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
Kamilah Hampton	Principal	klhampton2@cps.edu
Ellina Mitchell	AP	ephale@cps.edu
Shujuana Lovett	Other MTSS Interventionist	sjlovett@cps.edu
Leticia Chevas	Other ELPT	lschevas@cps.edu
David Traslavina	Curriculum & Instruction Lead	dtraslavina@cps.edu
Yayaira Trujillo	Teacher Leader	ytrujillo8@cps.edu
Roberto Cruz	Connectedness & Wellbeing Lead	racruz@cps.edu
Cynthia Zaker	Parent	
Adriana Mendez	Teacher Leader	amendez@cps.edu
Jewel Hodges	Teacher Leader	jbhodges@cps.edu
Mary Kate Daniels	Teacher Leader	mdaniels30@cps.edu
Gabriela Gonzalez	LSC Member	gmgonzalez11@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	7/12/23	7/12/23
Reflection: Curriculum & Instruction (Instructional Core)	8/23/23	8/23/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	8/23/23	8/23/23
Reflection: Connectedness & Wellbeing	8/23/23	8/23/23
Reflection: Postsecondary Success	8/23/23	8/23/23
Reflection: Partnerships & Engagement	8/23/23	8/23/23
Priorities	8/24/23	8/25/23
Root Cause	8/25/23	8/25/23
Theory of Acton	8/25/23	8/25/23
Implementation Plans	8/28/23	8/28/23
Goals	8/28/23	8/28/23
Fund Compliance	8/30/23	8/30/23
Parent & Family Plan	8/30/23	8/30/23
Approval	9/5/23	9/5/23

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	10/4/23
Quarter 2	11/15/23
Quarter 3	1/29/24
Quarter 4	4/8/24

Jump to... Curriculum & Instruction | Inclusive & Supportive Learning | Connectedness & Wellbeing | Postsecondary | Partnerships & Engagement

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

Return to Top

Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References
Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership

What are the takeaways after the review of metrics?

K-2nd
Over 42% of students in BOY were in red
Lower grades (k-1) significantly higher %'s in red (64%-84%)
2nd grade had significantly higher %'s in blue/green

MOY
Students that were in green or blue dropped to yellow or red

EOY
Decrease in % in red across k-2nd (16-40%)

K ELA BOY 71% in red to EOY 52.63% in red
K ELA BOY 87% in red to EOY 47.05% in red
K ELA BOY 29% in green 0% in blue to EOY 15.78% in green 5.26% in blue
K ELA BOY 13% in green to 11.76% in green

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1st ELA BOY 64% in red to 34.78% in red EOY
1st ELABOY 11% in green stayed in green EOY
1st ELA BOY 16% green 0% blue to 13% green 30% blueEOY

What is the feedback from your stakeholders?

Cultivate data displays weak in Ambitious Instruction and Supportive Environment. Students mostly feel they aren't confident in completing rigorous activities apart of instruction.

Metrics

IAR (Math)
IAR (English)
Rigor Walk Data (School Level Data)
PSAT (EBRW)
PSAT (Math)
STAR (Reading)
STAR (Math)
iReady (Reading)
iReady (Math)
Cultivate
Grades

Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document

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

Students are expressing low motivation and although they display they are excited to learn there indiviual intrinsic skills are low as it pertains to the Cultivate survey.

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?

41% of students stated that they are somewhat motivated, while 28% of students state they are motivated
Relevance to the Future Scores:27 All of the indicators referring to the future were higher at the somewhat range
Agency: Score was 1 Students not feeling as though they have ownership
Self Efficacy: Score 1
Academic Risk Taking Score :7
Belonging Score: 9
Growth Mindset : Score 9
Identity Safety Score: 12
Organization/Time Management: Score 16
Monitoring Strategies: Score 9

Glows:
SOTA evident in 6/7 classrooms
Domain 2: Classroom environment
Evidence of strong SEL
Evidence of high student engagement
Students excited to learn
Strong cross-linguistic connections
Evidence of differentiation
Book selection
Grows:
Taxonomy levels of standards and student work need to be increased
Intentional planning that elicits student discourse
Strategies that conduct towards equity of voice
Extend whole group skills to small group instruction
Provide language scaffolds and resources that help align with the learning target
Deltas:
Continue intentional planning to increase the taxonomy level of student work that nourishes rich student discourse

ACCESS

TS Gold

Interim Assessment Data

Return to Top

Inclusive & Supportive Learning Environment

Jump to... Curriculum & Instruction | Inclusive & Supportive Learning | Connectedness & Wellbeing | Postsecondary | Partnerships & Engagement

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

What are the takeaways after the review of metrics?

Based on the MTSS continuum, we land under the Foundational and Developed levels.

