

## 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 
Toya Benson	Principal	tmmurray@cps.edu
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Damaris Maxwell	Inclusive & Supportive Learning Lead	dcm Maxwell@cps.edu
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Joseph Tam	Connectedness & Wellbeing Lead	jtam3@cps.edu
Sierra Clark	LSC Member	stclark5@cps.edu
Jesus Magana	LSC Member	jmagana46@cps.edu
Erik Kutz	Case Manager/ELPT	edkutz@cps.edu
Mosetta McCracklin	Parent	
	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	4/13/23	4/13/23
Reflection: Curriculum & Instruction (Instructional Core)	5/8/23	5/26/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/8/23	5/26/23
Reflection: Connectedness & Wellbeing	5/8/23	5/26/23
Reflection: Postsecondary Success	5/8/23	5/26/23
Reflection: Partnerships & Engagement	5/8/23	5/26/23
Priorities	5/26/23	7/18/23
Root Cause	5/26/23	7/18/23
Theory of Acton	5/26/23	7/18/23
Implementation Plans	7/18/23	9/1/23
Goals	7/18/23	9/1/23
Fund Compliance	8/18/23	9/1/23
Parent & Family Plan	8/26/23	8/26/23
Approval	9/6/23	9/6/23

## 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	October 24, 2023
Quarter 2	January 10, 2024
Quarter 3	April 3, 2024
Quarter 4	June 7, 2024

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

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

**Resources** 

[Reflection on Foundations Protocol](#)

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**Curriculum & Instruction**


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

**References**


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

**Metrics**


Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	<a href="#">CPS High Quality Curriculum Rubrics</a>
Partially	Students experience grade-level, standards-aligned instruction.	<a href="#">Rigor Walk Rubric</a> <a href="#">Teacher Team Learning Cycle Protocols</a> <a href="#">Quality Indicators Of Specially Designed Instruction</a>
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	<a href="#">Powerful Practices Rubric</a> <a href="#">Learning Conditions</a>
Yes	The ILT leads instructional improvement through distributed leadership.	<a href="#">Continuum of ILT Effectiveness</a> <a href="#">Distributed Leadership</a>
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	<a href="#">Customized Balanced Assessment Plan</a> <a href="#">ES Assessment Plan Development Guide</a> <a href="#">HS Assessment Plan Development</a>
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	<a href="#">Assessment for Learning Reference Document</a>

We are partially engaging our students in grade level appropriate materials and instruction that are high quality and culturally responsive. We need to ensure we are administering standards based, quality assessments and using that data to make instructional decisions. Assessment data dives need to be regularly occurring in PLCs. This can also be built into lesson plans (what standards we assessed on the last assessment, what information about student performance did you glean from the assessment, and how will the data inform this lesson plan?) 

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

Based on BOY-EOY Rigor Walk data, stakeholders wondered why instruction seemed to flatline throughout SY 22-23. Some were able to reflect on how fluctuations in teacher practice and adult mindset truly affects the level in which students are engaged in learning. They also reflected on how they can intervene with strategies to consistently engage students in high level learning. 


**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?**

The ILT has been learning different student discussion strategies and practicing them in their classrooms. The ILT then created a cycle of learning to lead adult learning in their Department teams. ILT leads modeled the strategies and supported their teams in creating and implementing structured student led discussion 

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

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

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

There is a lack of intentionally planned and structured opportunities for students to collaborate, problem solve, and build knowledge through inquiry and discourse. Students are mainly given tasks that are at the retrieval or comprehension level and are not given opportunities to productively struggle through challenging and meaningful work that is grade level appropriate. Student achievement has been stagnant according to GPAs and STAR 360 data. 

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**Inclusive & Supportive Learning Environment**


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

**References**

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

**Metrics**

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	<a href="#">MTSS Integrity Memo</a> <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a>
		<a href="#">MTSS Integrity Memo</a>

We implemented the MTSS framework process within our grade-level teams. Moving forward, we will expand team membership to include our BHT team - social worker and counselors. We analyzed Star 360 data and class data (grades) to determine interventions and track student progress. An in-house progress-monitoring spreadsheet was used to track interventions. Progress-monitoring of interventions occurred but was not consistent. We plan to train teachers to utilize the Branching Minds platform to plan and monitor interventions. Access scores were lower than anticipated. There's a discrepancy between Access scores and grades. We will be increasing the support for ELLs in the general education 

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

Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	
Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	<a href="#">LRE Dashboard Page</a>
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	<a href="#">IDEA Procedural Manual</a>
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	<a href="#">EL Placement Recommendation Tool ES</a> <a href="#">EL Placement Recommendation Tool HS</a>
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.	

