


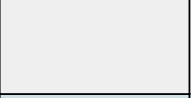





How to Use the Template	
Step 1	Complete the "Team & Schedule" tab.
Step 2	Complete the "Reflection on Foundations" tab.
Step 3	<p>After you have identified your priorities, go to the Priority 1 tab. Use the drop down at the top right to identify your first selected Priority. The Reflection on Foundation information you entered for that priority will automatically populate. Complete the remaining sections in the Priority 1 tab.</p> <p>Do this for each Priority.</p>
Step 4	Complete the "Fund Compliance" tab.
Step 5	Complete the "Parent & Family Plan" tab.
Step 6	Submit your approval form through the "Approval" tab.
The District Supports tab shows supports that you have opted into as well as guidance for choosing your learning pathway for the SY24 Universal PL Plan	

Template Features	
Review the Indicators of a Quality CIWP for each section, which are in boxes outlined like this:	
Go to the CI LaunchPad for associated protocols, guidance, and resources by clicking the rocket ship:	
Only type in cells that are this color and have the pencil:	
Cells this color without a pencil will have a dropdown or check box	
Cells that are this color will be pre populated:	
Cells that are this color do not need to be filled in :	
Use links at the top left of the template in this color to jump to specific sections:	

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
Dr. El Roy Estes	Principal	eestes1@cps.edu
Sharonda Thames	AP	sthamas70@cps.edu
Darlene Mathews	Connectedness & Wellbeing Lead	DSBell@cps.edu
Olga Payne	Teacher Leader	oklittle@cps.edu
Carla Jones	Curriculum & Instruction Lead	cmmanning@cps.edu
Caitlin Tully	Teacher Leader	cstully@cps.edu
Gloriby Neris	Teacher Leader	gneris@cps.edu
Rahsaan Jarrell	Curriculum & Instruction Lead	RJarrell@cps.edu
Mariama Cosey	Inclusive & Supportive Learning Lead	mcosey@cps.edu
Beverly Young	Parent	young.bev1961@gmail.com
Ms. Reese	LSC Member- Community Member	anewjourney3@outlook.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	5/1/23	6/30/23
Reflection: Curriculum & Instruction (Instructional Core)	5/9/23	5/23/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/9/23	5/23/23
Reflection: Connectedness & Wellbeing	5/9/23	5/23/23
Reflection: Postsecondary Success	5/9/23	5/23/23
Reflection: Partnerships & Engagement	5/9/23	5/23/23
Priorities	5/23/23	5/31/23
Root Cause	5/31/23	6/8/23
Theory of Acton	6/8/23	6/8/23
Implementation Plans	6/27/23	7/14/23
Goals	7/14/23	7/19/23
Fund Compliance	8/31/23	6/6/23
Parent & Family Plan	8/4/23	8/4/23
Approval	8/4/23	8/4/23

SY24 Progress Monitoring Schedule

Indicate the SY24 dates when your CIWP team will hold progress monitoring check-ins.

As a reference, these dates will auto-populate in your implementation plans.

CIWP Progress Monitoring Meeting Dates

Quarter 1	10/27
Quarter 2	12/22
Quarter 3	2/9
Quarter 4	5/3/24

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

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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
Partially	CPS High Quality Curriculum Rubrics All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	[takeaways reflecting most students; takeaways reflecting specific student groups] According to Week 33, a majority of our scholars are On-Track or Almost On-Track. The of Ds and Fs have doubled from last year. By end of Quarter, students are earning A's and B's. Students rated strongly for academic engagement and peer support for academic work.	IAR (Math) IAR (English) Rigor Walk Data (School Level Data)
Yes	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction Students experience grade-level, standards-aligned instruction.	Comprehension and vocabulary skills can use improvement Foundational skills are trending well in primary, but application does not appear as high after primary The number of students off grade level increases by grade 4-6th 33% of students are 2 or 3 grade levels below in reading. 37% of students are 2 or 3 grade levels below in math.	PSAT (EBRW) PSAT (Math) STAR (Reading)
Partially	Powerful Practices Rubric Learning Conditions 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.	What is the feedback from your stakeholders? [feedback trends across stakeholders; feedback trends across specific stakeholder groups]	STAR (Math) iReady (Reading)
Yes	Continuum of ILT Effectiveness Distributed Leadership The ILT leads instructional improvement through distributed leadership.		iReady (Math) Cultivate
Yes	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development 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.		Grades ACCESS TS Gold
Yes	Assessment for Learning Reference Document Evidence-based assessment for learning practices are enacted daily in every classroom.	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? [impact on most students; impact on specific student groups] This priority would help us maintain a majority of our scholars on track. The data points will help us hold scholars accountable for their actions and the implications on their school work. This priority will help us align our curriculum to the Standards addressed on the test, which would improve IAR and iReady scores.	Interim Assessment Data

What student-centered problems have surfaced during this reflection?



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

[problems experienced by most students; problems experienced by specific student groups]
 Students need more targeted practice on vocab and comprehension
 Students struggle with all 4 domains in math
 Student acceleration needs to be done consistently throughout the building.
 Students need targeted (Tier 1, Tier 2, Tier 3) small-group instruction for students using i-Ready.


