CIWP Team & Schedules

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).

Name ✏️	Role ✏️	Email ✏️
	Select Role	
Karla Kemp	Principal	kkemp1@cps.edu
Jessica Chen	AP	jachen@cps.edu
Tonya Kirk	Curriculum & Instruction Lead	tmkirk@cps.edu
Devra Collier	Connectedness & Wellbeing Lead	dcollier12@cps.edu
Courtland Stokes	Connectedness & Wellbeing Lead	cbstokes@cps.edu
Taneisha Adams	Inclusive & Supportive Learning Lead	tjadams@cps.edu
Sylvia Sumpter	Teacher Leader	srsumpter@cps.edu
Tabitha Turner	Teacher Leader	taturner4@cps.edu
Colleen Wedderburn	Inclusive & Supportive Learning Lead	cawedderburn@cps.edu
Ericka Sanders	Parent	e.sanders.1187@gmail.com
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✏️	Planned Completion Date ✏️
Team & Schedule	6/8/23	6/12/23
Reflection: Curriculum & Instruction (Instructional Core)	6/8/23	6/12/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/8/23	6/12/23
Reflection: Connectedness & Wellbeing	6/8/23	6/12/23
Reflection: Postsecondary Success	6/8/23	6/12/23
Reflection: Partnerships & Engagement	6/8/23	6/12/23
Priorities	7/6/23	7/6/23
Root Cause	7/6/23	7/6/23
Theory of Acton	7/6/23	7/6/23
Implementation Plans	7/29/23	8/1/23
Goals	7/13/23	7/13/23
Fund Compliance	8/14/23	8/16/23
Parent & Family Plan	8/14/23	8/16/23
Approval	8/31/23	8/31/23

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	9/27/23
Quarter 2	12/15/23
Quarter 3	02/09/24
Quarter 4	05/17/24

Indicators of a Quality CIWP: Reflection on Foundations

Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.

Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.

Stakeholders are consulted for the Reflection of Foundations.

Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

Resources 🚀

Reflection on Foundations Protocol

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
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	Yes, we have access to high quality curriculum but closing the gap between instructional level and grade level needs to be focused on so that it can lead to higher attainment for students. ✍️	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
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions	**What is the feedback from your stakeholders?** Small Group needs to be a greater priority for Deneen. Teachers need to be strategic when implementing small group instruction and ILT members in their check-in with their mentees. ILT and teachers leaders are going to explicitly teach SGI and review the expectations and resources that will assist in moving students. ✍️	
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		
Yes	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development		
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**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?** ILT, Teacher Leaders, and Admin have come to reflect on the progress made this year and the systems put in place that aided in the success. Our major focus is SGI and that meets the needs of our students furthest from opportunity. ✍️	

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 not receiving scaffolded instruction. Students are not translating skills received in small group instruction independently and consistently to whole group/grade level content. Students are not held accountable for being on task. Students have a lack of accountability and buy-in and are unsure of what mastery looks like in specific content and skills. Students lack tools to organize their thinking and thought process. ✍️

Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	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	Deneen has clear structures and systems for implementing MTSS framework. Based on our reflections on our metrics, we plan to focus on more data analysis of our Tier 2 and Tier 3 interventions to determine the effectiveness of these interventions. We also discovered we need more explicit language objectives across all content areas and grade levels. Some grade levels and contents teams do have objectives but not all of them.	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
Yes	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	**What is the feedback from your stakeholders?** Overall we received a lot of positive feedback from our parents regarding support and interventions for students struggling or needing a possible evaluation for special education. We also found that many families and community members do not understand the process and supports for Diverse Learner Students and ELL students. We responded by providing additional supports and information to parents but need to continue to increase parent training and information sharing.	
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, 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?** MTSS team and ILT team are collaborating to continue to improve the implementation of our MTSS framework particularly with progress monitoring data and analyzing the data. We are also increasing the collaboration with MTSS team, Diverse Learner Team, and PAC and other parent groups to improve the communication and training for parents.	
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.