Branching Minds Roots report:

Screening for at risk students: 82%

Primary Instruction/Core Curriculum (Tier 1): 36%

Supplemental Intervention (Tiers 2 &3) Planning: 75%

Supplemental Intervention (Tiers 2 & 3) Implentation: 41%

Supplemental Intervention (Tiers 2 & 3) Progress Monitoring: 60%

Systems and Infrastructure: 60%

What is the feedback from your stakeholders?

Additional support using Branching Minds platform to manage their implementations of the MTSS framework for students. Stakeholders want to learn how to analyze multiple data points that will guide the problem solving process, how to create plans/goals, assign interventions, progress monitor and monitor outcomes of students progress.

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?

Every teacher has a mentor this year. Every teacher will utilize the system wide platform Branching Minds to set goals and progress monitor academic achievements and supports for students. This effort will be monitored using a tracker for teachers and MTSS Lead. Implementation of intervention blocks will be monitored by MTSS Lead. The impact of this will

Metrics

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

MTSS Continuum

Roots Survey

ACCESS

MTSS Academic Tier Movement

Annual Evaluation of Compliance (ODLSS)

Quality Indicators of Specially Designed Curriculum

EL Program Review Tool

Partially	There are language objectives (that demonstrate HOW students will use language) across the content.	

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

Lack of uniform and frequent documentation of progress monitoring utilizing Branching Minds and implementation of equity - based MTSS framework is lacking, leading to a less inclusive and supportive learning environment.
Lack of documentation of language interventions and progress monitoring informed by data, appropriate assessments, WIDA ELD and CanDo descriptors leading to inaccessible content for language learners and slow growth in L1 and L2.

clocks will be monitored by MTSS Lead. The impact of this will be students receiving quality intervention instruction.
Every teacher has received professional development around WIDA ELD standards, Can Do decsriptors, mapping students ELPs for small group and ESL instruction, and receives updates Students in Program Reports every 5 weeks. In house PD for EL program requirements, intructional models, interventions, language and content objectives is ongoing. School wide walk-throughs are conducted 4-6 weeks after PD to gauge teacher implementation and address gaps in learning. The impact of this will be students receiving quality language supports that target academic language and afford students access to content without language barriers. This also addresses the CPS policy around EL program students, progress monitoring, and placement decision making resulting in decisions based on data and data proven practices.

Return to Top

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		References
Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment SEL Teaming Structure
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	

What are the takeaways after the review of metrics?

PBIS throughtout the school focusing on school behavior and values. Second Step is used throughout the school focusing on social-emotional skills such as empathy and problem-solving. Calm Classroom used to build emotional skills through mindfulness. Success Bound is for our middle schools to prepare them for high and beyond. Student learn the process of mainting a good GPA and how to get into their high school of choice. BAM Becoming A Man: is a boy's small group at our school centered on middle school students to learn, internalize and practice social cognitive skills. Check in Check out will be implemented by the BHT team to support students and provide a quick daily connection with BHT staff to state how they are feeling that day and what support is needed. Tier 1 Healing Centered Supports: All staff members are our healing centered supports for our students (tier 1). BHT and Climate and Culture team implemented.

Metrics

- % of Students receiving Tier 2/3 interventions meeting targets
- Reduction in OSS per 100
- Reduction in repeated disruptive behaviors (4-6 SCC)
- Access to OST
- Increase Average Daily Attendance

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.

What is the feedback from your stakeholders?

Robotics program went to competition and won first place. Our after school programs include: soccer, math tuturing, reading tuturing, homework support, Girls on the Run. Re-entry plan: student's home is called for absences and for chronic absences, home visits are made.

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.

Attendance, Communication (Student to Student), Communication (Student to Teacher, Social-Emotional Trauma and how the staff manages behaviors.

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?

Counselor training for social-emotional small group SS Grin, also Check in Check out. New Comers Small Group STRONG is being implemented this year. The impact of small groups is great, connecting with a group gives you insight on what the whole group might be going through, meaning classroom, grade level, or grade band. STRONG is an example of breaking a barrier and having our new students feel more inclusive and share what they are going through.

Reconnected by 20th Day, Reconnected after 8 out of 10 days absent

Cultivate (Belonging & Identity)

Staff trained on alternatives to Enrichment Program Participation: Enrollment & Attendance

Student Voice Infrastructure

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	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)
Yes	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans
Partially	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).	
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List
	There is an active Postsecondary Leadership Team (PLT)	PLT Assessment Rubric

Success bound implemented for 7th and 8th grade during prep periods once a week.

Students were active in using Naviance during "Intervention" prep time with the school counselors. They spent time exploring high school and career options.

WBL toolkit - we had a career day but only had one guest speaker. School also hosted a high school fair to expose students to different high schools and programs. (students had requested more schools attend the fair for greater exposure.