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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
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No	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	<p>[takeaways reflecting most students; takeaways reflecting specific student groups]</p> <p>Less than 20% of our students in MTSS priority groups</p> <p>We are not maximizing Branching Minds.</p> <p>The percentage of students on a current MTSS plan and the Priority Groups are very low and not reflective of our students.</p> <p>There is not a team with multiple stakeholders who are meeting on a regular basis to assist with progress monitoring and implementation.</p> <p>The students who are identified in MTSS do not have goals assigned.</p> <p>Are we maximizing Tutor Corps? Tutor corps in Primary have test data and students have moved from groups as needed</p>	 <p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p>MTSS Continuum</p> <p>Roots Survey</p> <p>ACCESS</p> <p>MTSS Academic Tier Movement</p> <p>Annual Evaluation of Compliance (ODLSS)</p>
No	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	<p>What is the feedback from your stakeholders?</p> <p>[feedback trends across stakeholders; feedback trends across specific stakeholder groups]</p> <p>We need to increase our fidelity around data collection and have a MTSS Team. This team could look at Branching Minds and the CPS Dashboard to monitor the progress. There were no DL students receiving and/or being tracked in MTSS and it is not clear why.</p> <p>Access data shows 4 of 9 students What has changed since this data was collected? Less than 20% of our students in MTSS priority groups</p>	<p>Quality Indicators of Specially Designed Curriculum</p> <p>EL Program Review Tool</p>
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		
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS		
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.		<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>[impact on most students; impact on specific student groups]</p> <p>Students will receive more tier 2 instruction.</p> <p>Our ELL population would be better served.</p> <p>Teachers would benefit with better understanding of how to use Branching Minds to collect data to document MTSS</p> <p>If Teachers increase fidelity and focus on using Branching Minds as a tool Then More students would be able to qualify for summer school support</p> <p>It could increase student accessibility to support systems and specialized services</p> <p>MTSS was an opportunity for growth from our last CIWP</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>[problems experienced by most students; problems experienced by specific student groups] help create their Tier 2 and 3 instructional support.</p> <p>Students do not have instructional support plans to help close the learning gap.</p> <p>Students do not have additional stakeholders to support them with their instructional support therefore it is difficult to determine their academic success.</p>				

[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
Yes	BHT Key Component Assessment SEL Teaming Structure	<p>[takeaways reflecting most students; takeaways reflecting specific student groups]</p> <p>Chronic absenteeism has decreased significantly (42 last year and 18 this year)... but before the pandemic it was much lower (6) The majority of less than 50% attendance rate are in primary</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> <p>Increase Average Daily Attendance</p> <p>Increased Attendance for Chronically Absent Students</p>
Partially	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>		

Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	<p>What is the feedback from your stakeholders?</p> <p><i>[feedback trends across stakeholders; feedback trends across specific stakeholder groups]</i></p> <p>The data is telling us that students do not feel like they are being challenged in reading or math.</p> <p>Students do not feel safe in or around school. Student-to-teacher trust is declining. Although safety increased, it is still low.</p> <p>When scholars feel safe, they will come to school able to focus on their educational endeavors.</p> <p>When teachers feel supported by parents, they are able to connect with students and families.</p>	<p>Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</p> <p>Cultivate (Belonging & Identity)</p> <p>Staff trained on alternatives to exclusionary discipline (School Level Data)</p>
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		<p>Enrichment Program Participation: Enrollment & Attendance</p> <p>Student Voice Infrastructure</p> <p>Reduction in number of students with dropout codes at EOY</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>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><i>[problems experienced by most students; problems experienced by specific student groups]</i> Students and families do not value attendance. The learning loss of scholars deepens when they are not in school. Staff does not know the reasons behind students' absences and therefore cannot provide appropriate supports.</p> <p>Students do not express their artistic abilities outside of school.</p> <p>Students in primary grades do not have as many supports as students in Intermediate and Middle School. Many primary scholars' behaviors go unsupported.</p>		<p><i>[impact on most students; impact on specific student groups]</i></p> <p>The more time in the classroom, the more learning and time for intervention, the potential for higher test scores. Also, increases our rating score</p> <p>No re entry plan for students with chronic absenteeism</p> <p>There are limited OST opportunities for students.</p> <p>BAM and WOW, Ms. Collins' groups support emotional needs of scholars.</p>	


[Return to Top](#) **Postsecondary Success**

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Yes	<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><i>[takeaways reflecting most students; takeaways reflecting specific student groups]</i></p> <p>Metrics are gear towards 6th-12th grade students..</p> <p>Success Bound curriculum for grades 6th -8th implementation is done by the Counselor.</p> <p>Students in K-8th Should have a strong SEL Curriculum to promote resilience and perseverance</p>	<p>Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECCE</p> <p>3 - 8 On Track</p>
Yes	<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>Learn, Plan, Succeed</p> <p>% of KPIs Completed (12th Grade)</p> <p>College Enrollment and Persistence Rate</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><i>[feedback trends across stakeholders; feedback trends across specific stakeholder groups]</i></p> <p>There needs to work around students being exposed to more college experience and trades. Students need to have opportunities with Career Day and Motivational Speakers.</p>	<p>9th and 10th Grade On Track</p> <p>Cultivate (Relevance to the Future)</p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
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	<p>ECCE Certification List</p> <p>Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).</p>		


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

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?