classroom. Teachers will be provided with the ACCESS teacher report for each ELL. ELPT will meet with teachers individually to ensure appropriate modifications are being implemented. Instructional sections in English and Math have been created for Freshmen and Sophomores who have self contained classes in their IEP. Instructional sections will be smaller classes taught by a diverse learner teacher. Last year there were diverse learner teachers in each of the core classes listed in their IEP. We are aiming for all classes to implement coteaching models. Currently the model being used in classes is the one teach one assist model. Teachers are provided with an electronic copy of the IEP. They also have access to the IEP in SSM. Teachers were not implementing all portions of the IEP consistent with their content area. Diverse learner teachers will work more closely with teachers to implement appropriate accommodations and modifications. Diverse learner teachers will also provide teachers with a one page document that outlines accommodations and modifications for each student. Whole school professional development on implementing IEPs with fidelity is needed to improve instructional delivery and support.

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

Strengths: Implementation of targeted instruction with tiered groups. Small group instruction occurred within classroom. Opportunities: Branching Minds training for all teachers, More MTSS training with focus on Star 360 data and resources. Academic Intervention: More exposure to a variety of academic interventions, behavior intervention training and training for district-based intervention tools, i.e., Freckle. Anticipated paraprofessional roles to assist with students.

**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?**

School implements MTSS to target students in need of academic support. Students receive small group instruction to address scaffolding needs for tackling grade-level content standards. Teachers identify struggling students and curate a plan to target specific skills. Modeling and training of instructional strategies occur at staff meetings. The impact: - teachers expand and improve practice; students improve reasoning and problem-solving skills

[MTSS Academic Tier Movement](#)

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

[Quality Indicators of Specially Designed Curriculum](#)

[EL Program Review Tool](#)

**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 CIWR.

Our students are not receiving the appropriate targeted supplemental support (Tier 2) and intensive individualized instruction intervention (Tier 3) which is a priority to increase student academic achievement. Teachers were using one size fit all interventions because they struggled with differentiating between behavior and academic interventions.

Based upon their academic needs assessments, some students with IEPs need increased support. EL students need increased support with developing literacy skills

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## Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<a href="#">BHT Key Component Assessment</a> <a href="#">SEL Teaming Structure</a>	We are making strides to provide tiered SEL supports that are responsive to student needs, engage multiple stakeholders including community partners, and translate to improved student outcomes such as decrease in ISS or OSS consequences and increased student participation in extracurriculars. This is seen in the presence of: -Dedicated BHT referral form and tracker for staff. -School-based tier II groups - stress management, SPARCS. -Community-based tier II groups - WOW, LOV Club, Rush SOS, Urban Male Mentoring, Lifeline to Hope -Teen Mental Health First Aid: tier 1, 6 sessions in sophomore English -Collaboration with SEL community partners; implementation of quarterly community partner BHT meetings. Upon review of metrics using dashboard data, we observed a decrease in behavioral infractions from SY 2021-2022 to SY 2022-2023 as well as a decrease in OSS and ISS consequences. Additional observations included a significant decrease in Q4 of SY 22-23 in attendance and increase in chronic truancy and absenteeism year wide from 2021-2022 to 2022-2023. In SY 2022-2023 there were 9 OST programs and 506 events. Based on the significant swings in tracked data, we anticipate regression to the mean for the SY 23-24 metrics of both attendance and logged behavior infractions. though our aim is that OSS and ISS consequences remain low given dedicated restorative practices and OST activities increases given new partnerships and opportunities as well as higher enrollment. Our aim is track interventions and outcomes with fidelity especially in response to students identified as chronically absent or truant.	<a href="#">% of Students receiving Tier 2/3 interventions meeting targets</a> <a href="#">Reduction in OSS per 100</a> <a href="#">Reduction in repeated disruptive behaviors (4-6 SCC)</a> <a href="#">Access to OST</a> <a href="#">Increase Average Daily Attendance</a> <a href="#">Increased Attendance for Chronically Absent Students</a>
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		

Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

<p><b>What is the feedback from your stakeholders?</b></p> <p>Strengths: Regularly meeting behavioral health team. In place system for referrals and protocol for follow-up communication with referring staff. BHT experience in facilitating tiered SEL interventions. Opportunities: Staff buy-in and experience using Branching Minds to track and inform student social-emotional growth (including use of SDQ screener and insight surveys) and track student involvement and points of connection with partners, mentors, or support staff; responsive protocol for addressing chronically absent students and addressing needs informing low attendance and/or engagement both in and out of school.</p>	
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[Reconnected by 20th Day, Reconnected after 8 out of 10 days absent](#)