What is the feedback from your stakeholders?

Parents were well informed on high school application and selection process through after school planning sessions and parent meetings. Parents had direct contact with counselors in regards to high school process. Parents were comfortable with contacting counselors and trusting the process.

Students were excited about attending the high school fairs and seeing all of the options available to them.

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)

N/A	that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	
N/A	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 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.

Lack of exposure to different careers through career day. Students need more exposure to different high school options (selective enrollment, neighborhood school, etc.). More accessible high school visitation through possible field trips.

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

Students will be gaining experiences and exposure through mandatory service hours.
Counselors will work on adding more guest speakers for career day.

The impact of these improvements is that students will gain more experiences than before. THey will be exposed to more career options and pathways.

These efforts support students that would not]have the oppoturnity to talk with people with varying careers. Many students do not have the opportunity to build work skills. Through the mandotory service hours, students will be able to get some hands on experience.

Return to Top

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References
Yes	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships
		Reimagining With Community Toolkit

What are the takeaways after the review of metrics?

- Ressurection Project actively engage in providing instruction to students - Teachers don't feel there is a high level of parental engagement - There is little trust between parents and teachers according to thr 5Essentials -LSC/PAC and BAC meetings are attended by parents - Principal implements a Coffee with a Principal to gain parent insight on decision making for the school - Students want an increase in trust with their teachers and to feel safe in their learning environment - Students feel there is strong academic support from their peers - overall supportive environment scored weak

Metrics

Cultivate

5 Essentials Parent Participation Rate

5E: Involved Families

5E: Supportive Environment

Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.			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)
Partially	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric		

What is the feedback from your stakeholders?

5 Essentials Data SY23

29 Weak -Involved Families
36 Weak -Parent Influence on Decision Making
31 Weak-Parent Teacher Trust
19-Very Weak Parent Involvement in School

34 Weak-Supportive Environment
45 Neutral-Peer support with Academic Work
37 Weak -Student Teacher Trust
36 Weak-Academic Personalism
18-Very Week Safety

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

Students don't feel completely empowered due to lack of teacher trust. Students overall want an increase in trust to ensure they feel that they are in a safe learning environment. Students feel there is strong academic support from their peers.

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?

We implemented Check In Check Out to create strong relationships with students. We host three monthly meetings with opportunities for parents to participate and host a program for them to be engaged in instruction. We need more teacher participation in soliciting parent and engagement and partnerships and create space for teachers to contact parents for more engagement.

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

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
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?

K-2nd
Over 42% of students in BOY were in red
Lower grades (k-1) significantly higher %'s in red (64%-84%)
2nd grade had significantly higher %'s in blue/green

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Students that were in green or blue dropped to yellow or red

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Decrease in % in red across k-2nd (16-40%)

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1st ELA BOY 16% green 0% blue to 13% green 30% blueEOY

2nd ELA BOY 52% red to 25% red EOY
2nd ELA BOY 42% red to 26% red EOY
2nd ELA BOY 33% green 15% blue to 21% green 54% blue EOY
2nd ELA BOY 1% green 28% blue to 21% green 47% blue EOY

What is the feedback from your stakeholders?

Cultivate data displays weak in Ambitious Instruction and Supportive Environment. Students mostly feel they aren't confident in completing rigorous activities apart of instruction.

What student-centered problems have surfaced during this reflection?

Students are expressing low motivation and although they display they are excited to learn there indiviual intrinsic skills are low as it pertains to the Cultivate survey.

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?

41% of students stated that they are somewhat motivated, while 28% of students state they are motivated Relevance to the Future Scores:27 All of the indicators referring to the future were higher at the

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

somewhat range
Agency: Score was 1 Students not feeling as though they have ownership
Self Efficacy: Score 1
Academic Risk Taking Score :7
Belonging Score: 9
Growth Mindset : Score 9
Identity Safety Score: 12
Organization/Time Management: Score 16
Monitoring Strategies: Score 9

Glows:
SOTA evident in 6/7 classrooms
Domain 2: Classroom environment
Evidence of strong SEL
Evidence of high student engagement
Students excited to learn
Strong cross-linguistic connections
Evidence of differentiation
Book selection
Grows:
Taxonomy levels of standards and student work need to be increased
Intentional planning that elicits student discourse
Strategies that conduct towards equity of voice
Extend whole group skills to small group instruction
Provide language scaffolds and resources that help align with the learning target
Deltas:
Continue intentional planning to increase the taxonomy level of student work that nourishes rich student discourse

Return to Top

Determine Priorities

Resources:

Determine Priorities Protocol

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

Students...

Students aren't exposed to consistent research based strategies in instruction, while also struggling to engage in discourse around content.