[impact on most students; impact on specific student groups] 



Students could benefit from being introduced to College and Career activities at an early age.

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.


[problems experienced by most students; problems experienced by specific student groups] 

It's essential for scholars to feel safe and supported with their unique challenges faced by postsecondary needs and, recognize that needs and circumstances differ throughout K-12 students.

[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
Partially	Spectrum of Inclusive Partnerships	<i>[takeaways reflecting most students; takeaways reflecting specific student groups]</i>  <i>The data is telling us that students do not feel like they are being challenged in reading or math.</i> <i>Students do not feel safe in or around school. Student-to-teacher trust is declining. Although safety increased, it is still low.</i>	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)
Partially	Reimagining With Community Toolkit		Formal and informal family and community feedback received locally. (School Level Data)
No	Student Voice Infrastructure Rubric	What is the feedback from your stakeholders? <i>[feedback trends across stakeholders; feedback trends across specific stakeholder groups]</i>  <i>Teachers said they do not have the parental involvement they would like.</i> <i>Teachers also said that the teacher collaboration is in need of repair.</i>	

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.

[problems experienced by most students; problems experienced by specific student groups] 

When scholars don't feel safe and when teachers have the support of parents and families, the educational environment becomes less conducive to learning. Addressing common issues faced by students and specific challenges related to parent and family engagement can help create a positive and effective educational experience for all.

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?

[impact on most students; impact on specific student groups] 

When scholars feel safe, they will come to school able to focus on their educational endeavors.

When teachers feel supported by parents, they are able to connect with students and families.

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	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.
Yes	The ILT leads instructional improvement through distributed leadership.
Yes	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?

[takeaways reflecting most students; takeaways reflecting specific student groups]

According to Week 33, a majority of our scholars are On-Track or Almost On-Track. The of Ds and Fs have doubled from last year. By end of Quarter, students are earning A's and B's. Students rated strongly for academic engagement and peer support for academic work.

Comprehension and vocabulary skills can use improvement

Foundational skills are trending well in primary, but application does not appear as high after primary

The number of students off grade level increases by grade

4-6th

33% of students are 2 or 3 grade levels below in reading.

37% of students are 2 or 3 grade levels below in math.

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups]

What student-centered problems have surfaced during this reflection?

[problems experienced by most students; problems experienced by specific student groups]

Students need more targeted practice on vocab and comprehension

Students struggle with all 4 domains in math

Student acceleration needs to be done consistently throughout the building.

Students need targeted (Tier 1, Tier 2, Tier 3) small-group instruction for students using i-Ready.

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?

[impact on most students; impact on specific student groups]

This priority would help us maintain a majority of our scholars on track. The data points will help us hold scholars accountable for their actions and the implications on their school work. This priority will help us align our curriculum to the Standards addressed on the test, which would improve IAR and iReady scores.

Return to Top Determine Priorities

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

Students...
Students need consistent high-quality grade-level content that is standards based throughout the building.



Resources: [Determine Priorities Protocol](#)

[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...
Lack consistency regarding the implementation of the curriculum, including staying on pace and ensuring that students' tasks are aligned with the appropriate grade-level standards.



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

[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....

If students receive grade level Tier 1 instruction and appropriate pacing from curriculum

then we see....

Teachers utilize high-quality curriculum and standards-based tasks, leading to active student engagement during instruction.

which leads to...

increase in student gains/scores, with more students reaching or exceeding grade level and meeting tier growth targets in I-Ready and IAR assessments.

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.

[Return to Top](#) **Implementation Plan**

Resources:

