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 ✍
Liana Joyner	Curriculum & Instruction Lead	lvalfred-dav@cps.edu
Roseller Sanchez	Teacher Leader	rsanchez137@cps.edu
Deborah Wilson - LSC Member	Connectedness & Wellbeing Lead	djwilson@cps.edu
Emma Crosby - LSC Member	Postsecondary Lead	elpowell@cps.edu
Lawryn Cooke - 8th Grade Student Voice Lead	Other [Type In]	ltcooke@cps.edu
Lyllien Noonan	Teacher Leader	crystalbarren@gmail.com
Andrea Dydo	Inclusive & Supportive Learning Lead	amdydo@cps.edu
Rashionda Carlisle	Partnerships & Engagement Lead	rvcarlisle@cps.edu
Kelly Flowers	Principal	krflowers@cps.edu
Brandy Woods	Parent	brandywoods2@gmail.com
Veronica Romanowski	Teacher Leader	varomanowski@cps.edu
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	5/19/23	5/19/23
Reflection: Curriculum & Instruction (Instructional Core)	5/20/23	7/28/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/20/23	7/28/23
Reflection: Connectedness & Wellbeing	5/20/23	7/28/23
Reflection: Postsecondary Success	5/20/23	7/28/23
Reflection: Partnerships & Engagement	5/20/23	7/28/23
Priorities	7/31/23	8/4/23
Root Cause	7/31/23	8/4/23
Theory of Acton	7/31/23	8/4/23
Implementation Plans	8/7/23	8/11/23
Goals	8/7/23	8/11/23
Fund Compliance	8/7/23	8/11/23
Parent & Family Plan	8/14/23	8/18/23
Approval	8/14/23	8/18/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates ✍️

Quarter 1	10/27/23
Quarter 2	12/22/23
Quarter 3	3/22/24
Quarter 4	5/31/24

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](#)

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](#)	Skyline ELA, Science, Social Science, and Eureka Math should be done with FIDELITY. ✏️ Manipulatives should be provided for ELA foundational skills in K-2. The curriculum does not include the study of grammar. Curriculum materials should be replenished prior to the start of school. There should be schoolwide alignment in terms of pacing. Feedback for teachers (post walk-through). Gradeband data discussions and action items for future meetings. Teacher Leaders should be modeling best practices and leading meetings. Evidence of what's being taught should be seen in the classroom. Review of LSI and schoolwide rubrics prior to the start of school. Schoolwide marker boards for ALL classes, including specials. Expectations that are clear to students and staff throughout the school. There should be a plan for progress monitoring school-wide. More teacher training with checkpoints and branching minds. Assessment scores in ELA and math Star 360 decreased in each widow.	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading)
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](#)	**What is the feedback from your stakeholders?** Parents feel students should have homework daily. ✏️ Students and parents feel that the work should challenge them. Teachers feel that students are always on the computer and are no longer required to write. Teachers feel skyline can be overwhelming and difficult to navigate.	STAR (Math) iReady (Reading) iReady (Math)

Partially	The ILT leads instructional improvement through distributed leadership.	[Continuum of ILT Effectiveness](#) [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.	[Customized Balanced Assessment Plan](#) [ES Assessment Plan Development Guide](#) [HS Assessment Plan Development](#)	
No	Evidence-based assessment for learning practices are enacted daily in every classroom.	[Assessment for Learning Reference Document](#)	

navigate.
Teachers feel assessment differs from Pre-K to K-2 to 3rd-8th and has no alignment.
Parents and teachers feel that students should have handwriting and cursive classes again.
Pre-K teachers feel they are left out of school-wide professional development because their program significantly differs from K-8 expectations.

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 SY24 assessment plan includes progress monitoring measures needed to track student data accurately.
The DLCC will guide Distributive Leadership practices in an effort to establish an ILT culture that continuously analyzes and improves school data.
Teachers participate in Skyline professional development over the summer to improve curriculum fidelity.
Additionally, Skyline's fidelity will support the curriculum engagement for DL and EL students through differentiated instruction.
P-2 teachers have common planning time this school year devoted to best practices, planning, collaboration, and data reviews.

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.

EL and DL students do not get Tier I differentiated instruction.
Students in P-8 are not engaging in discourse during instruction.
Students in P-8 do not have writing systems and structures that develop grammar, handwriting, or cursive writing skills.
Students in P-8 do not have instructional interventions that help them with vocabulary, comprehension, and context clues.
Students in P-8 do not experience grade-level standards-aligned high-quality Tier 1 differentiated instruction daily.
Students in P-8 do not have access to high-quality interventions consistently.
Students in P-8 do not receive regular feedback on their work.