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

Resources:

5 Why's Root Cause Protocol

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

As adults in the building, we...

need to provide more opportuities for students to participate and lead content based discussions during instruction, while providing them differentiated learning material to

Indicators of a Quality CIWP: Root Cause Analysis

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

discussions during instruction, while providing them differentiated learning material to increase student achievement.

Curriculum & Instruction

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....

address student's specific deficits by offering a range of pedagogical instructional strategies; create tiered assessments for whole group instruction and small group instruction; regularly progress monitor and adjust instruction to address student misunderstandings through re-teaching strategies, re-engagement lessons, interventions, and enrichment

then we see....

teachers will know exactly where every student is and be able to actively and effectively monitor and adjust instruction for individual student misunderstandings

which leads to...

Students meeting the 90th (ELA) and 70th (Math), or better, percentile growth measures on the National reading and math STAR 360 assessments; and a minimum of 70%, or better, of students in grades 2-8 meeting or exceeding national average growth composite norms on Reading and Math STAR 360 Assessments. Student's Dibels composite score and TRC benchmark goals will achieve grade-level expectations.

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

Administration

Dates for Progress Monitoring Check Ins

Q1	10/4/23	Q3	1/29/24
Q2	11/15/23	Q4	4/8/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Adoption of Skyline Curriculum and Supplemental Programs for all teachers	All	Ongoing	Completed
Action Step 1	Teaching and learning will be supplemented with the purchase of personalized Learning and assessment programs that will be integrated into reading and math curriculum (i.e.: Coach Digital IXL, Moby Max, etc.	Admin and All Teachers	August	Completed
Action Step 2	Teachers provided Skyline professional learning during school improvement days, with a focus on student discourse.	All Teachers	Ongoing	In Progress
Action Step 3	The administration will provide formalized structures for ILT and GLT to lead professional development on Co-Lab implementation.	Admin	August	In Progress
Action Step 4	Implement Reading and Math units and lesson plans based on the CCSS/NGSS pacing guide with fidelity.	All Teachers	Ongoing	In Progress
Action Step 5	Teachers will engage in modeling and demonstration walkthroughs of the implementation of the SKyline curriculum.	Admin, ILT, and All Teachers	Quarter 2	Not Started
Implementation Milestone 2	Intervention and or enrichment blocks built into each grade level schedule support to student learning. Students grouped by STAR360 data across classrooms, i.e. walking reading and walking math during designated days and times of the week. All staff will be included to provide instructional support for students.	All	Ongoing	In Progress
Action Step 1	Staff will build an enrichment/intervention block into all student schedules to provide explicit time for students to engage in enrichent activiites.	Admin	August	Completed
Action Step 2	Teacher teams will work to develop student learning plans to provide individualized and targeted supports.	All Teachers	October	Not Started
Action Step 3	Teachers will set goals for student progress monitoring	All Teachers/Coach	October	Not Started
Action Step 4	Teacher teams will develop and use data analysis protocols to adjust intervention groupings during progress montioring cycles.	All Teachers	Every 10 Weeks	*Select Status*

Action Step 5	Teachers will be provided with time to meet quarterly to plan responses to interventions in place and make adjustments to learning plans as needed.	All Teachers	Every 10 Weeks	Not Started
Implementation Milestone 3	Provide professional development opportunities to improve guided or small group instruction, student discourse, balanced literacy framework, writing, grammar, foundational skills, and vocabulary acquisition.	Admin, ILT	Ongoing	In Progress
Action Step 1	Engage staff in professional development around the Guided Reading instructional strategy and imlpementation.	Admin, ILT	September	Not Started
Action Step 2	Teachers will implement the Gradual Release of Responsibility in every instructional lesson during ELA, Math, Science and SS using criticial thinking skills and discussion stems.	Admin,ILT	October	Not Started
Action Step 3	Engage staff in professional development around questioning and discussion techniques and monitor teacher's implementation of techniques implemented for students to formulate their on questions and exhibit high-level thinking.	Admin, ILT	Ongoing	*Select Status*
Action Step 4	Engage staff in professional learning around EL supports, students scoring 3.5 on ACCESS and below will receive ESL instruction, 3 times a week for 40 minutes.	ELPT, All Teachers	Ongoing	*Select Status*
Action Step 5	Engaging staff in professional learning around small group instruction using STAR360, iReady and TRC individual and student grouping data.	All Teachers	Ongoing	*Select Status*
Implementation Milestone 4	The administration will engage Instructional leadership and Instructional Leadership Team in peer observations and coaching conversations to support in building the capacity of teacher's instruction.	Admin	Ongoing	*Select Status*
Action Step 1	Administration will host bi-weekly and monthly professional learning communities for teacher leaders to build capacity to coach peers in instructional strategies.	Admin	Ongoing	In Progress
Action Step 2	Teacher leaders will provide 30 minutes of weekly debrief/coaching sessions to teachers within grade level bands.	ILT	Weekly	In Progress
Action Step 3	Teacher leaders will engage in leading co-labs in grade level team meetings to target and improve instructional stategies and schoolwide priorities.	ILT	Bi-Weekly	In Progress
Action Step 4	Teacher leaders will participate in district led ILT institutes to gain access to addiotional strategies to support teacher in instructional practices.	ILT	Monthly	In Progress
Action Step 5	Teacher leaders and administistration will develop observation protocols for teachers to participate in peer observations.	ILT	Ongoing	In Progress