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

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

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

[Student Voice Infrastructure](#)

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

<p><b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>Students need consistent structure and expectations for follow-up following time out of school. Students need options to foster connection and belonging as well as overall wellbeing beyond typical avenues (sports or classroom setting).</p>	
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<p><b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b></p> <p>Through BHT and Culture &amp; Climate Team, the school implements MTSS targeting students with Social-emotional needs. Students receive interventions based on assessed need as well as intensive one-on-one supports. Staff use a referral system to alert BHT of students who may potentially require interventions and collaborate with staff in response on fidelity of universal supports and strategies and discuss outcomes as observed in the academic setting. The referral system prompts staff to identify the strengths of the student in question and which tier-1 strategies are being implemented for said student. In SY 22-23, 21 different staff members made use of the referral form with 82 total referrals entered. Two group interventions were facilitated in SY 22-23. Collaboration between BHT, attendance teams, culture &amp; climate, as well as grade level teams will continue to be necessary to address students with chronic absenteeism and/or truancy with whom tiered SEL interventions (groups or one-on-one) are difficult to administer based on attendance and other barriers such as low-buy-in.</p>	
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Postsecondary only applies to schools serving 6th grade and up. If your school does not serve any grades within 6th-12th grade, please skip the Postsecondary reflection.

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References
Partially	<a href="#">College and Career Competency Curriculum (C4)</a>
Partially	<a href="#">Individualized Learning Plans</a>
Partially	<a href="#">Work Based Learning Toolkit</a>
Partially	<a href="#">ECCE Certification List</a>
Yes	

What are the takeaways after the review of metrics?
<p>-ECCC: There was generally a steady increase from SY's '17-'20 and then the effects of COVID-19 are very apparent as we see a sharp decline in SY19-20. In SY21-22 there is an increase again once we got back in the building.</p> <p>-Another trend we see from the data is that we are decreasing AP opportunities and dramatically increase early college opportunities. This makes sense with the direction we're going in as an Early College STEM School.</p> <p>-Some goals we have are to 1) continue increasing dual credit opportunities 2) more dramatically increase Dual Enrollment by being intentional in our recruitment for these classes and Jumpstart Pathways</p> <p>-We saw a drop in LPS completion rate during the '20-'21 school year but picked right back up the following year.</p> <p>-College Enrollment overall has decreased over the years (17-'21, 87.5% to 75%), however, Persistence has increased for the most part</p> <p>In looking at the data, we have a clear opportunity to more strategically utilize the C4 curriculum to better help our students develop Foundational Skills, Career Awareness &amp; Alignment, and Academic &amp; Financial Readiness for Postsecondary success. While we are only facilitating the C4 curriculum in 3 out of the 4 grade levels, we can take elements of the curriculum and ensure that competencies are being developed in other areas of the school day (i.e. other classes or programming with partners).</p>
<p><b>What is the feedback from your stakeholders?</b></p> <p>Through our CTE programs our students that have participated in internships at Rush and Northwestern Hospitals have received positive reports on performance. Students report being excited to get the hands on experience and gaining a real understanding of what they will encounter when they get further down the career path. One issue we have encountered is the age requirement to sit for state licensing exams i.e. Pharmacy Tech.</p> <p>Our students participating in Urban Alliance and Genysys Works have always had a positive experience with developing work ethics and being able to manage academic work with the experiential learning. While the numbers fluctuate from year to year, the students have excelled in whatever program they have chosen to participate in.</p>

**Metrics**

[Graduation Rate](#)

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

[3 - 8 On Track](#)

[Learn, Plan, Succeed](#)

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

[College Enrollment and Persistence Rate](#)

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

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

Freshmen Connection Programs Offered (School Level Data)



Partially	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	<a href="#">PLT Assessment Rubric</a>
Yes	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	<a href="#">Alumni Support Initiative One Pager</a>

**What, 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?**

-EC/STEM, College & Career, and Counseling Departments to complete strategic planning together. While collaboration is already strong, developing and implementing systems that are tied to KPI and tracking them will be crucial. This year, we are looking to receive tailored training on Schoolinks to better input and capture the work across all 3 departments.

-Accomplish more of the KPI's and ILP's through collaboration with Seminar teachers via classroom assignments.

-Our connection to students during the school year has a direct effect on the ability to connect with our alumni. We have used phone email text in previous years. In an effort to increase contact we will discuss the possible option of using social media. Finding a staff member with more experience to use various platforms to reach out to students with posts relating to next steps. There was a hiccup in communication with our iMentor partners, we normally compare reports however, due to staff changes we were unable to connect.