Teachers are using too many different interventions so the MTSS team is unable to monitor the effectiveness of the interventions. Most teachers were entering intervention plans into Branching Minds but not consistently adding the progress monitoring data or using the data to make informed decisions regarding continuing or changing the intervention.

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
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	We have an engaged Behavioral Health Team that works on referrals and planning for students needing tiered support. The Climate and Culture Team meets regularly and utilizes information from our school community and stakeholders to ehnance our school's culture. Our students greatly benefit from the systems we have in place.	% 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
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		Increase Average Daily Attendance
			Increased Attendance for Chronically Absent Students
		What is the feedback from your stakeholders?	Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
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.	Our school's stakeholders feel that our school community benefits from our Behavioral Health Team and our Culture and Climate Team. We engage regularly with our students' families and work together to improve our school community through our support systems.	Cultivate (Belonging & Identity)
			Staff trained on alternatives to exclusionary discipline (School Level Data)
			Enrichment Program Participation: Enrollment & Attendance
Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		Student Voice Infrastructure
			Reduction in number of students with dropout codes at EOY

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.	**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?**
Student-centered problems that have surfaced are students being on track (consistent), attendance, and following classroom/hallway procedures.	For SY23-24 we will be using a new system that should greatly assist with issues that we have been facing such as behavior and attendance. With everyone using the same system, we should be able to hold one another accountable and better address specific students needing extra supports with specific barriers. We will find out more about the actual impact with this program once the school year begins in August.

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)	100% of our eighth grade students were accepted into a high school program. All students left our school with the knowledge provided by Success Bound, such as the importance of attendance, how to calculate their GPAs and how to set SMART goals. These skills were very valuable for our students.	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC

Using the associated references, is this practice consistently implemented?		References	What is the feedback from your stakeholders?	Metrics

3 - 8 On Track

| 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 | | Learn, Plan, Succeed |

% of KPIs Completed (12th Grade)

College Enrollment and Persistence Rate

What is the feedback from your stakeholders?

Students benefitted from the high school fair, high school shadow days, Naviance, and Success Bound to prepare them for their next journey in high school. Our 7-8th grade students also experienced a career day, where they were able to gain knowledgable information about their chosen career path and also get hands-on experience to make their day more benificial.

9th and 10th Grade On Track

Cultivate (Relevance to the Future)

Freshmen Connection Programs Offered (School Level Data)

| Yes | 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 |

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?

Deneen's school counselors have weekly scheduled classes with middle school students to discuss post-secondary options and do activities to help the students gain skills to be ready for high school and post-secondary success. These sessions have had a positive impact on students based on student interviews, teacher reports, and parent reports. However, there continues to be a large need for intensive social-emotional support for students to gain interpersonal skills, self-management skills, and goal-setting skills.

| N/A | There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th). | PLT Assessment Rubric |

| N/A | Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni). | Alumni Support Initiative One Pager |

What 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.

Some eigth graders do not completely understand the importance of post-secondary education, selecting the right school for them/their families and how choices they are making now will influence their futures.

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	Deneen fosters monthly events that engages both staff and students, and families, which help to build relationships to improve students' academic life.	Cultivate

5 Essentials Parent Participation Rate

5E: Involved Families

Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		**5E: Supportive Environment** Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
Partially	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric	**What is the feedback from your stakeholders?** Parents are invested in participating in events that are planned by communicating through Remind, showing up to events, and responding to RSVPs.	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.

Some students lack the parental support in order for their children to thrive. Examples of this might be low attendance, lack of financial resources, transporation issues, and parents' mindset of indifference relative to the importance of education.

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 Family Engagement Committee will collaborate with PAC which affords us to reach more families within the community. This effort will foster more positive relationships within the Deneen community.

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

Deneen has clear structures and systems for implementing MTSS framework. Based on our reflections on our metrics, we plan to focus on more data analysis of our Tier 2 and Tier 3 interventions to determine the effectiveness of these interventions. We also discovered we need more explicit language objectives across all content areas and grade levels. Some grade levels and contents teams do have objectives but not all of them.