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

ILT, Grade Level Teams, Administration

Dates for Progress Monitoring Check Ins

Q1 10/27 Q3 2/9
Q2 12/22 Q4 5/3/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	By the EOY, 100% of teachers will implement Tier 1 curricular resources with acceleration practices embedded (Skyline, Eureka, and/or myPerspectives) through quarterly progress monitoring	ILT, Grade Level Teams, Administration	6/1	Select Status
Action Step 1	Establish internal rigor walk cycle and revise the rigor walk tool	ILT	9/8	Select Status
Action Step 2	Review Skyline Pacing	Grade Level Teams	Monthly starting Week 0	Select Status
Action Step 3	Establish a schedule for all staff to participate in MTSS time and accountability measures	MTSS Team	Bi-weekly starting Week 0	Select Status
Action Step 4	LSI Rigor Walks to progress monitor grade level Standard task alignment and our pacing curricula fidelity	Grade Level Teams/GLL	Quarter 2 and beginning of Quarter 4	Select Status
Action Step 5	Teachers sign up for PL in order to implement the curriculum with fidelity	Grade Level Teams	Monthly starting Week 0	Select Status
Implementation Milestone 2	By the end of the year, IAR performance metrics in the exceeds and meets for Reading and Math will improve by 100%.	Grade Level Teams/GLL	6/1/24	Select Status
Action Step 1	Review the SY23 data measures of the IAR assessment	Grade Level Teams/GLL	Week 0	Select Status
Action Step 2	Engaged teachers in a cycle of professional learning remediation vs. acceleration	Grade Level Teams/GLL	Monthly starting Week 0	Select Status
Action Step 3	Create a schedule for planning and expectations	Grade Level Leaders	Monthly starting during summer planning	Select Status
Action Step 4	LSI Rigor Walks to progress monitor grade level Standard task alignment and our pacing curricula fidelity	Grade Level Leaders	Bi-annually	Select Status
Action Step 5				Select Status
Implementation Milestone 3	By the end of the Quarter, teachers will give their curriculum embedded assessment.	Grade Level Teams/GLL	Quarterly	Select Status
Action Step 1	Teachers will take curriculum based PD	Grade Level Leaders	Monthly	Select Status
Action Step 2	Teachers will follow the assessment calendar.	Admin		Select Status
Action Step 3	Teachers will implement and analyze the assessment.	Grade Level Leaders	Quarterly	Select Status
Action Step 4	LSI Rigor Walks to progress monitor grade level Standard task alignment and our pacing curricula fidelity	Grade Level Teams/GLL	Bi-annually	Select Status
Action Step 5				Select Status

Jump to... Reflection	Priority Root Cause	TOA Implementation Plan	Goal Setting Implementation Plan	Progress Monitoring Monitoring	Select the Priority Foundation to pull over your Reflections here =>	Curriculum & Instruction
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	<p>Use grade level meetings to provide an opportunity for educators to collaborate and ensure alignment between Depth of Knowledge (DOK) levels, standards, and task design. These meetings serve the purpose of calibrating the level of rigor expected in classroom instruction and assessing the effectiveness of digital learning platforms in supporting this goal.</p> <p>Additionally, grade level meetings can be used as a platform to review and monitor progress towards meeting the grade level standards. Educators can share insights, strategies, and best practices for pacing the curriculum effectively, ensuring that students are progressing at an appropriate rate and receiving the necessary support to achieve mastery.</p>	
SY26 Anticipated Milestones	<p>LSI Rigor Walks to progress monitor grade level Standard task alignment and our pacing curricula fidelity. During LSI Rigor Walks, trained observers visit classrooms to gather evidence of instructional strategies, student engagement, and the cognitive demand of tasks. They assess whether the tasks assigned to students align with the expected standards and the appropriate Depth of Knowledge (DOK) levels. This evaluation helps identify any gaps or misalignments in instruction and curriculum implementation.</p> <p>LSI Rigor Walks also provide an opportunity for collaborative professional development. Observers can provide feedback and suggestions to teachers, fostering a culture of continuous improvement. Teachers can reflect on their practices, share best practices, and collectively work towards refining their instructional approaches to better serve their students</p>	

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
Increase percentage of students who receive 70% or better on the Interim Checkpoint Assessment data	Yes	Interim Assessment Data	Overall Select Group or Overall	0			
IAR in Math will increase from 4% to 10% Attainment	No	IAR (Math)	Overall Select Group or Overall	4	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
C&I:2 Students experience grade-level, standards-aligned instruction.	Teachers will provide Tier 1 instruction using assigned curriculum. Teachers will pace assigned curriculum accordingly.	Teachers will continue to provide Tier 1 instruction using assigned curriculum. Teachers will improve pacing of assigned curriculum accordingly.	Teachers will continue to provide instruction using assigned curriculum.
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Teachers receive training in the Skyline, Eureka, and/or myPerspectives curriculum	100% of teachers implement the Skyline, Eureka, and/or myPerspectives curriculum	Teachers will continue to provide instruction using assigned curriculum.
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.	Students will take at least one Interim assessments in assigned curriculums	Students will take at least 3 interim assessments in assigned curriculums	Students will take at least four Interim assessments in assigned curriculums

[Return to Top](#) **SY24 Progress Monitoring**

Resources: 

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase percentage of students who receive 70% or better on the Interim Checkpoint Assessment data	Interim Assessment Data	Overall	0		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
IAR in Math will increase from 4% to 10% Attainment	IAR (Math)	Overall	4	10	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	Teachers will provide Tier 1 instruction using assigned curriculum. Teachers will pace assigned curriculum accordingly.	Select Status	Select Status	Select Status	Select Status
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Teachers receive training in the Skyline, Eureka, and/or myPerspectives curriculum	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.	Students will take at least one Interim assessments in assigned curriculums	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

No	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.
No	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.
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?

[takeaways reflecting most students; takeaways reflecting specific student groups]

Less than 20% of our students in MTSS priority groups

We are not maximizing Branching Minds.

The percentage of students on a current MTSS plan and the Priority Groups are very low and not reflective of our students.

There is not a team with multiple stakeholders who are meeting on a regular basis to assist with progress monitoring and implementation.