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

Curriculum & Instruction

SY25 Anticipated Milestones

We plan to see 75% of our teachers implementing high quality instruction, providing strong whole group instruction and differentiated opportunities during small group insrtuction to increase student achievement.

SY26 Anticipated Milestones

We plan to see 100% of our teachers implementing high quality instruction, providing strong whole group instruction and differentiated opportunities during small group insrtuction to increase student achievement.

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)	Numerical Targets [Optional] Baseline	SY24	SY25	SY26
Increase student proficiency on the IAR from 2% to 32% by SY26	Yes	IAR (Math)	Overall	2	12	22	32
			Overall				

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

Curriculum & Instruction

Increase student proficiency on the IAR from 3% to 43% by SY26	Yes	IAR (English)	Overall	3	13	23	33
			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&I:2 Students experience grade-level, standards-aligned instruction.	Our goal is to increase teacher's capacity around the Gradual Release of Responsibility, exposing students to rigorous learning materials and instruction using the Skyline curriculum through the implmentation of instructional schedules with minute by minute schedules, professional learning on instructional implementation, and coaching support which will result in student proficiency increasing by 10%.	Our goal is to increase teacher's capacity around the Gradual Release of Responsibility, exposing students to rigorous learning materials and instruction using the Skyline curriculum through the implmentation of instructional schedules with minute by minute schedules, professional learning on instructional implementation, and coaching support which will result in student proficiency increasing by 20%.	Our goal is to increase teacher's capacity around the Gradual Release of Responsibility, exposing students to rigorous learning materials and instruction using the Skyline curriculum through the implmentation of instructional schedules with minute by minute schedules, professional learning on instructional implementation, and coaching support which will result in student proficiency increasing by 30%.
C&I:4 The ILT leads instructional improvement through distributed leadership.	Our goal is to increase teacher's instructional practices by the implementation of teachers being provided instructional and environmental coaching which wil result in 50% of teachers implementing sound instructional practices in whole and small group instruction.	Our goal is to increase teacher's instructional practices by the implementation of teachers being provided instructional and environmental coaching which wil result in 75% of teachers implementing sound instructional practices in whole and small group instruction.	Our goal is to increase teacher's instructional practices by the implementation of teachers being provided instructional and environmental coaching which wil result in 100% of teachers implementing sound instructional practices in whole and small group instruction.
C&W:3 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.	Our goal is to increase programming for out of school time inclusive of Saturday programming implementing 5 extracurricular and enrichment programs for students to engage in.	Our goal is to increase programming for out of school time inclusive of Saturday programming implementing 8 extracurricular and enrichment programs for students to engage in.	Our goal is to increase programming for out of school time inclusive of Saturday programming implementing 10 extracurricular and enrichment programs for students to engage in.

Return to Top

SY24 Progress Monitoring

Resources:

Below are the goals for this Theory of Action that were created

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

Curriculum & Instruction

above. CIWP Teams will use this section to progress monitor the goals on a quarterly basis.

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase student proficiency on the IAR from 2% to 32% by SY26	IAR (Math)	Overall	2	12	Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status
Increase student proficiency on the IAR from 3% to 43% by SY26	IAR (English)	Overall	3	13	Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	Our goal is to increase teacher's capacity around the Gradual Release of Responsibility, exposing students to rigorous learning materials and instruction using the Skyline curriculum through the implmentation of instructional schedules with minute by minute schedules, professional learning on instructional implementation,	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	Our goal is to increase teacher's instructional practices by the implementation of teachers being provided instructional and environmental coaching which wil result in 50% of teachers implementing sound instructional practices in whole and small group instruction.	Select Status	Select Status	Select Status	Select Status
C&W:3 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.	Our goal is to increase programming for out of school time inclusive of Saturday programming implementing 5 extracurricular and enrichment programs for students to engage in.	Select Status	Select Status	Select Status	Select Status

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

Based on the MTSS continuum, we land under the Foundational and Developed levels.