[Cultivate](#)

[Grades](#)

[ACCESS](#)

[TS Gold](#)

[Interim Assessment Data](#)

[Return to Top](#)   **Inclusive & Supportive Learning Environment**

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey	25% of students are LRE 1 70% of students are LRE 2 5% of students are LRE 3 Teachers need training in Branching Minds Branching minds should be used with fidelity Monitoring of MTSS systems and structures should happen regularly Monitoring of tier movement reports in Branching Minds should happen regularly Students need research-based support and interventions. Teachers don't track or analyze assessment data that support the creation of interventions. Less than 5% of students have interventions logged into Branching Minds	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
No	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo		
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?** Parents of DL students believe that students are not challenged. Students should be able to reduce the time spent in a separate class if they are showing progress. Students believe that not all teachers genuinely work to support their efforts. Teachers believe that interventions should be done primarily with the interventionist. Teachers believe that more training in Branching Minds and having a bank of interventions is critical to supporting students.	
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual		
No	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?** Additional training and network support for teachers in Branching Minds. Creating, displaying, and implementing language objectives across the content school-wide. Distributative Leadership team Leads will create, implement, and monitor, with fidelity, academic intervention plans. Tutor Corp tutors will work	

No	There are language objectives (that demonstrate HOW students will use language) across the content.

intervention plans.   Tutor Corp tutors will work collectively with teachers, building strong teaming structures to implement the problem-solving process.   Have MTSS team meetings biweekly to review data. Use Branching Minds routinely school-wide.

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 have access to high-quality Tier 1 instruction daily.

Students do not have access to high-quality interventions consistently.

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	Less than 20% of students receive Tier 2/3 targeted interventions. ✏️ Students are unable to meet targets because most have not received tier-I interventions. Out-of-school suspensions have dropped from SY22-23. There has been a decrease in disruptive behaviors. Students have access to year-round OST programming. 81.9% of students school-wide participate in OST programming. 81.8 % of priority students are enrolled in OST programming. SY23 attendance increased from SY22. Chronically absent students decreased from 59% to 26%. Truancy decreased from 52% to 7%. 80% of students with IEPs participated in afterschool programs.	% 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	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	programs.

86.4% of STLS students participated in afterschool programs.

66.7% of ELL students participated in afterschool programs.

79.6% of Black/Latinx males participated in afterschool programs.

Student voice surveys conducted for BOY revealed the need for more engaging lessons, student-based projects, better lunch options, and working with partners.
Schoolwide staff participate in Calm Classroom and "Better Together". |

Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	

What is the feedback from your stakeholders?

Students feel that their work should be displayed and celebrated more often. ✏️

Students feel that incentives should be given regularly for attendance.

Male students feel that there should be more specialized mentoring programs for them.

Parents feel that there should be Saturday school to help students with academics.

Parents feel like the only time teachers contacted them was for inappropriate behavior.

Teachers feel that parents are not always supportive of their efforts.

Staff feel very limited with student corrections.

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

Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	

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?

Students struggle with communicating/trusting adults in the building. ✏️

Students do not have peer support.

We are implementing LiveSchool this school year, which will serve as an incentive and monitoring hub for ALL stakeholders. ✏️

Students do not have peer support.

Students do not have a voice/choice in academics, sports, lunch, or personal grooming time.

Students withdraw from sharing ideas.

stakeholders.

We have dedicated attendance time and routines that address truancy and chronic absenteeism school-wide.

We have PBIS systems and structures in place that incentivize positive student actions.

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)	28　6th-grade students have ILP program completion at 96.4% and Task completion at 100%.　✍️ 23　7th-grade students have ILP program completion at 100% and Task completion at 100%. 15　8th-grade students have ILP program completion at 100% and Task completion at 100%. The 8th Grade graduation rate was 100%, with no students in summer school. No 8th-grade students earned dual credit in SY23.	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 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
	Work Based Learning activities are planned and	Work Based Learning Toolkit	**What is the feedback from your stakeholders?**	9th and 10th Grade On Track

No	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).	
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
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.

Students do not have "advisory" or time for accountable conversations with adults. ✍️

Students do not have opportunities for service learning or internships.

Not all students participate in project-based learning.

Parents want students to attend college in the future. ✍️

Parents want students to be successful in high school.