The students who are identified in MTSS do not have goals assigned.

Are we maximizing Tutor Corps? Tutor corps in Primary have test data and students have moved from groups as needed

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups]

We need to increase our fidelity around data collection and have a MTSS Team. This team could look at Branching Minds and the CPS Dashboard to monitor the progress. There were no DL students receiving and/or being tracked in MTSS and it is not clear why.

Access data shows 4 of 9 students
 What has changed since this data was collected?
 Less than 20% of our students in MTSS priority groups

What student-centered problems have surfaced during this reflection?

[problems experienced by most students; problems experienced by specific student groups]

Students help create their Tier 2 and 3 instructional support.

Students do not have instructional support plans to help close the learning gap.

Students do not have additional stakeholders to support them with their instructional support therefore it is difficult to determine their academic success.

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?

[impact on most students; impact on specific student groups]

Students will receive more tier 2 instruction.

Our ELL population would be better served.

Teachers would benefit with better understanding of how to use Branching Minds to collect data to document MTSS

If Teachers increase fidelity and focus on using Branching Minds as a tool
 Then
 More students would be able to qualify for summer school support

It could increase student accessibility to support systems and specialized services

MTSS was an opportunity for growth from our last CIWP

Return to Top Determine Priorities

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

Students...
 Students need planned and targeted MTSS intervention (Tier 1, Tier 2, Tier 3) structures and protocols.

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...
 Stakeholders are not collaborating effectively to address academic deficiencies with fidelity, and there is a lack of established procedures for progress monitoring MTSS cycles.

Resources: 

[5 Whys 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....
create intentional focus on tiered intervention with documented progress monitoring within Branching Minds platform

then we see....
teachers being more intentional in their lesson planning and tiered intervention planning and more students receiving tiered support that will help reduce the gaps in student learning

which leads to...
.a higher percentage of students meeting tiered goal targets.

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.

[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								
Interventionist, MTSS Team, Case Manager	<table border="0"> <tr> <td>Q1</td><td>10/27</td> <td>Q3</td><td>2/9</td> </tr> <tr> <td>Q2</td><td>12/22</td> <td>Q4</td><td>5/3/24</td> </tr> </table>	Q1	10/27	Q3	2/9	Q2	12/22	Q4	5/3/24
Q1	10/27	Q3	2/9						
Q2	12/22	Q4	5/3/24						

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Establish MTSS Teams and Systems with 100% completion by the end of the eighth week of the first quarter.	MTSS Team		Select Status
Action Step 1	Establish the MTSS Team by identifying key members and using the MTSS Continuum as a guide.	Case Manager, Counselor, Administration, Diverse Learner Specialist, General Education Teacher	End of First Quarter	Select Status
Action Step 2	Establish MTSS Support Office HOURS live or zoom link or google doc or dedicated 5 minute grade level check in.	ILT	By the 5th week of Quarter 2	Select Status
Action Step 3	Training Survey For Branching Minds and small groups and progress monitoring	Team	End of Quarter 1	Select Status
Action Step 4	MTSS first meeting to examine the MTSS continuum	Team	By 5th week	Select Status
Action Step 5	Establish training cycle			Select Status
Implementation Milestone 2	Progress monitor 100 % the tier 2 and 3 students by week 7 of the 2nd quarter	MTSS Team	End of Quarter 2	Select Status
Action Step 1	Continue the MTSS Team by identifying key members and using the MTSS Continuum as a guide.	Case Manager, Counselor, Administration, Diverse Learner Specialist, General Education Teacher	End of Quarter 1	Select Status
Action Step 2	Identify tier 2 and tier 3 students to progress monitor	Teachers	Monthly starting week 0	Select Status
Action Step 3	Training on progress monitoring tools and entering branching mind data and establishing cadence for progress monitoring	ILT	Monthly starting week 0	Select Status
Action Step 4	Continue 5 minute grade level check-ins to support Branching Mind data collection for progress monitoring data	Interventionist	Weekly starting in September	Select Status
Action Step 5	Establish mtss time and how support staff will work with tier 2	Team	5th week of quarter 2	Select Status
Implementation Milestone 3	100% of teachers observed using small groups to support tier 2 students by the 5th week of quarter 2.	MTSS Team	5th week of quarter 2	Select Status
Action Step 1	Continue the MTSS Team by identifying key members and using the MTSS Continuum as a guide.	Case Manager, Counselor, Administration, Diverse Learner Specialist, General Education Teacher	5th week of quarter 1	Select Status
Action Step 2	Identify tier 2 and tier 3 students to progress monitor	Teachers	6th week of quarter 1	Select Status
Action Step 3	Continue 5 minute grade level check-ins to support Branching Mind data collection for progress monitoring data	Interventionist	5th week of quarter 1	Select Status
Action Step 4	Establish mtss time and how support staff will work with tier 2 students during a dedicated mtss time	Team	End of quarter 1	Select Status
Action Step 5	Survey staff for training on assessment needs, data analysis and small group resources	ILT	5th week of quarter 1	Select Status

Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones

Determine the meeting schedule: Select a specific day and time every two weeks that works best for the MTSS team members to gather and discuss the progress of the implementation and student interventions. Consider factors such as availability, workload, and other responsibilities.