Branching Minds Roots report:

Screening for at risk students: 82%

Primary Instruction/Core Curriculum (Tier 1): 36%

Supplemental Intervention (Tiers 2 &3) Planning: 75%

Supplemental Intervention (Tiers 2 & 3) Implentation: 41%

Supplemental Intervention (Tiers 2 & 3) Progress Monitoring: 60%

Systems and Infrastructure: 60%

Meeting quality: 60%

K-1
literacy composite scores
100% of students fall within the Entering to Developing levels
0% of students reached expanding to bridging
89% of K and 67% of 1st grade students landing in the entering proficieny level.

2-3
Literacy composite scores
100% of students fall within the Entering to Expanding levels
0% of students reached expanding to bridging
46% of 2nd are emerging and 39% developing
32% of 3rd are emerging and 41% developing

4-5
Literacy Composite scores
3% of 4th are at bridging level, and 0% of 5th
4th grade- 35% at entering, 29% at developing
5th 0% at bridging and reaching, 29% at developing, 48% at expanding

6-8
Literacy Composite scores
0% of 6-8 have reached bridging or reaching level
6-8 highest proficiency level is developing with 6th-50%, 7th-48%, and 8th-52%

What is the feedback from your stakeholders?

Additional support using Branching Minds platform to manage their implementations of the MTSS framework for students. Stakeholders want to learn how to analyze multiple data points that will guide the problem solving process, how to create plans/goals, assign interventions, progress monitor and monitor outcomes of students progress.

Inclusive & Supportive Learning Environment

Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

What student-centered problems have surfaced during this reflection?

Lack of uniform and frequent documentation of progress monitoring utilizing Branching Minds and implementation of equity - based MTSS framework is lacking, leading to a less inclusive and supportive learning environment.
Lack of documentation of language interventions and progress monitoring informed by data, appropriate assessments, WIDA ELD and CanDo descriptors leading to inaccessible content for language learners and slow growth in L1 and L2.

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?

Every teacher has a mentor this year. Every teacher will utilize the system wide platform Branching Minds to set goals and progress monitor academic achievements and supports for students. This effort will be monitored using a tracker for teachers and MTSS Lead.
Implementation of intervention blocks will be monitored by MTSS Lead. The impact of this will be students receiving quality intervention instruction.
Every teacher has received professional development around WIDA ELD standards, Can Do decsriptors, mapping students ELPs for small group and ESL instruction, and receives updates Students in Program Reports every 5 weeks. In house PD for EL program requirements, intructional models, interventions, language and content objectives is ongoing. School wide walk-throughs are conducted 4-6 weeks after PD to gauge teacher implementation and address gaps in learning. The impact of this will be students receiving quality language supports that target academic language and afford students access to content without language barriers. This also addresses the CPS policy around EL program students, progress monitoring, and placement decision making resulting in decisions based on data and data proven practices.

Return to Top

Determine Priorities

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

Students...

Right now students are experiencing the lack of consistent and high quality interventions and documented progress monitoring. The student centered problem addressed with this priority will be a tailored intervention according to the student's academic needs and areas of growth.

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?

Resources:

5 Why's Root Cause Protocol

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

Inclusive & Supportive Learning Environment

As adults in the building, we...

-Teachers have varying skill levels with implementing interventions and documentation with progress monitoring.
-Teachers struggle with small group instruction.
Are still becoming more skillful on aligning their Standard Task Objectives Assessment and providing higher taxonomy in students tasks along wtih providing more opportunities for student discourse.

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....

The administration will engage the Instructional Leadership Team in peer observations and coaching conversations to support in building the capacity of teacher's instruction.

then we see....

self directed, intrinsically motivated students who take ownership for their own academic success because we have helped them identify their areas of growth and given specific skills for them to be able to effectively address their needs.

which leads to...

in an increase of student's individal achievement levels on STAR360, iReady, and the TRC assessment.

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

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

Inclusive & Supportive Learning Environment

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

Lovett/ILT Team

Dates for Progress Monitoring Check Ins

Q1	10/4/23	Q3	1/29/24
Q2	11/15/23	Q4	4/8/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	The school will engage in supplemental supports to increase intervention based instruction.	All	Ongoing	*Select Status*
Action Step 1	Teachers will engage in the use Branching Minds, Freckle, Estrellita (Newcomer intervention kits) and the Tutor corps will tutor using (Amplify-Saga)	All Teachers	Ongoing	In Progress
Action Step 2	The ILT and Teachers will develop criteria for fluid movement between instructional bands, identifying what is success criteria to test into and out of a band	ILT	Ongoing	In Progress
Action Step 3	Teachers will differentiate small groups rotations inclusive of student individual data and instructional groups.	Teachers	Ongoing	Completed
Action Step 4	Teacher leaders will engage in weekly observations to ensure monitoring and implementation of intervention based instruction.	Teacher Leaders	Weekly	Not Started
Action Step 5	The MTSS Team will build teacher's capacity on the supplemental supports provided Branching Minds, Freckle, Estrellita.	MTSS Team	September	In Progress
Implementation Milestone 2	MTSS Team will engage in bi-weekly data analysis of Tier 2 and Tier 3 students and provide teacher support to implement learning strategies. Teachers will progress monitor for supports needed and adjust the schedule and groups as needed.	MTSS Team	Ongoing	In Progress
Action Step 1	MTSS team will establish norms and expectations around Branching Minds and intervention implementation.	MTSS Team	September	In Progress
Action Step 2	MTSS team will train all teachers on the Branching Minds platform as well as an understanding of the intervention/enrichment instructional block.	MTSS Team	September	In Progress
Action Step 3	Teachers will implement individualized academinc interventions during instructional blocks.	Teacher	Ongoing	In Progress