What is the feedback from your stakeholders?

Overall we received a lot of positive feedback from our parents regarding support and interventions for students struggling or needing a possible evaluation for special education. We also found that many families and community members do not understand the process and supports for Diverse Learner Students and ELL students. We responded by providing additional supports and information to parents but need to continue to increase parent training and information sharing.

What student-centered problems have surfaced during this reflection?

Teachers are using too many different interventions so the MTSS team is unable to monitor the effectiveness of the interventions. Most teachers were entering intervention plans into Branching Minds but not consistently adding the progress monitoring data or using the data to make informed decisions regarding continuing or changing the intervention.

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?

MTSS team and ILT team are collaborating to continue to improve the implementation of our MTSS framework particularly with progress monitoring data and analyzing the data. We are also increasing the collaboration with MTSS team, Diverse Learner Team, and PAC and other parent groups to improve the communication and training for parents.

Determine Priorities

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

Students...

were receiving multiple different interventions with varying levels of consistency. The effectiveness of these interventions was not determined so students were experiencing mixed success. A large percentage of students were experiencing some growth but not at the rate to get then on grade level in a year or two.

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.

Root Cause

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

As adults in the building, we...

were overwhelmed by the number of interventions available and did not have the knowledge of what interventions are effective. Teachers did not have specific guidance from school leadership on what possible interventions to utilize. For progress monitoring, teachers were unclear of the frequency for progress monitoring for the tiers of interventions and/or did not

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.

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

unclear of the frequency for progress monitoring for the tiers of interventions and/or did not know what tool to use for progress monitoring. Teachers also struggled with prioritizing the progress monitoring in their schedule for the day due to other things taking up their time such as addressing behavior management and pacing of lessons.

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....

as the school instructional leaders identify key research-based interventions for Tier 2 and Tier 3 students by grade-band and content, provide training to teachers on how to use these interventions, and create clear data cycles that are supported through work in Cluster teams that include a clear progress monitoring plan and provide support and accountability measures to support implementation.

then we see....

consistent implementation of effective Tier 2 and Tier 3 interventions and have progress monitoring data that can be analyzed by grade-level teams and the MTSS team and used to ensure small group instruction meets student needs.

which leads to...

increase of students meeting growth goals and making significant progress to obtain grade-level achievement in a one or two-year plan.

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

MTSS Team and Instructional Leadership Team

Dates for Progress Monitoring Check Ins

| Q1 | 9/27/23 | Q3 | 02/09/24 |
| Q2 | 12/15/23 | Q4 | 05/17/24 |

SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1 — Identify and implement research-based Tier 2 and Tier 3 interventions that meet the academic needs of students	ILT	September 27	Select Status
Action Step 1 — Research Tier 2 and Tier 3 interventions for the identified student academic needs	ILT	August 14	Select Status
Action Step 2 — Create a menu of interventions per grade band and content.	ILT	August 14	Select Status
Action Step 3 — Train teachers on the interventions provided.	ILT	9/27/23	Select Status
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 2 — Create school-wide data cycles and align Tier 2 & Tier 3 intervention progress monitoring	ILT	August 14	Select Status
Action Step 1 — Align data cycles with curriculum scope and sequence	ILT	August 21	Select Status
Action Step 2 — Train teachers on data collection for progress monitoring and how to enter it into Branching Minds	ILT & MTSS Team	9/27/23	Select Status
Action Step 3 — Add time to discuss interventions and progress monitoring during weekly Cluster team meetings at least once a month	ILT Team	9/27/2023	Select Status