Communicate the schedule: Share the biweekly meeting schedule with the MTSS team in advance to ensure everyone is aware of the dates and times. Consider using a shared calendar or scheduling tool to streamline the process.

Establish meeting objectives: Clearly define the purpose of each meeting. Focus on monitoring the implementation of MTSS and Branching Minds, reviewing the effectiveness of tier 2 and tier 3 student interventions, and discussing professional development needs for creating high-quality and well-documented student support plans.

Discuss professional development: Dedicate a portion of each meeting to discuss professional development needs. Identify areas where team members require additional training or support to develop high-quality and well-documented student support plans. Consider guest speakers, workshops, online courses, or other resources to enhance their skills.

Evaluate and adjust: Periodically evaluate the effectiveness of the biweekly meetings and make adjustments as needed. Seek feedback from team members to ensure the meetings are productive, relevant, and meeting the intended goals.

SY26 Anticipated Milestones

To focus on supporting high-quality, well-documented student support and intervention plans, allocate dedicated time during GLL (Grade-Level Leader) and Flex Days, as well as Principal Directed activities. Here's how you can incorporate these time slots effectively:

GLL (Grade-Level Leader) Meetings: Schedule regular GLL meetings with grade-level teams to discuss student support and intervention plans. During these meetings, provide dedicated time for teachers to collaborate, share best practices, and develop high-quality support plans for students. Encourage teachers to document their interventions, strategies, and progress monitoring methods to ensure effective tracking and communication.

Flex Days: Utilize designated Flex Days or professional development days to focus on enhancing skills related to student support and intervention planning. Offer targeted workshops, training sessions, or guest speakers who can provide guidance and resources on creating well-documented support plans. Allow teachers to use this time to review student data, analyze progress, and refine their intervention strategies.

Principal Directed Activities: Coordinate with the school principal to allocate specific time for Principal Directed activities that promote high-quality student support and intervention planning. These activities can include individual or team meetings with the principal to discuss support plans, progress monitoring, and documentation. The principal can provide guidance, feedback, and support to ensure the plans align with school-wide goals and best practices.

Provide resources and support: Alongside the dedicated time during GLL and Flex Days, offer teachers access to resources, materials, and tools that facilitate the creation of high-quality support plans. These resources can include templates for documenting interventions, data analysis tools, research-based strategies, and examples of effective support plans. Foster a collaborative culture where teachers can share ideas, strategies, and success stories to support each other in developing robust student support plans.

Follow-up and accountability: Emphasize the importance of documenting support plans and tracking student progress. Establish accountability measures to ensure teachers are consistently implementing and updating their plans. Encourage regular check-ins, progress reviews, or reflections during GLL meetings, Flex Days, or one-on-one discussions with the principal. Recognize and celebrate the efforts of teachers who demonstrate exemplary documentation and successful outcomes for their students.

[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
Increase the number of tier 2 and 3 students receiving interventions in Reading from 2% to 25% by the end of SY 2024.	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall	2	25	60	80
			Select Group or Overall				
Increase the number of tier 2 and 3 students receiving interventions in Math from 0% to 25% by the end of SY	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall	0%	25	60	80
			Select Group or Overall				

2024.			Overall				
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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.	The MTSS team will reach a performance level of Developed or higher in most components as measured by the MTSS Continuum .	The MTSS team will reach a performance level of Developed or higher in most components as measured by the MTSS Continuum .	The MTSS Leadership Team will reach a performance level of Fully Operational as measured by the MTSS Continuum.
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 teachers will use interventions for reading and math measured by I Ready, Freckle, Amira and Razz Kids.	The teachers will use interventions for reading and math measured by I Ready, Freckle, Amira and Razz Kids.	The teachers will use interventions for reading and math measured by I Ready, Freckle, Amira and Razz Kids.
Select a Practice			

[Return to Top](#) **SY24 Progress Monitoring**

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase the number of tier 2 and 3 students receiving interventions in Reading from 2% to 25% by the end of SY 2024.	% of Students receiving Tier 2/3 interventions meeting targets	Overall	2	25	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Increase the number of tier 2 and 3 students receiving interventions in Math from 0% to 25% by the end of SY 2024.	% of Students receiving Tier 2/3 interventions meeting targets	Overall	0%	25	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
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 reach a performance level of Developed or higher in most components as measured by the MTSS Continuum.	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 teachers will use interventions for reading and math measured by I Ready, Freckle, Amira and Razz Kids.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

[takeaways reflecting most students; takeaways reflecting specific student groups]

*Chronic absenteeism has decreased significantly (42 last year and 18 this year)... but before the pandemic it was much lower (6)
 The majority of less than 50% attendance rate are in primary*

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups]

The data is telling us that students do not feel like they are being challenged in reading or math.

Students do not feel safe in or around school. Student-to-teacher trust is declining. Although safety increased, it is still low.

When scholars feel safe, they will come to school able to focus on their educational endeavors.

