions who are meeting targets to 85%	Other	Overall	50	70	Select Status	Select Status	Select Status	Select Status
		English Learners	50	70	Select Status	Select Status	Select Status	Select Status
Increase the number of students that move down a tier to reach 20% of overall tier movement.	Other - Branching Minds	Overall	11	20	Select Status	Select Status	Select Status	Select Status

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>
Reflection	Root Cause	Implementation Plan	Other - Branching Minds		

Inclusive & Supportive Learning Environment

move down a tier to reach 20% of overall tier movement.	English Learners	2	5	Select Status	Select Status	Select Status	Select Status
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Identified Practices	Practice Goals	Progress Monitoring			
		Quarter 1	Quarter 2	Quarter 3	Quarter 4
	SY24				
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.	ILT, MTSS team and some teachers are interpreting data in Branching Minds, progress monitoring, and adjusting instruction based on interventions and multiple types of data.	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.	General education and diverse learner classrooms will be aligned as evidenced by curriculum maps, lesson plans, and common assessments. They will collaborate on an ongoing basis initiating a system for learning how to implement co-teaching models to ensure that the DL students have access to tier 1 instruction.	Select Status	Select Status	Select Status	Select Status
		Select Status	Select Status	Select Status	Select Status

If Checked:



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

Complete IL-Empower Section below

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:



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

No action needed

IL-Empower

IL-EMPOWER GRANT ASSURANCES

By checking the boxes below, you indicate that your school understands and complies with each of the grant assurances listed.



The purpose of the IL-Empower grant funds, authorized under Title I, Part A, Section 1003 School Improvement of the Elementary and Secondary Education Act, is to support local education agencies (LEAs), via the Statewide System of Technical Assistance and Support (IL-EMPOWER) to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities. The goal is to provide all children significant opportunity to receive a fair, equitable, and high-quality education by providing adequate resources to substantially raise the achievement of students in lowest and underperforming schools, as defined by the Illinois State Board of Education (ISBE).



The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status.



Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:

- a) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
- b) Contracting for professional services from State-Approved Learning Partners
- c) Conducting school-level needs assessments
- d) Analyzing data
- e) Identifying resource inequities
- f) Researching and implementing evidence-based interventions
- g) Purchasing standards-aligned curriculum and materials
- h) Purchasing and administering local assessments for progress monitoring



Supplement, not supplant is in effect. Schools and LEAs shall use IL-Empower grant funds only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.



Schools designated for comprehensive or targeted support can expect four years of continuation funding from the initial summative designation. Improvement status defines the up-to four-year term that runs concurrently with the IL-EMPOWER grant program. Status and funding begin with an initial summative designation of comprehensive or targeted and continue through the remaining part of the first year in the planning phase of the grant and are followed by three consecutive years of implementation. School Improvement funding is awarded concurrently with improvement status. Improvement status and grant funding continue concurrently for up to four years regardless of positive changes in annual summative designations because IL-EMPOWER is structured to support local efforts with scaffolded support of sufficient size and longevity to improve outcomes for students and exit improvement status within a four-year grant term.



School Improvement Reports (SIR) are due on a triannual basis.



Schools in comprehensive improvement status must work with a State-Approved Learning Partner to address areas identified in the respective school improvement plans. Schools in targeted improvement status may or may not elect to work with a State-Approved Learning Partner. Approved Learning Partners are contracted by ISBE and are authorized to provide direct professional learning services in evidence-based practices to LEAs and comprehensive and targeted schools. Only vendors selected for an executed contract with ISBE may provide services to IL-Empower districts and schools (both comprehensive and targeted) using Title I, Part A, Section 1003 School Improvement funds, and likewise only those subcontractors included in either the executed contract or subsequent written approval by ISBE may provide services to IL-EMPOWER districts and schools.



As a grant recipient, you may be required to participate in program evaluation activities, site monitoring visits, and audit protocols.



As part of annual grant application and amendment processes, you may be asked to submit additional information regarding budget requests and alignment of budget allocations to CIWP.

IL-EMPOWER SMART GOALS

Of the goals developed earlier in this CIWP, please choose at least 2, and up to 3, that will be your focus areas for IL-Empower. These goals should be in alignment with your ISBE designation and reference specific student groups, as applicable. As part of the annual grant application and amendment processes, please be prepared to outline how your IL-Empower grant budgets will support the chosen goal(s).

IL-Empower Goals Must have a Numerical Target

Select a Goal Below

Student Groups

Baseline

SY24

SY25

SY26

Required Math Goal

IAR (Math): Students will meet proficiency level in IAR math

Overall

8

18

25

40

Students with an IEP

0

2

3

5

Overall

24

34

45

55

Required Reading Goal

IAR (English): Students will meet proficiency level in IAR reading

Students with an IEP

2

4

6

8

Optional Goal

Select a Goal

Parent and Family Plan

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

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

SCHOOL & FAMILY COMPACT

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

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

--Title I and BAC meetings will be held according to recommendation by CPS (Title I - PAC are held monthly & BAC are held as required) during the school year with information from the meetings being reported to the LSC.
--During these meetings parents will be provided with information regarding the Title I school parental involvement plan, CIWP, School/Assessment Data and new/existing policies as directed by CPS Policy and Federal requirements. We will also provide opportunities for feedback and parent involvement and revise plan if necessary.
-- Support and assist the BAC and Title I -PAC to communicate with parents, provide parent resources and activities through community partners and encourage teachers to collaborate with parents
-- Conduct monthly training sessions to inform parents how they can support the Chase curriculum at home
-- Hold several events throughout the school year: high school fair, mandatory eighth grade parent meetings, CAPS, BAC and Title I meetings, science fair, math night, literacy nights, Data nights, open house, report card pick-ups, STEAM night on Pi Day,



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