**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 struggle to articulate the value or importance of their experiences or the connection to their postsecondary plans. A lot of times, they also don't have a space to record these activities in a place that shows them where they are in the continuum.

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

Using the associated references, is this practice consistently implemented?	References
Yes	<a href="#">Spectrum of Inclusive Partnerships</a>
Partially	<a href="#">Reimagining With Community Toolkit</a>
Yes	<a href="#">Student Voice Infrastructure Rubric</a>

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

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

We analyzed the results from the 5 Essential Survey and discovered root cases within Partnerships & Engagement.

The Root Cause for Health Science Pathways Partnership is to improve curriculum and gauge effectiveness (i.e. Pre/Post assessment).

Root Cause PAC- improve parent involvement (i.e fill all parent representative seats).

The Root Cause for Student Government is to increase the number of student led events by helping each student lead group plan and implement at least one social, student recognition and or philanthropic school event per quarter.

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

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

As stakeholders in the building, we are reflecting and progress monitoring the root causes towards our student centered programs by increasing community engagement, increasing students' sense of belonging, and providing more opportunities to build connections with the school and our partners by evaluating the programs current impact and making intentional adjustments and corrections

**Metrics**

[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)

Formal and informal family and community feedback received locally. (School Level 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]*

Medical Pathways: If we regularly engage partners in curriculum discussions and pathway needs. Then we enhance the student experiences that align more strongly with each career path. Which leads to a greater impact on our students' professional development and postsecondary success.

Lack of Parent Involvement on PAC, school wide activities, two-way communication and parent involvement in general.

Student Government: Increase the number of student led events and student recognition events from all active school clubs and organizations.

**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]*

PAC & LSC: Confirm parent contact information during registration and report card pick up and Inform all parent attendees at Quarterly Parent Info Sessions about PAC monthly events.

Medical Pathways: Conduct annual partners meetings (Rush, UChicago, Lurie, ATI, UIC) to develop enrichment curriculum for students.

Student Government: The sponsors and advisors of student groups and clubs will meet to collaborate and create a list of events that each Crane club/student group will spearhead independently to execute.

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

What are the takeaways after the review of metrics?

We are partially engaging our students in grade level appropriate materials and instruction that are high quality and culturally responsive. We need to ensure we are administering standards based, quality assessments and using that data to make instructional decisions. Assessment data dives need to be regularly occurring in PLCs. This can also be built into lesson plans (what standards we assessed on the last assessment, what information about student performance did you glean from the assessment, and how will the data inform this lesson plan?)

What is the feedback from your stakeholders?

Based on BOY-EOY Rigor Walk data, stakeholders wondered why instruction seemed to flatline throughout SY 22-23. Some were able to reflect on how fluxuations in teacher practice and adult mindset truly affects the level in which students are engaged in learning. They also reflected on how they can intervene with strategies to consistently engage students in high level learning.

What student-centered problems have surfaced during this reflection?

There is a lack of intentionally planned and structured opportunities for students to collaborate, problem solve, and build knowledge through inquiry and discourse. Students are mainly given tasks that are at the retrieval or comprehension level and are not given opportunities to productively struggle through challenging and meaningful work that is grade level appropriate. Student achievement has been stagnant according to GPAs and STAR 360 data.

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

The ILT has been learning different student discussion strategies and practicing them in their classrooms. The ILT then created a cycle of learning to lead adult learning in their Department teams. ILT leads modeled the strategies and supported their teams in creating and implementing structured student led discussion

Return to Top Determine Priorities

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

Students... will receive high quality curriculum and instruction daily in all of their classes. They will engage in inquiry strategies that allow them to think critically and solve problem while collaborating with peers. Students will receive consistent feedback for growth to elevate their own learning.

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... will implement the Skyline curriculum with fidelity while centering planning and instruction in the Inner Core and powerful instructional practice of understanding through inquiry. We will provide students with consistent feedback for growth to elevate their own learning.

Resources:

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

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

Return to Top Theory of Action

What is your Theory of Action?

If we.... empower students as investigators, researchers, and collaborators in learning and problem solving through curriculum and instruction that is grounded in inquiry and complex problems.

Resources:

**Indicators of a Quality CIWP: Theory of Action**  
 Theory of Action is grounded in research or evidence based practices.

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

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

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

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

then we see....

an increase in student engagement in authentic, intellectual learning experiences at the appropriate grade level



which leads to...

an increase in student performance on various assessments (interim, benchmark, and standard assessments) and an increase in student GPAs.