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

Inclusive & Supportive Learning Environment

Action Step 4	The MTSS team will implement the use of an MTSS Progress Monitoring Tracking Tool for individual students based on Tier 2 and Tier 3 levels.	MTSS Team	Ongoing	Not Started
Action Step 5	The ELPT and EL Coach will review student's ACCESS scores and provide bilingual teachers with supports for speaking in intervention based	MTSS Team	Ongoing	In Progress
Implementation Milestone 3	MTSS team will use roots survey data to design professional development to address screening for At-Risk Students and primary instruction/core curriculum and identify critical tasks to ensure proper implentation.	MTSS team	Ongoing	In Progress
Action Step 1	MTSS lead will provide teacher training on instructional material and academic standards	MTSS Lead	Ongoing	Completed
Action Step 2	MTSS lead will provide teacher training on whole class behavior management in conjunction with the BHT	MTSS and BHT teams	Ongoing	In Progress
Action Step 3	Teachers will identify and implement whole class positive behavior strategies	Teachers	September through EOY	In Progress
Action Step 4	MTSS and leadership team will verify that all teachers are delivering core curriculum with fidelity	MTSS and Leadership team	Bi-weekly	Not Started
Action Step 5	Using branching minds library and school approved intervention methods, teachers will implement and document tier 1 differentiated support with fidelity	Teachers	Weekly	Not Started
Implementation Milestone 4	MTSS and leadership teams will use Branching minds roots survey data to identify critical tasks to improve teacher implementation of curricular planning and interventions	ALL	Ongoing	Completed
Action Step 1	Teachers ensure selected interventions are aligned to students' needs using branching minds survey and support recommendations	Teachers	Ongoing	Not Started
Action Step 2	Teachers ensure that teachers understand how to use selected interventions	Teachers and leadership team	Ongoing	In Progress
Action Step 3	Teachers develop system to ensure the quality of intervention implementation using branching minds to observe and document intervention sessions	Teachers	Ongoing	In Progress
Action Step 4	Ensure that the teachers/interventionists ratio is consistent with tier recommendation (tier 2 no more than 1:6, tier 3 no more than 1:3)	Administration	Ongoing	In Progress
Action Step 5	Teachers provide interventions for an adquate amount of academic engagement time using the intervention block in the school instructional framework	Teachers	Ongoing	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones

We plan to see an improvement of 100% vs current 82% screening for at-risk students tied to a 100% documentation of progress monitoring vs current 60% tied to weekly interventions. This will lead to a supportive learning environment and students meeting individualized academic and SEL goals. We

Inclusive & Supportive Learning Environment

60% tied to weekly interventions. This will lead to a supportive learning environment and students meeting individualized academic and SEL goals. We plan to see school-wide use of WIDA standards, language and content objectives in lesson plans which will lead to an inclusive learning environment and positive academic outcomes for EL program students

SY26 Anticipated Milestones

We plan to increase primary instruction, core curriculum (tier 1) by 15% from the current 36%, supplemental intervention (tiers 2 &3) by 15% from the current 75%, and supplemental intervention (tiers 2 &3) by 15% from 41%. We plan to see a 10% increase grades K-8 in students literacy composite scores in ACCESS testing.

Return to Top

Goal Setting

Resources:

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.

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Numerical Targets [Optional] Baseline	SY24	SY25	SY26
Increase On Track by 10% by the end of the year	Yes	3 - 8 On Track	Overall	50	60	70	80
			Select Group or Overall				
Increase the percentage of students receiving Tier 2/3 interventions	Yes	% of Students receiving Tier 2/3 interventions	Overall	30	40	50	60