Inclusive & Supportive Learning Environment

Action Step 4				*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 3	Teachers consistently progress monitor Tier 2 & Tier 3 interventions and teachers use the data to make decisions about future interventions			*Select Status*
Action Step 1	Teachers enter all components of intervention plans in Branching Minds	ILT & MTSS Team	9/27/2023	*Select Status*
Action Step 2	Create system for monitoring Branching Minds entries at MTSS team meetings	MTSS Team	10/2/23	*Select Status*
Action Step 3				*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 4	MTSS team reviews school-wide intervention data at least twice per quarter.	MTSS Team	10/31/2023	*Select Status*
Action Step 1	Steps for intervention data analysis is added to MTSS team agenda.	MTSS Team	10/10/2023	*Select Status*
Action Step 2	MTSS team members are assigned roles to review grade band data.	MTSS Team	10/17/2023	*Select Status*
Action Step 3	Summary of data is shared to SLT and ILT then school-wide	MTSS Team	10/17/2023	*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Implement Tier 2 and Tier 3 interventions that were effective in SY24. Maintain continuous progress monitoring of interventions in Branching Minds and analysis of the effectiveness of the interventions by MTSS team. Increased rate of students achieving growth goals and increased percent of students meeting grade level benchmarks.
SY26 Anticipated Milestones	Continue to implement Tier 2 and Tier 3 interventions based on effectiveness data from the previous year. Continue to maintain continuous progress monitoring of interventions in Branching Minds and analysis of the effectiveness of the interventions by MTSS team. Increased rate of students achieving growth goals and increased percentage of students meeting grade level benchmarks.

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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)	Baseline ✍	Numerical Targets [Optional] ✍		
					SY24	SY25	SY26
80% of Tier 2 and Tier 3 students have active intervention plans, goals, and current progress monitoring data in Branching Minds.	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall	40%	60%	70%	80%
			African American	40%	60%	70%	80%
60% of students receiving Tier 2 or Tier 3 interventions demonstrate movement on tiers measured by	Yes	MTSS Academic Tier	Overall	25%	40%	50%	60%

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

Inclusive & Supportive Learning Environment

Yes

various assessments imputed into
Branching Minds (iReady, Star360
Reading, Star360 Math).

Movement

	African American	25%	40%	50%	60%

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.	MTSS team will review Branching Mind reports on interventions plans and progress monitoring entries.	MTSS team will review Branching Mind reports on interventions plans and progress monitoring entries.	MTSS team will review Branching Mind reports on interventions plans and progress monitoring entries.
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.	MTSS team that represents all grade bands, gen ed teachers, DL teachers, and support staff meets at least monthly and has a clear agenda for the meets that includes student data analysis. MTSS team facilitates staff and parent training on the MTSS framework and evalutes the effectiveness of the components of an MTSS framework at least twice per year.	MTSS team that represents all grade bands, gen ed teachers, DL teachers, and support staff meets at least monthly and has a clear agenda for the meets that includes student data analysis. MTSS team facilitates staff and parent training on the MTSS framework and evalutes the effectiveness of the components of an MTSS framework at least twice per year.	MTSS team that represents all grade bands, gen ed teachers, DL teachers, and support staff meets at least monthly and has a clear agenda for the meets that includes student data analysis. MTSS team facilitates staff and parent training on the MTSS framework and evalutes the effectiveness of the components of an MTSS framework at least twice per year.
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
80% of Tier 2 and Tier 3 students have active intervention plans, goals, and current progress monitoring data in Branching Minds.	% of Students receiving Tier 2/3 interventions meeting targets	Overall	40%	60%	Select Status	Select Status	Select Status	Select Status
		African American	40%	60%	Select Status	Select Status	Select Status	Select Status
60% of students receiving Tier 2 or Tier 3 interventions demonstrate movement on tiers measured by various assessments imputed into Branching Minds (iReady, Star360 Reading, Star360 Math).	MTSS Academic Tier Movement	Overall	25%	40%	Select Status	Select Status	Select Status	Select Status
		African American	25%	40%	Select Status	Select Status	Select Status	Select Status

Practice Goals		**Progress Monitoring**			
Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS team will review Branching Mind reports on interventions plans and progress monitoring entries.	Select Status	Select Status	Select Status	Select Status

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

Inclusive & Supportive Learning Environment

| 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. | MTSS team that represents all grade bands, gen ed teachers, DL teachers, and support staff meets at least monthly and has a clear agenda for the meets that includes student data analysis. MTSS team facilitates staff and parent training on the MTSS framework and evalutes the effectiveness of the components of an MTSS framework at least twice per year. | Select Status | Select Status | Select Status | Select Status |
| Select a Practice | | Select Status | Select Status | Select Status | Select Status |