When teachers feel supported by parents, they are able to connect with students and families.

What student-centered problems have surfaced during this reflection?

[problems experienced by most students; problems experienced by specific student groups] *Students and families do not value attendance. The learning loss of scholars deepens when they are not in school. Staff does not know the reasons behind students' absences and therefore cannot provide appropriate supports.*

Students do not express their artistic abilities outside of school.

Students in primary grades do not have as many supports as students in Intermediate and Middle School. Many primary scholars' behaviors go unsupported.

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?

[impact on most students; impact on specific student groups]

The more time in the classroom, the more learning and time for intervention, the potential for higher test scores. Also, increases our rating score

No re entry plan for students with chronic absenteeism

There are limited OST opportunities for students.

BAM and WOW, Ms. Collins' groups support emotional needs of scholars.

Return to Top Determine Priorities

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

Students...
 Students need to have the necessary social emotional skills to achieve success beyond the academic classroom setting.



Resources: [Determine Priorities Protocol](#)

[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...
 see a lack of tiered SEL skills (regulate emotions and motivations, advocate for themselves, restorative practices)



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

[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... provide SEL training, resources, interventions, and engagement to the entire school community (staff, students, parents). Also, provide tiered services based upon student's needs from Student Perspective Survey and partnering with Community Based Programs.

then we see... teachers teaching the curriculum, students engaged in the curriculum and receiving support needed, and parents involved and informed.

which leads to... students having the necessary skills that will lead to success academically, behaviorally, emotionally, and socially. Decreased misconduct reports and improved overall attendance.

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.

[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

Culture and Climate Team, BHT, Counselor

Dates for Progress Monitoring Check Ins

Q1 10/27 Q3 2/9
 Q2 12/22 Q4 5/3/24

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	By September, 100% of teachers will implement the Schoolwide SEL curricula by grade bands. To accomplish this, teachers will receive the necessary trainings to implement the SEL curriculum while actively engaging all students.	Teachers	9/5/2023	Select Status
Action Step 1	implement the SEL curricula/ digital curriculum	Culture and Climate Team, BHT	By the 5th of 2nd Quarter	Select Status
Action Step 2	survey staff on whether they have access to the 2nd Step program and secure access for those that do not	Culture and Climate Team, BHT	By the end of 1st quarter	Select Status
Action Step 3	identify training opportunities for schoolwide SEL programs (2nd Step and Calm Classroom)	Counselor	By the end of 1st quarter	Select Status
Action Step 4	identify trainings for Peer Student Leaders	Counselor	By the end of 1st quarter	Select Status
Action Step 5				Select Status
Implementation Milestone 2	100% of scholars will complete the BOY and EOY Student Perspective Survey to collect data on student perceptions of their school.	Culture and Climate Team, BHT, Counselor	BOY by the end of 1st quarter and the EOY by the end of the 3rd quarter	Select Status
Action Step 1	culture and climate team review the survey about students perceptions.	Culture and Climate Team, BHT, Counselor	Beginning of the 2nd quarter (BOY) and 4th quarter (EOY)	Select Status
Action Step 2	culture and climate team will review the survey to identify the needs of the students	Culture and Climate Team, BHT, Counselor	Beginning of the 2nd quarter (BOY) and 4th quarter (EOY)	Select Status
Action Step 3	Review survey results with staff to determine next steps in addressing the needs of the students.	Culture and Climate Team, BHT, Counselor	Beginning of the 2nd quarter (BOY) and 4th quarter (EOY)	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	By May, decrease the number of students with chronic absenteeism	Attendance Team, Staff	End of year	Select Status
Action Step 1	Attendance team develop a Re-entry plan	Attendance Team	By the end of 1st quarter	Select Status
Action Step 2	Staff training on re-entry plan	Culture and Climate Team, BHT, Counselor, Staff	Week 15	Select Status
Action Step 3	Place scholars on CICO system	Counselor	End of the 1st quarter	Select Status
Action Step 4	Conduct meetings with student(s) and parents on attendance policy	Admin/Attendance Team	By mid October	Select Status
Action Step 5	Establish attendance, academic and behavior contracts with students and parents	Attendance Team	By the end of 1st quarter	Select Status

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>	Connectedness & Wellbeing
Reflection	Root Cause	Implementation Plan				
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	To establish a biweekly cadence for meeting with the MTSS team and monitoring the implementation of MTSS (Multi-Tiered System of Supports) and Branching Minds, while focusing on PD (Professional Development) for developing high-quality, well-documented student support and intervention plans, follow these steps: To support classroom social-emotional learning (SEL), restart peer conferencing trainings. Incorporate Check-In, Check-Out (CICO) with fidelity using the PBIS Rewards System. Additionally, initiate the process of selecting new officers and team members for the Student Council and start a new student group led by student leaders. Here's a restatement of your requests:	
SY26 Anticipated Milestones	To continue the work from the previous year and maintain a student-centered approach to Social-Emotional Learning (SEL), prioritize the following strategies: Peer counseling: Expand and strengthen the peer counseling program initiated last year. Provide training and support for selected student counselors who can serve as a resource for their peers. Peer counselors can offer support, guidance, and a listening ear to fellow students, helping them navigate social and emotional challenges. Promote regular meetings between peer counselors and their assigned peers to foster meaningful connections and offer targeted support.	