receiving Tier 2/3 interventions meeting their targets	Yes	Tier 2/3 interventions meeting targets	*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
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	Our goal is to develop a strong team and identify roles and responsiibilities with systems and structures in place to inform families of student placements and Branching mind input.	Our goal is to develop a system that supports the implementation of the MTSS process having 75% of staff inputting Branching minds data into the system and administering interventions to all students.	Our goal is to develop a system that supports the implementation of the MTSS process having 100% of staff inputting Branching minds data into the system and administering interventions to all students.
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.	Our goal is to support teachers in implementing and progress monitoring interventions in Branching Minds with 50% of teachers implemeting and regularly inputting consistent interventions to support student individual academic achievement.	Our goal is to support teachers in implementing and progress monitoring interventions in Branching Minds with 65% of teachers implemeting and regularly inputting consistent interventions to support student individual academic achievement.	Our goal is to support teachers in implementing and progress monitoring interventions in Branching Minds with 100% of teachers implemeting and regularly inputting consistent interventions to support student individual academic achievement.
I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	Our goal is to support the academic capacity of teachers supporting them to have a staff that is 65% endorsed and that students are placed approproiately to maximize instructional services.	Our goal is to support the academic capacity of teachers supporting them to have a staff that is 85% endorsed and that students are placed approproiately to maximize instructional services.	Our goal is to support the academic capacity of teachers supporting them to have a staff that is 100% endorsed and that students are placed approproiately to maximize instructional services.

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.

Jump to... Priority TOA Goal Setting Progress Reflection Root Cause Implementation Plan Monitoring

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

Inclusive & Supportive Learning Environment

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase On Track by 10% by the end of the year	3 - 8 On Track	Overall	50	60	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Increase the percentage of students receiving Tier 2/3 interventions meeting their targets	% of Students receiving Tier 2/3 interventions meeting targets	Overall	30	40	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
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	Our goal is to develop a strong team and identify roles and responsiibilities with systems and structures in place to inform families of student placements and Branching mind input.	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.	Our goal is to support teachers in implementing and progress monitoring interventions in Branching Minds with 50% of teachers implemeting and regularly inputting consistent interventions to support student individual academic achievement.	Select Status	Select Status	Select Status	Select Status
I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	Our goal is to support the academic capacity of teachers supporting them to have a staff that is 65% endorsed and that students are placed approproiately to maximize instructional services.	Select Status	Select Status	Select Status	Select Status

If Checked:

Complete IL-Empower Section below

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

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

If Checked:

No action needed

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

IL-Empower

IL-EMPOWER GRANT ASSURANCES

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

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

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

☑ Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:
a) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
b) Contracting for professional services from State-Approved Learning Partners
c) Conducting school-level needs assessments
d) Analyzing data
e) Identifying resource inequities
f) Researching and implementing evidence-based interventions
g) Purchasing standards-aligned curriculum and materials
h) Purchasing and administering local assessments for progress monitoring

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

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

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

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

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

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

IL-EMPOWER SMART GOALS

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

IL-Empower Goals Must have a Numerical Target	Select a Goal Below	Student Groups	Baseline	SY24	SY25	SY26
Required Math Goal	IAR (Math): Increase student proficiency on the IAR from 2% to 32% by ...	Overall	2	12	22	32
		Overall				
Required Reading Goal	IAR (English): Increase student proficiency on the IAR from 3% to 43% b...	Overall	3	13	23	33
		Overall				
Optional Goal	Select a Goal					

Parent and Family Plan

If Checked:

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

☑ **Our school is a Title I school operating a Schoolwide Program**

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

If Checked:

No action needed

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

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

SCHOOL & FAMILY COMPACT

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

- ☑ The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.
- ☑ The school will hold parent-teacher conferences.
- ☑ The school will provide parents with frequent reports on their children's progress.
- ☑ The school will provide parents reasonable access to staff.

- [x] The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.
- [x] The parents will support their children's learning.
- [x] 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.

During LSC, PAC, and BAC meetings parents can plan and organize workshops around the topics of literacy and technology in the school's parent room. Parents will have access to computers in the Parent Room during the school day. Parent field trips and activities can be planned and scheduled during these meetings. Parents are encouraged to implement the skills and strategies learned in the trainings, workshops, and field trips when offering their children support at home. Parents will be given a report on their child's achievement on ACCESS at the beginning of the school year in September. NWEA and PARCC results will be given to parents during the first Parent/Teacher Conference at Report Card Pick-Up. 3rd and 6th-grade teachers will host annual meetings to inform parents of the progress of their child on state assessments. 8th grade will host semi-annual meetings to inform parents of their child's progress.

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...

- [x] Spend Parent & Family Engagement Funds in a timely manner (Average 10%/month)
- [x] Collaborate with parents, prioritizing PAC officers, to decide on Title I expenditures
- [x] Assure that funds impact the majority of parents or focus on parents with students most at academic risk
- [x] Provide up to date monthly fund reports to PAC officers
- [x] Maintain a binder with the original documents related to PAC meetings, presentations, fund expenditures and other evidence of collaboration
- [x] Provide support to PAC officers including but not limited to consultation about fund usage, meeting set-up, information dissemination, and organizational support