[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 and Instructional Coaches

**Dates for Progress Monitoring Check Ins**

Q1 [October 24, 2023](#)  
Q2 [January 10, 2024](#)

Q3 [April 3, 2024](#)  
Q4 [June 7, 2024](#)

**SY24 Implementation Milestones & Action Steps**

**Who**


**By When**

**Progress Monitoring**

<b>Implementation Milestone 1</b>	90% of teachers will design and facilitate student learning experiences aligned to the "understanding through authentic inquiry" powerful practices competencies and indicators.	All teachers	by end of June	Not Started
<b>Action Step 1</b>	Provide PD on thinking routines provide a toolkit of strategies to build a culture of thinking. Provide PD on the Instructional Core and the Inner Core Powerful Practices, specifically understanding through authentic inquiry and its indicators.	Instructional Coaches and ILT	by end of September	In Progress
<b>Action Step 2</b>	Review lesson plans for powerful practice indicators.	ILT and Instructional Coaches	Weekly	Select Status
<b>Action Step 3</b>	Provide tiered co-planning support for all teachers.	Instructional Coaches	Weekly	Select Status
<b>Action Step 4</b>	Conduct Learning Walks to monitor implementation of the powerful practice.	ILT and Instructional Coaches	Every 5 weeks	Select Status
<b>Action Step 5</b>	Use school-wide exit slips to survey students on how they are experiencing the indicators of the powerful practice.	Students	Bi-weekly	Select Status
<b>Implementation Milestone 2</b>	90% of teachers will provide students with consistent feedback that supports their academic and mindset growth.	All teachers	by the end of June	Select Status
<b>Action Step 1</b>	Provide PD for teachers on the nature and quality of feedback to improve student performance.	Instructional Coaches and Grade Level Leads	by the end of Quarter 1	Select Status
<b>Action Step 2</b>	Collect samples of teacher feedback given to students to and provide feedback to teachers.	Instructional Coaches and Grade Level Leads	Bi-weekly	Select Status
<b>Action Step 3</b>	Provide teachers with strategies and PD to continuously cultivate this learning condition.	Instructional Coaches and Grade Level Leads	Quarterly	Select Status
<b>Action Step 4</b>	Provide co-grading and feedback sessions with Instructional Coaches in grade level team meetings.	Instructional Coaches and Grade Level Leads	Bi-weekly	Select Status
<b>Action Step 5</b>	Use school-wide exit slips to survey students on how they are experiencing the indicators of the learning condition.	Instructional Coaches and Grade Level Leads	Every 5 weeks	Select Status
<b>Implementation Milestone 3</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

**SY25-SY26 Implementation Milestones**

<b>SY25 Anticipated Milestones</b>	10 % increase in students approaching benchmarks in EBRW and Math on the PSAT/SAT.	
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**SY26 Anticipated Milestones** 10% increase in students meeting benchmarks in EBRW and Math on the PSAT 10/SAT. 

[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 number of students approaching Math benchmarks on STAR 360.	Yes <input type="checkbox"/>	STAR (Math)	African American Male	TBD Aug 29-30			
			African American Female	TBD Aug 29-30			
Increase the number of students' positive perceptions of the feedback for growth learning condition.	Yes <input type="checkbox"/>	Cultivate	African American Male	TBD Aug 29-30			
			Latino Male	TBD Aug 29-30			

**Practice Goals**

Identify the Foundations Practice(s) most aligned to your practice goals. 	Specify your practice goal and identify how you will measure progress towards this goal. 		
	SY24	SY25	SY26
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	We will provide coaching supports and co-planning supports to help teachers build a culture of thinking in their classrooms. We will conduct lesson plan reviews and classroom visits using the Understanding Through Inquiry Competencies and Indicators Rubric. The rubric data will help the ILT monitor implementation and determine PD opportunities and will inform individual and team coaching. We administer school-wide common exit slips to capture real time data on how students are experiencing learning and feedback for growth from teachers.	We will conduct lesson plan reviews and classroom visits using the Understanding Through Inquiry Competencies and Indicators Rubric. The rubric data will help the ILT monitor implementation and determine PD opportunities and will inform individual and team coaching. We administer school-wide common exit slips to capture real time data on how students are experiencing learning and feedback for growth from teachers.	We will continue to conduct lesson plan reviews and classroom visits using the Understanding Through Inquiry Competencies and Indicators Rubric. The ILT will create a learning cycle that expands our powerful practice to include inquiry to action. The ILT will monitor implementation and determine PD opportunities and will inform individual and team coaching. We administer school-wide common exit slips to capture real time data on how students are experiencing learning and feedback for growth from teachers.
C&I:2 Students experience grade-level, standards-aligned instruction.	Teachers will attend content specific Skyline PDs throughout the school year. Lesson plan reviews will be conducted to ensure that instruction is aligned to Skyline at the appropriate grade level. Teachers and Teacher Leaders will monitor pacing to ensure students are progressing through the Skyline curriculum.	Teachers will attend content specific Skyline PDs throughout the school year. Lesson plan reviews will be conducted to ensure that instruction is aligned to Skyline at the appropriate grade level. Teachers and Teacher Leaders will monitor pacing to ensure students are progressing through the Skyline curriculum.	Teachers will attend content specific Skyline PDs throughout the school year. Lesson plan reviews will be conducted to ensure that instruction is aligned to Skyline at the appropriate grade level. Teachers and Teacher Leaders will monitor pacing to ensure students are progressing through the Skyline curriculum.
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 students approaching Math benchmarks on STAR 360.	STAR (Math)	African American Male	TBD Aug 29-30		Select Status	Select Status	Select Status	Select Status
		African American Female	TBD Aug 29-30		Select Status	Select Status	Select Status	Select Status
Increase the number of students' positive perceptions of the feedback for growth learning condition.	Cultivate	African American Male	TBD Aug 29-30		Select Status	Select Status	Select Status	Select Status
		Latino Male	TBD Aug 29-30		Select Status	Select Status	Select Status	Select Status