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
Increase the percent of students who are Chronically Absent	Yes <input type="checkbox"/>	Increased Attendance for Chronically Absent Students	Other [students with less than 89.77 % attendance] Select Group or Overall	91.84	92	93	94
Increase student engagement in SEL Practices.	Yes <input type="checkbox"/>	Cultivate (Belonging & Identity)	Grades 3-8 Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	The Team will monitor the percentage of students requesting emotional support based on Dashboard and the Student Perspective Data at BOY and EOY.	The Team will monitor the percentage of students with multiple misconduct events based on Dashboard to review use of restorative practices and SEL support.	The team will analyze the EOY data from Dashboard and the Student Perspective Data.
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	The Team will attain a performance level of solidly approaching the bar using the Student Voice Infrastructure Rubric.	The Team will attain a performance level of solidly approaching the bar using the Student Voice Infrastructure Rubric.	The Team will attain a performance level of solidly meeting the bar using the Student Voice Infrastructure Rubric.
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	The attendance Team will target students in tier 2 and 3 attendance groups with interventions using the data from Dashboard.	The team will continue to monitor Dashboard data for the attendance tier 2 and tier 3 students and provide the supports needed.	The team will continue to monitor Dashboard data for the attendance tier 2 and tier 3 students and provide the supports needed.

Return to Top **SY24 Progress Monitoring**

Resources: 

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase the percent of students who are Chronically Absent	Increased Attendance for Chronically Absent Students	Other [students with less than 89.77 % attendance)	91.84	92	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
		Select Group or Overall			<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
Increase student engagement in SEL Practices.	Cultivate (Belonging & Identity)	Grades 3-8			<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
		Select Group or Overall			<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	The Team will monitor the percentage of students requesting emotional support based on Dashboard and the Student Perspective Data at BOY and EOY.	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	The Team will attain a performance level of solidly approaching the bar using the Student Voice Infrastructure Rubric.	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	The attendance Team will target students in tier 2 and 3 attendance groups with interventions using the data from Dashboard.	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="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)

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

Required Math Goal

IAR (Math): IAR in Math will increase from 4% to 10% Attainment

Required Reading Goal

Interim Assessment Data : Increase percentage of students who receive 70...

Optional Goal

% of Students receiving Tier 2/3 interventions meeting targets: Increase t...

Student Groups	Baseline	SY24	SY25	SY26
Overall	4	10		
Select Group or Overall				
Overall	0			
Select Group or Overall				
Overall	2	25	60	80
Select Group or Overall				

Parent and Family Plan

If Checked:



Our school is a Title I school operating a Schoolwide Program

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

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

If Checked:



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

No action needed

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

SCHOOL & FAMILY COMPACT

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

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

Our PAC Team budget for SY24 is \$1,872.48. During the first PAC meeting, member will allocate the funds to the chosen budget lines to ensure support parents as we work to achieve academic achievement for our scholars.



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

Selected District Supports

The below lists represent the District supports that your school has opted into that have required registration. If you have not yet filled out the survey, you can do so here: [School names A-G](#), [School names H-O](#), [School names P-Z](#).

	Program Name	Program Description	Start	End
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SY24 Universal Professional Learning Plan

Required for ALL schools

As a district, we are focused on our Instructional Core Vision, and ensuring that every student is actively engaged in culturally responsive, grade-level curriculum and instruction. While all schools will be working towards this unified goal, each will take a different approach based on the unique needs of their school community. To support this, the universal professional learning plan will offer three distinct pathways for schools to impact their highest leverage improvement strategy as identified during the CIWP process. These pathways will focus on supporting schools to:

- Increase student access to high quality, culturally responsive curriculum (*Curriculum Implementation*)
- Increase fidelity of implementation of grade-level curriculum and instruction (*Instructional Practice*)
- Build the ILT's capacity to lead instructional improvement through distributed leadership (*Distributed Leadership*)

Using your Curriculum & Instruction Foundation reflection, please select the pathway most connected to your school's development needs and CIWP. The Universal PL Plan ILT Institutes and Instructional Summits will be differentiated to meet your needs.

Review Curriculum and ILT Ratings to decide which Universal PL Plan pathway is most appropriate for your school. Supports and guidance will be provided at Summer Leadership Institute and Summer ILT Institute to help inform your decision. Selections are due by 7/13

Review your Curriculum and ILT Ratings....

Choose a PL Pathway

Resources

PL Plan Pathways Overview

[SY24 School Professional Learning Plan Calendar](#)

Approval

Directions: Please download and complete the Approval Form. When the form is completed, upload it as a PDF at the "Click here to submit your approval form" link below. For further guidance on approving authorities, see [CIWP Approval Guidance for School Leaders](#).

[**Click Here to Download the Approval Form**](#)

[**Click Here to Submit Your Approval Form**](#)