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

Inclusive & Supportive Learning Environment

| 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. | MTSS team that represents all grade bands, gen ed teachers, DL teachers, and support staff meets at least monthly and has a clear agenda for the meets that includes student data analysis. MTSS team facilitates staff and parent training on the MTSS framework and evalutes the effectiveness of the components of an MTSS framework at least twice per year. |

Connectedness & Wellbeing

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Yes	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.
Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

We have an engaged Behavioral Health Team that works on referrals and planning for students needing tiered support. The Climate and Culture Team meets regularly and utilizes information from our school community and stakeholders to ehnance our school's culture. Our students greatly benefit from the systems we have in place.

What is the feedback from your stakeholders?

Our school's stakeholders feel that our school community benefits from our Behavioral Health Team and our Culture and Climate Team. We engage regularly with our students' families and work together to improve our school community through our support systems.

What student-centered problems have surfaced during this reflection?

Student-centered problems that have surfaced are students being on track (consistent), attendance, and following classroom/hallway procedures.

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?

For SY23-24 we will be using a new system that should greatly assist with issues that we have been facing such as behavior and attendance. With everyone using the same system, we should be able to hold one another accountable and better address specific students needing extra supports with specific barriers. We will find out more about the actual impact with this program once the school year begins in August.

Determine Priorities

Return to Top

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

Students...

The student-centered problem that will be addressed to chronic absenteeism. Student engagement has decreased since the pandemic evidenced by a decrease in annual school-wide attendance rate from 95% to 89% Chronic absenteeism has increased with 31% of students with less than 50% attendance.

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.

Root Cause

Return to Top

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

As adults in the building, we...

have collected data on reasons students are absent each day but did not conduct a thorough analysis of trends for chronically absent students. We also have observed a

Resources: 🚀

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

Connectedness & Wellbeing

thorough analysis of trends for chronically absent students. We also have observed a percentage of students and families appear to not understand the impact of chronic absences and the correlation between attendance and student achievement. Teachers have not communicated effectively to help parents understand this correlation.

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Return to Top　　　　　　　　　　**Theory of Action**

What is your Theory of Action?

If we....

create a system for consistently collecting data on students' absence reasons, analyze the trends of these data, directly communicate with parents specific impacts of students absences and problem solve with parents and students to increase students ability to attend every day

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.

then we see....

increase teachers sharing with students and families the correlation between student attendance and student achievement and more students take action and accountability in their role of their attendance goals

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

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

which leads to...

increased student attendance and positive student achievement growth.

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

Attendance Team

Dates for Progress Monitoring Check Ins

Q1	9/27/23	Q3	02/09/24
Q2	12/15/23	Q4	05/17/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Improve attendance data collection	Attendance team	8/21/23	Select Status
Action Step 1	Create procedures with attendance buddy document	Stewart (attendance lead)	8/21/23	Select Status
Action Step 2	Add attendance reason column to document (ex. sick, doctors appointment, babysitting, bereavement)	Stewart (attendance lead)	8/21/23	Select Status
Action Step 3	Analyze absence trends	Attendance team / Stewart (attendance lead)	8/29/23	Select Status
Action Step 4	Share data with school stakeholders (SLT, ILT, teachers, counselors)	Attendance team / Stewart (attendance lead)	8/31/23	Select Status
Action Step 5	Create plan for assisting students to increase attendance percentage	Attendance team	8/31/23	Select Status
Implementation Milestone 2	Provide consistent attendance incentives	Classroom Teachers	8/28/23	Select Status