**Practice Goals**

**Progress Monitoring**

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	We will provide coaching supports and co-planning supports to help teachers build a culture of thinking in their classrooms. We will conduct lesson plan reviews and classroom visits using the Understanding Through Inquiry Competencies and Indicators Rubric. The rubric data will help the ILT monitor implementation and determine PD opportunities and will inform individual and team coaching. We administer school-wide common exit slips to capture real time data on how students are experiencing learning and feedback for growth from teachers.	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Teachers will attend content specific Skyline PDs throughout the school year. Lesson plan reviews will be conducted to ensure that instruction is aligned to Skyline at the appropriate grade level. Teachers and Teacher Leaders will monitor pacing to ensure students are progressing through the Skyline curriculum.	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?

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

What are the takeaways after the review of metrics?

We implemented the MTSS framework process within our grade-level teams. Moving forward, we will expand team membership to include our BHT team - social worker and counselors. We analyzed Star 360 data and class data (grades) to determine interventions and track student progress. An in-house progress-monitoring spreadsheet was used to track interventions. Progress-monitoring of interventions occurred but was not consistent. We plan to train teachers to utilize the Branching Minds platform to plan and monitor interventions. Access scores were lower than anticipated. There's a discrepancy between Access scores and grades. We will be increasing the support for ELLs in the general education classroom. Teachers will be provided with the ACCESS teacher report for each ELL. ELPT will meet with teachers individually to ensure appropriate modifications are being implemented. Instructional sections in English and Math have been created for Freshmen and Sophomores who have self contained classes in their IEP. Instructional sections will be smaller classes taught by a diverse learner teacher. Last year there were diverse learner teachers in each of the core classes listed in their IEP. We are aiming for all classes to implement coteaching models. Currently the model being used in classes is the one teach one assist model. Teachers are provided with an electronic copy of the IEP. They also have access to the IEP in SSM. Teachers were not implementing all portions of the IEP consistent with their content area. Diverse learner teachers will work more closely with teachers to implement appropriate accommodations and modifications. Diverse learner teachers will also provide teachers with a one page document that outlines accommodations and modifications for each student. Whole school professional development on implementing IEPs with fidelity is needed to improve instructional delivery and support.

What is the feedback from your stakeholders?

Strengths: Implementation of targeted instruction with tiered groups. Small group instruction occurred within classroom.  
 Opportunities: Branching Minds training for all teachers, More MTSS training with focus on Star 360 data and resources. Academic Intervention: More exposure to a variety of academic interventions, behavior intervention training and training for district-based intervention tools, i.e., Freckle. Anticipated paraprofessional roles to assist with students.

What student-centered problems have surfaced during this reflection?

Our students are not receiving the appropriate targeted supplemental support (Tier 2) and intensive individualized instruction intervention (Tier 3) which is a priority to increase student academic achievement. Teachers were using one size fit all interventions because they struggled with differentiating between behavior and academic interventions.

Based upon their academic needs assessments, some students with IEPs need increased support. EL students need increased support with developing literacy skills

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?

School implements MTSS to target students in need of academic support. Students receive small group instruction to address scaffolding needs for tackling grade-level content standards. Teachers identify struggling students and curate a plan to target specific skills. Modeling and training of instructional strategies occur at staff meetings. The impact: - teachers expand and improve practice; students improve reasoning and problem-solving skills

Return to Top Determine Priorities

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

Students... need the appropriate support/accommodations/modifications/interventions to increase student achievement.