Students want to attend high schools that challenge them.

Students want to be academically ready for their high school experience.

Teachers would like to have more information about high school expectations.

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?

This year, the Work-Based Learning Toolkit will help teachers, their intermediary support providers, and employer partners deliver educationally rich and authentic work-based learning experiences that connect students to future opportunities. Students will have the opportunity to be introduced to HBCUs. They will be able to engage and interact with various colleges representatives.   Planning an 8th grade college tour at Moorehouse, Clark and Spellman . ✍️

Cultivate (Relevance to the Future)

Freshmen Connection Programs Offered (School Level Data)

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	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	Not all teachers foster relationships with families and community members. ✍️ Report card pick-up from 34% to 78%. Conducted monthly PAC meetings with 15+ parents at each meeting. Reached 185/253 parents with robocall notifications. 17.4% of parents were registered in the parent portal. Principal's Perfect Ten reduced chronic absenteeism and truancy. Community partners for behavioral health: Touch of Wholeness Pretty Brown Girls Girl Scouts GRO Community Success of Black Youth Youth Guidance Polished Pebbles	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		
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 would like greater access to the school. (volunteering during the day) ✍️ Parents would like to have more activities and information about upcoming activities in a variety of communications. (text, robocall, email, flyers, short videos) Students would like to have a voice in decisions about lunch, uniforms, extracurricular activities, assignments, assemblies, and school engagement activities.	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.

Students experience limited resources in their community.

Students have a hard time balancing academic workload and engagement activities.

Difficulty for students and families with English language acquisition.

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?

This year we plan to use Live School to engage all stakeholders.

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.
Partially	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
No	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

Skyline ELA, Science, Social Science, and Eureka Math should be done with FIDELITY.
Manipulatives should be provided for ELA foundational skills in K-2.
The curriculum does not include the study of grammar.
Curriculum materials should be replenished prior to the start of school.
There should be schoolwide alignment in terms of pacing.
Feedback for teachers (post walk-through).
Gradeband data discussions and action items for future meetings.
Teacher Leaders should be modeling best practices and leading meetings.
Evidence of what's being taught should be seen in the classroom.
Review of LSI and schoolwide rubrics prior to the start of school.
Schoolwide marker boards for ALL classes, including specials.
Expectations that are clear to students and staff throughout the school.
There should be a plan for progress monitoring school-wide.
More teacher training with checkpoints and branching minds.
Assessment scores in ELA and math Star 360 decreased in each widow.

What is the feedback from your stakeholders?

Parents feel students should have homework daily.
Students and parents feel that the work should challenge them.
Teachers feel that students are always on the computer and are no longer required to write.
Teachers feel skyline can be overwhelming and difficult to navigate.
Teachers feel assessment differs from Pre-K to K-2 to 3rd-8th and has no alignment.
Parents and teachers feel that students should have handwriting and cursive classes again.
Pre-K teachers feel they are left out of school-wide professional development because their program significantly differs from K-8 expectations.

What student-centered problems have surfaced during this reflection?

EL and DL students do not get Tier I differentiated instruction.
Students in P-8 are not engaging in discourse during instruction.
Students in P-8 do not have writing systems and structures that develop grammar, handwriting, or cursive writing skills.
Students in P-8 do not have instructional interventions that help them with vocabulary, comprehension, and context clues.
Students in P-8 do not experience grade-level standards-aligned high-quality Tier 1 differentiated instruction daily.

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

The SY24 assessment plan includes progress monitoring measures needed to track student data accurately.
The DLCC will guide Distributive Leadership practices in an effort to establish an ILT culture that continuously analyzes and improves school data.
Teachers participate in Skyline professional development over the summer to improve curriculum fidelity.
Additionally, Skyline's fidelity will support the curriculum engagement for DL and EL students through differentiated instruction.

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

Curriculum & Instruction

Students in P-8 do not have access to high-quality interventions consistently. Students in P-8 do not receive regular feedback on their work.

P-2 teachers have common planning time this school year devoted to best practices, planning, collaboration, and data reviews.

Determine Priorities

Resources: 🚀

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

Determine Priorities Protocol

Students...

Students in P-8 do not experience grade-level standards-aligned high-quality Tier 1 differentiated instruction daily.

✍️

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?

5 Why's Root Cause Protocol

As adults in the building, we...

have limited shared instructional practices, and a lack of familiarity with early literacy assessments that causes us to use PK and Kindergarten student data insufficiently to inform instruction and track progress, which hinders our ability to identify students' specific needs and tailor instruction accordingly.