Action Step 1	Teachers communicate to students specific attendance policies and procedures	Classroom Teachers	8/21/23	*Select Status*
Action Step 2	Attendance Lead pulls monthly attendance data from dashboard	Attendance Lead (Stewart)	8/21/23	*Select Status*
Action Step 3	Attendance Team plans for class incentive (ex. pizza party, field trip, visit to the school store)	Attendance Team	9/21/23	*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 3	Maintain accurate records on reasons for absences and trends	Attendance Lead (Stewart)	8/21/23	*Select Status*
Action Step 1	Assign attendance buddy to each classroom	Attendance Lead (Stewart)	8/21/23	*Select Status*
Action Step 2	Teachers and attendance buddies will utilize attendance sheets to record accurate daily attendance information	Classroom Teachers and Attendance Buddies	8/21/23	*Select Status*
Action Step 3	Teachers will also take attendance in Aspen	Classroom Teachers	8/21/23	*Select Status*
Action Step 4	Attendance Lead will complete first attendance walk by 10:15 am and the second attendance walk will be completed by 1:15 pm to finalize attendance numbers for the day	Attendance Lead (Stewart)	8/21/23	*Select Status*
Action Step 5	Attendance Lead will complete an attendance board to track attendance	Attendance Lead (Stewart)	8/21/23	*Select Status*
Implementation Milestone 4				*Select Status*
Action Step 1				*Select Status*
Action Step 2				*Select Status*
Action Step 3				*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Analyze the effectiveness of attendance incentives and use the data to make decisions on attendance incentives.	
SY26 Anticipated Milestones	Parents will partner with teachers and administration to assist with attendance awareness with other parents and implementing attendance assistance.	

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Goal Setting

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on 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

Numerical Targets [Optional] ✍

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍	SY24	SY25	SY26
Increase average daily attendance to	Yes	Increase Average Daily	Overall	89%	90%	92%	95%

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

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

95%.   Yes   Attendance

| | | | Select Group or Overall | | | | |

| Decrease chronic absenteeism rate by 10% (30% to 20%) | Yes | Increased Attendance for Chronically Absent Students | Overall | 30% | 26% | 23% | 20% |
| | | | Select Group or Overall | | | | |

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍️	Specify your practice goal and identify how you will measure progress towards this goal. ✍️		
	SY24	SY25	SY26
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Attendance Team will partner with Behavior Health Team and Climate and Culture Team to implement a robust multi-tiered system of supports and interventions to increase students attendance to 92% or above.	Attendance Team and Behavior Health Team will review the schedules and agendas from teacher team meetings, Attendance meetings, and Culture and Climate meetings to ensure robust teaming structures remain active.	Attendance Team and Behavior Health Team will review the schedules and agendas from teacher team meetings, Attendance meetings, and Culture and Climate meetings to ensure robust teaming structures remain active.
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Attendance Team along with the Behavior Health Team will create individual plans to intervene for students with chronic absenteeism. This will result in at least a 5% reduction of Deneen's Chromic Absentism Rate. (SY23 Absentism Rate was 30.50%. The goal for SY24 is 26%).	Attendance Team along with the Behavior Health Team will create individual plans to intervene for students with chronic absenteeism. This will result in at least a 5% reduction of Deneen's Chromic Absentism Rate. (SY23 Absentism Rate was 30.50%. The goal for SY24 is 23%).	Attendance Team along with the Behavior Health Team will create individual plans to intervene for students with chronic absenteeism. This will result in at least a 5% reduction of Deneen's Chromic Absentism Rate. (SY23 Absentism Rate was 30.50%. The goal for SY24 is 23%).
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 average daily attendance to 95%.	Increase Average Daily Attendance	Overall	89%	90%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Decrease chronic absenteeism rate by 10% (30% to 20%)	Increased Attendance for Chronically Absent Students	Overall	30%	26%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals   Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Attendance Team will partner with Behavior Health Team and Climate and Culture Team to implement a robust multi-tiered system of supports and interventions to increase students attendance to 92% or above.	Select Status	Select Status	Select Status	Select Status

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

Connectedness & Wellbeing

C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Attendance Team along with the Behavior Health Team will create individual plans to intervene for students with chronic absenteeism. This will result in at least a 5% reduction of Deneen's Chromic Absentism Rate. (SY23 Absentism Rate was 30.50%. The goal for SY24 is 26%).	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

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

What are the takeaways after the review of metrics?