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... lack MTSS knowledge to effectively implement the MTSS framework. We need Branching Minds training to develop and track intervention plans. We need more data analysis opportunities to drive instruction. There was no district-supplied intervention platform similar to ES to facilitate an accurate tracking of student skill attainment and the in-house tracking spreadsheet was not updated consistently.

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

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

Return to Top Theory of Action

What is your Theory of Action?

If we.... Resources:

MTSS: If we effectively implement a multi-tiered system of supports that includes routine review and analysis of student data and implementation of appropriate supports/services/interventions,

Diverse Learners: If we strengthen co-teaching instructional practice,

ELL: If we differentiate our instruction for ELLs,



**Indicators of a Quality CIWP: Theory of Action**

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

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

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

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

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

**then we see....**

MTSS: then we see a decrease in Tier 2 and Tier 3 students

Diverse Learners: an increase in diverse learners engagement in class,

ELL: then we improve opportunities for ELL students to develop their language skills,



**which leads to...**

MTSS: an increase in our student population meeting grade-level expectations and earning higher GPAs.

Diverse Learners: increased grades and standardized test scores.

ELL: students testing out of ESL on the annual ACCESS test.



## Return to Top Implementation Plan

Resources:

**Indicators of a Quality CIWP: Implementation Planning**

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

**Team/Individual Responsible for Implementation Plan**

**Dates for Progress Monitoring Check Ins**

Q1	October 24, 2023	Q3	April 3, 2024
Q2	January 10, 2024	Q4	June 7, 2024

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	90% of teachers will use universal screening data, intervention platform data and assessment data to identify learning gaps of assigned students and deliver appropriate level of support, interventions or services.	All teachers	June 7, 2024	Select Status
<b>Action Step 1</b>	Administer Star 360 (Reading and Math) assessments and a learner profile inventory survey to cultivate learning environment .	English and Math teachers	September 1, 2024	Select Status
<b>Action Step 2</b>	Expand MTSS team to include other stakeholders by end of September	Instructional Coaches, Grade Level Leads, Behavior Health team (BHT)	September 8, 2024	Select Status
<b>Action Step 3</b>	Provide Star 360, Branching Minds, and Freckle training - Facilitation and Data.	Instructional coaches, Grade Level Leads, MTSS interventionist	October 31, 2024	Select Status
<b>Action Step 4</b>	MTSS team will use Tier 1 best practices checklist to ensure universal supports are in place.	GLT/MTSS team	October 31, 2024	Select Status
<b>Action Step 5</b>	Incorporate Tier 2 adaptive learning twice a week.	All teachers	November 8, 2024	Select Status
<b>Action Step 6</b>	Tier 3 students receive a KidTalk-triggered BHT referral and intervention	All teachers, interventionist, BHT	November 8, 2024	Select Status
<b>Action Step 7</b>	Students complete deep data dives once a semester with their own data (BAG, Star, etc.) while teachers progress monitor interventions/services monthly and review assessment data.	Students, teachers	May 3, 2024	Select Status
<b>Implementation Milestone 2</b>	50% of gen ed teachers will use the CPS co-teaching models of instruction.	Gen ed teachers, DL teachers	June 2024	Select Status
<b>Action Step 1</b>	Common planning time for gen ed and DL teacher	Gen ed teachers, DL teachers	August 2023	Select Status
<b>Action Step 2</b>	Coteacher and Gen ed teachers receive pd on best practices for coteaching. DL teachers collaborate with gen ed teachers to incorporate modifications and accommodations to unit and lesson plans. Case manager monitors progress.	Gen ed teachers, DL teachers, Case manager	June 2024	Select Status
<b>Action Step 3</b>	Assignments/Tests/Quizzes/Projects modified in collaboration with DL teachers. Teachers give their co teacher sufficient time to create a modified version of the assignment or test. The modifications will align to the student's IEP. Modified versions of the assignments are available for IEP and 504 students.	Gen ed teachers, DL teachers		Select Status
<b>Action Step 4</b>	Paraprofessionals paired with students according to need and relationship.	Case managers	August 2023	Select Status
<b>Action Step 5</b>	PD Training on SSM, IEP Access and Student Disabilities/Categories	All teachers	September 2023	Select Status
<b>Action Step 6</b>	DL teachers and paraprofessionals receive training on best practices for incorporating the assistance in classes.	Gen ed teachers, Paraprofessionals	September 2023	Select Status
<b>Implementation Milestone 3</b>	100% of English Language Learners will improve their scores on ACCESS one point.	ELPT, Gen Ed teachers	June 2024	Select Status
<b>Action Step 1</b>	WIDA standards reflected in lesson plans. Teachers focus on domain skills (Reading, Writing, Speaking, and Listening). ELPT provides an example lesson plan to share with teachers.	Teachers	June 2024	Select Status
<b>Action Step 2</b>	Provide teachers access to self-paced ELD Modules.	ELPT, Teachers	June 2024	Select Status
<b>Action Step 3</b>	ELPT attends quarterly ELPT meetings and share information with teachers of ELLs	ELPT	June 2024	Select Status
<b>Action Step 4</b>	ELPT conducts the OLCE required walkthrough and provide generalized suggestions as needed.	ELPT	June 2024	Select Status