✍️

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.

Theory of Action

What is your Theory of Action?

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

Curriculum & Instruction

Resources: 🚀

If we....

Develop a schedule for shared instructional planning for Pre-K -Kndergarten educators for the full school year that consistently reviews and reflects on TSG, iReady, and Skyline formative assessments.

✍️

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

then we see....

PK-Kindergarten Teachers utilizing shared instructional practices during common planning time and engaging in peer-observed school-wide cycles of continuous improvement ✍️

which leads to...

increases in data-driven instruction that responds to whole-class and individual student needs, rigor walk scores, student growth, and attainment in early literacy in TSG, and iReady ✍️

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 ✍️

Admin, primary team (P-2) and primary team lead

Dates for Progress Monitoring Check Ins

Q1	10/27/23	Q3	3/22/24
Q2	12/22/23	Q4	5/31/24

SY24 Implementation Milestones & Action Steps	✍️	Who ✍️	By When ✍️	Progress Monitoring

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

Curriculum & Instruction

Implementation Milestone 1	Scheduling	admin	Week 9-10	Completed
Action Step 1	Meet with Pre-K teacher to re-evaluate schedule, OECE requirements and expectations	Admin, PreK educator	Week 2 and 3	Completed
Action Step 2	Meet with ancillary teachers to adjust the master schedule to include PreK in primary common planning time	Admin, gym teacher, art teacher, Spanish teacher	Week 4 and 5	Completed
Action Step 3	Complete adjustments to the master schedule to include PreK in a minimum of 2-3 primary common planning periods	Admin	Week 5 and 6	Completed
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Analyzing Assessments (TSG, iReady)	admin, primary teachers	12/22/23	Not Started
Action Step 1	Analyze learning outcomes of TS Gold and IL early learning standards.	admin, primary teachers	week 11 &12	Select Status
Action Step 2	Analyze learning outcomes of iReady	admin, primary teachers	week 13 & 14	Select Status
Action Step 3	Analyze learning outcomes of Skyline Foundations	admin, primary teachers	week 15 - 16	Select Status
Action Step 4	Compare and contrast learning outcomes of TSG and iReady	admin, primary teachers	week 17	Select Status
Action Step 5				Select Status
Implementation Milestone 3	Aligning Outcomes (TSG, KIDS)	admin, network, OECE, primary teachers	3/22/24	Select Status
Action Step 1	Analyze the continuity of Learning Outcomes for Primary Assessments	admin, network, OECE, primary teachers	week 18 &19	Select Status
Action Step 2	Develop a list of shared instructional practices	admin, primary teachers, network	week 20 & 21	Select Status
Action Step 3	Develop a schedule for peer observations	admin, primary teachers, network	week 22 & 23	Select Status
Action Step 4	Begin peer observations and shared instructional practices.	primary teachers	weeks 24-30	Select Status
Action Step 5				Select Status
Implementation Milestone 4	Professional development, Safe Practice, Peer Observations and Monitoring	admin, network, team leads, team director	5/31/24	Select Status
Action Step 1	Professional Development for identified shared practices	teacher, network, team director	week 31	Select Status
Action Step 2	Safe practice	all teachers	weeks 32-36	Select Status
Action Step 3	Peer observations	team leads	week 36-37	Select Status
Action Step 4	Data analysis conversations	all grade-bands/school-wide	week 38	Select Status

Curriculum & Instruction

Action Step 5 | | | | Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones

Pk-1st grade teachers implementing shared instructional practices through cycles of learning based on a regular cadence of reviewing TSG, iReady, and Skyline formative assessments.

SY26 Anticipated Milestones

PK-2nd grade teachers conduct peer observations and review TSG, iReady, and Skyline formative assessments in a regular cadence.

Goal Setting

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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
By the end of the academic year, 20% of students in grades 2-8 will	Yes	iReady (Reading)	Overall	3	20	35	50

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

Curriculum & Instruction

20% of students in grades 3-8 will achieve proficiency in reading as measured by the Illinois Assessment of Readiness (IAR) test.	Yes	iReady (Reading)	Select Group or Overall				
By the end of the academic year, 48% of students in grades K-2 will score at or above grade level on iReady math assessments as determined by standardized tests.			Overall	37	48	60	75
	Yes	iReady (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

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.