Yes, we have access to high quality curriculum but closing the gap between instructional level and grade level needs to be focused on so that it can lead to higher attainment for students.

What is the feedback from your stakeholders?

Small Group needs to be a greater priority for Deneen. Teachers need to be strategic when implementing small group instruction and ILT members in their check-in with their mentees. ILT and teachers leaders are going to explicitly teach SGI and review the expectations and resources that will assist in moving students.

What student-centered problems have surfaced during this reflection?

Students are not receiving scaffolded instruction. Students are not translating skills received in small group instruction independently and consistently to whole group/grade level content. Students are not held accountable for being on task. Students have a lack of accountability and buy-in and are unsure of what mastery looks like in specific content and skills. Students lack tools to organize their thinking and thought process.

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?

ILT, Teacher Leaders, and Admin have come to reflect on the progress made this year and the systems put in place that aided in the success. Our major focus is SGI and that meets the needs of our students furthest from opportunity.

Determine Priorities

Resources:

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

Students...

are not receiving student centered instruction. This includes scaffolded instruction that allows them to translate their instructional level skills to grade level content. It will ensure that they have consistent data conversations with their teachers and are held accountable to the expectation of excellence.

[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.

Root Cause

Resources:

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

As adults in the building, we...

struggle with providing students with autonomy and empowering them to make choices within that will allow them to be successful.

[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....

are setting a classroom environment that is conducive to student-centered learning that lends itself to intentional planning, collaboration, and data analysis

then we see....

teachers facilitate student goal-setting, facilitating authentic student discussion, and pushing/questioning the thinking of students , and taking ownership of their learning

which leads to...

student growth, attainment, buying, and accountability.

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

Return to Top | **Implementation Plan**

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍️

ILT & SLT

Dates for Progress Monitoring Check Ins

Q1	9/27/23	Q3	02/09/24
Q2	12/15/23	Q4	05/17/24

SY24 Implementation Milestones & Action Steps ✍️	**Who** ✍️	**By When** ✍️	**Progress Monitoring**
Implementation Milestone 1 — Students understand where they are academically in relation to the taught standards and universal and unit assessments.	Students	9-15-23 through 9-27-23	*Select Status*
Action Step 1 — ILT gives Professional Development on the intentionality and implementation of the data cycle.	ILT	September 8, 2023	*Select Status*
Action Step 2 — Having weekly data conversations with students regarding their progress.	Teachers & Students	Weekly	*Select Status*
Action Step 3 — Teachers plan and implement responsive and adaptive lessons to meet the academic and social emotional need of all students.	Teachers	Biweekly	*Select Status*
Action Step 4			*Select Status*
Action Step 5			*Select Status*
Implementation Milestone 2 — Teachers track data daily and progress monitor weekly to assess student progress.	Teachers	October 16, 2023	*Select Status*
Action Step 1 — Through cluster meeting(s), ILT will train teachers to use trackers to monitor student progress.	ILT	September 29, 2023	*Select Status*

<div align="right">Curriculum & Instruction</div>

Action Step 2	ILT and Admin members will conduct walk-throughs in order to collect data and identfiy trends as it relates to the effectiveness of the use of daily trackers.	ILT and Admin	Week of October 2nd	*Select Status*
Action Step 3	Teachers will bring evidence of assessments to our content cluster meetings so as to analyze data using a data analysis protocol.	ILT and Teachers	Biweekly	*Select Status*
Action Step 4	Teachers will use this data in order to plan adaptive lessons to meet students' needs.	Teachers	October 13, 2023	*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 3				*Select Status*
Action Step 1				*Select Status*
Action Step 2				*Select Status*
Action Step 3				*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 4				*Select Status*
Action Step 1				*Select Status*
Action Step 2				*Select Status*
Action Step 3				*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Students will begin setting goals for themselves, engaging in atuthentic discussions, pushing/questioning the thinking of their peers and themselves, and taking ownership of their learning.
SY26 Anticipated Milestones	More students willl show growth, attainment, buy-in, and accountability.