Action Step 5	ELPT shares list of ELLs with teachers and provide an explanation of ACCESS scores in relation to language proficiency.	ELPT	September 2023	Select Status
Implementation Milestone 4	Increase students earning the seal of biliteracy from 5 to 10	ELPT	May 2024	Select Status
Action Step 1	Provide students information about the Seal of Biliteracy in their world language classes.	WL teachers	September 2023	Select Status
Action Step 2	Notify students eligible per state requirements for English proficiency (OLCE provides list mid year) via email	ELPT	March 2024	Select Status
Action Step 3	Provide Seal of Biliteracy test practice and preparation sessions	ELPT	April 2024	Select Status
Action Step 4	Enroll interested students in dual credit world language class	Counseling	February 2024	Select Status
Action Step 5				Select Status

**SY25-SY26 Implementation Milestones**

**SY25 Anticipated Milestones** Anticipated milestones for SY 25 include: 10% decrease in Tier 2 students according to STAR360 Reading and Math data, teachers providing small group instruction at least twice a week, Gen ed and DL teachers will meet at least once a week specifically to collaborate on lesson planning (class, assessment), and ELL will increase ACCESS score by 2 points.

**SY26 Anticipated Milestones** Anticipated milestones for SY 26 include: 10% decrease in Tier 3 students and 15% decrease in Tier 2 students according to STAR360 Reading and Math c

**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 % of students scoring in Tier 1 and 2 categories of Star360 Math and Reading	No, assessment is given three times a year.	MTSS Academic Tier Movement	Female				
			Male				
Increase the percentage of students receiving a C or above in English and Math	Yes	Grades	Students with an IEP				
			English Learners				

**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.	Grade level teams meet 1-2 times a month to discuss and monitor instructional practices, effectiveness of instruction, intervention plans and student growth. Attendance is taken for each meeting. Intervention plans are checked by MTSS lead to ensure consistency of progress monitoring. Expansion of GLTs to include BHT members.	Grade level teams meet 2-3 times a month to discuss and monitor instructional practices, effectiveness of instruction, intervention plans and student growth. Attendance is taken for each meeting. Intervention plans are checked by MTSS lead to ensure consistency of progress monitoring.	
I&S:3 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.	All teachers receive training on accessing IEPs. Gen ed and DL teachers meet weekly to determine supports for students. Survey DL staff to assess coteaching occurrences during weekly DL meeting		



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 % of students scoring in Tier 1 and 2 categories of Star360 Math and Reading	MTSS Academic Tier Movement	Female			<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>
		Male			<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>
Increase the percentage of students receiving a C or above in English and Math	Grades	Students with an IEP			<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>
		English Learners			<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>

**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.	Grade level teams meet 1-2 times a month to discuss and monitor instructional practices, effectiveness of instruction, intervention plans and student growth. Attendance is taken for each meeting. Intervention plans are checked by MTSS lead to ensure consistency of progress monitoring. Expansion of GLTs to include	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>
I&S:3 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.	All teachers receive training on accessing IEPs. Gen ed and DL teachers meet weekly to determine supports for students. Survey DL staff to assess coteaching occurrences during weekly DL meeting	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>
<span style="font-size: 0.9em; color: #666;">Select a Practice</span>		<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>

If Checked:  
Complete  
IL-Empower  
Section below

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

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

If Checked:  
No action needed

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



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

## Parent and Family Plan

If Checked:



### 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.

Parents will participate in workshops and presentations that is aimed to empower our parents to support their students. Our Parent Advisory Committee (PAC) meetings will provide protected space for these informational as needed. The school staff and community partners will provide meetings and/or sessions beyond the PAC Meetings. Our focus will be on the following topics : Academic Success: Strategies for helping your child excel in their high school studies, including study habits, time management, and setting academic goals. Post-Secondary Preparation: Guidance on navigating the path to post-secondary education, including college applications, financial aid, and career exploration. Social-Emotional Support: Insights into supporting your child's social and emotional well-being, including techniques for managing stress and fostering resilience.



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