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Goal Setting

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on 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	SY24	SY25	SY26
Increase percent of student meeting or exceeding grade level standards in reading metrics measured by iReady or Star360 by at least 25% .	Yes	STAR (Reading)	Overall	39%	45%	55%	65%
			Select Group or Overall				

Numerical Targets [Optional]

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

Curriculum & Instruction

						Overall		41%	45%	55%	65%

Increased percent of student meeting or exceeding grade level standards in math metrics measured by iReady or Star360. by at least 20%

Yes

STAR (Math)

Select Group or Overall

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍	Specify your practice goal and identify how you will measure progress towards this goal. ✍		
	SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	All grade levels will use high quaility curricular materials for core content subjects. K-8th grade Math, Science, and Social Science and 7-8th ElA will use Skyline Curriculum. K-2 will use CKLA for ELA and 3-6th will use Thinking Core for ELA.	Through classroom observations and review of lesson planning, ILT and SLT will monitor that all grade levels will use high-quality curricular materials for core content subjects. K-8th grade Math, Science, and Social Science and 7-8th ElA will use Skyline Curriculum. K-2 will use CKLA for ELA and 3-6th will use Thinking Core for ELA.	Through classroom observations and review of lesson planning, ILT and SLT will monitor that all grade levels will use high-quality curricular materials for core content subjects. K-8th grade Math, Science, and Social Science and 7-8th ElA will use Skyline Curriculum. K-2 will use CKLA for ELA and 3-6th will use Thinking Core for ELA.
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	ILT gives Professional Development on the intentionality and implementation of the data cycle. Teachers will bring evidence of assessments to our content cluster meetings so as to analyze data using a data analysis protocol.	ILT will continue to facilitate and data cycle with all all teachers at least four times per year. Evidence of the components of the data cycle will be brought in Cluster meetings. Evidence will also be collected through classroom observations.	ILT will continue to facilitate and data cycle with all all teachers at least four times per year. Evidence of the components of the data cycle will be brought in Cluster meetings. Evidence will also be collected through classroom observations.
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 percent of student meeting or exceeding grade level standards in reading metrics measured by iReady or Star360 by at least 25% .	STAR (Reading)	Overall	39%	45%	*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Select Group or Overall			*Select Status*	*Select Status*	*Select Status*	*Select Status*
Increased percent of student meeting or exceeding grade level standards in math metrics measured by iReady or Star360. by at least 20%	STAR (Math)	Overall	41%	45%	*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

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

Curriculum & Instruction

C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	All grade levels will use high quaility curricular materials for core content subjects. K-8th grade Math, Science, and Social Science and 7-8th ElA will use Skyline Curriculum. K-2 will use CKLA for ELA and 3-6th will use Thinking Core for ELA.	Select Status	Select Status	Select Status	Select Status
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	ILT gives Professional Development on the intentionality and implementation of the data cycle. Teachers will bring evidence of assessments to our content cluster meetings so as to analyze data using a data analysis protocol.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

If Checked:	☑	**Our school is a Title I school operating a Schoolwide Program**
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		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:	☐	**Our school is a non-Title I school that does not receive any Title I funds.**
No action needed		**(Continue to Approval)**

SCHOOL & FAMILY ENGAGEMENT POLICY

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

☑ The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.

☑ At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.

☑ Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.

☑ Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.

☑ Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.

☑ Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.

☑ Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.

☑ Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

☑ Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.

SCHOOL & FAMILY COMPACT

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

☑ The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.

☑ The school will hold parent-teacher conferences.

☑ The school will provide parents with frequent reports on their children's progress.

☑ The school will provide parents reasonable access to staff.

☑ The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.

☑ The parents will support their children's learning.

☑ The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

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

Title I Parent & Family Engagement funds will be use to support school and parent partnerships to improve foundational reading and math skills. Funds will be used to host parent trainings on helping their students learn foundational reading and math skills. Funds will also be used to purchase workbooks, manipulatives, and other resources parents can use at home to increase foundational skills.

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