Assessment of Curriculum Materials:

Conduct a comprehensive review of the available curricular materials to determine their alignment with educational standards and cultural responsiveness.
Develop a rubric or evaluation framework that assesses curriculum materials' quality, alignment, and cultural responsiveness.

Availability and Accessibility:

Monitor the availability of curriculum materials in schools and districts.
Assess whether teachers have equitable access to these materials, regardless of their location or the demographic makeup of their students.

Professional Development:

Measure the extent to which teachers receive training and professional development on using the curriculum materials effectively, particularly in addressing diverse student needs.

Feedback from Teachers:

Collect feedback from teachers about the curriculum materials they are using. This could be done through surveys, focus groups, or interviews.
Evaluate how teachers find the materials culturally responsive and effective in promoting student learning.

Alignment with Standards:

Review curriculum materials to ensure they consistently align with state and national educational standards.
Monitor the percentage of curriculum materials that meet these alignment criteria.

Cultural Responsiveness:

Use qualitative and quantitative measures to assess the cultural responsiveness of curriculum materials. This may include examining the representation of diverse perspectives, cultures, and experiences.
Monitor the integration of culturally responsive pedagogy within the curriculum.

Student Outcomes:

Track student outcomes, including standardized test scores, graduation rates, and other relevant measures, to determine whether the use of high-quality, culturally responsive curriculum materials positively impacts student achievement.

Equity Measures:

Examine whether there are disparities in access to high-quality curricular materials among different schools, districts, or student populations.
Implement strategies to address any identified inequities.

Longitudinal Data:

Collect longitudinal data to assess progress over time and make adjustments as needed.
Evaluate the impact of policy changes or investments in curriculum materials on student and teacher outcomes.
Stakeholder Engagement:

Involve teachers, parents, students, and community members in the assessment process to ensure that their perspectives are considered in measuring progress.
Policy and Funding Analysis:

Analyze education policies and funding allocations to determine if they support the procurement and distribution of high-quality, culturally responsive curriculum materials.
Continuous Improvement:

Establish a system for continuous improvement based on the data collected, adjusting strategies and interventions as necessary to address any gaps or challenges.

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

Curriculum & Instruction

C&I:2 Students experience grade-level, standards-aligned instruction.	**Curriculum Alignment Assessment:** Conduct regular assessments of the curriculum being used in classrooms to determine its alignment with grade-level standards. This can involve examining lesson plans, instructional materials, and assessments to ensure they are closely aligned with the relevant state or national standards. Use a rubric or evaluation framework to score the alignment of instructional materials and teaching practices with grade-level standards. This assessment should cover all subject areas and grade levels.	**Formative and Summative Assessments:** Administer formative assessments throughout the school year to gauge students' progress in mastering grade-level standards. These assessments can identify areas where students may need additional support or enrichment. Analyze summative assessment results, such as standardized test scores or end-of-year assessments, to measure overall student achievement in relation to grade-level standards—and track improvements in these scores over time.	**Observations and Classroom Walkthroughs:** Conduct classroom observations and walkthroughs by trained educators or administrators to assess the implementation of grade-level standards-aligned instruction. Use observation checklists or protocols to document whether teachers are effectively delivering instruction that aligns with the standards and whether students are actively engaged in grade-appropriate learning activities. Provide feedback to teachers based on the observations, highlighting areas of strength and areas in need of improvement in terms of standards alignment.
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	**Classroom Observations and Walkthroughs:** Conduct regular classroom observations and walkthroughs to assess the implementation of evidence-based assessment and learning practices. Trained observers or instructional coaches can use established rubrics or checklists to evaluate the following: Using formative assessment techniques, such as quizzes, polls, or exit tickets, to gauge student understanding during lessons. The integration of ongoing feedback and peer/self-assessment into classroom activities. The alignment of instructional strategies with assessment data to tailor instruction to student needs. The extent to which teachers encourage student reflection on their learning progress.	**Teacher Self-Assessment and Reflection:** Encourage teachers to engage in self-assessment and reflection on their teaching practices related to assessment and learning. This can be facilitated through regular professional development sessions or coaching. Teachers can use self-assessment tools or surveys to evaluate their use of evidence-based assessment practices and their integration into daily instruction. Reflective journals or portfolios can also be used by teachers to document their experiences and insights regarding assessment and learning practices.	**Student Performance and Growth Data:** Analyze student performance data to assess whether evidence-based assessment and learning practices are positively impacting student outcomes. Compare pre-assessment and post-assessment data to measure student growth and progress. Examine how the use of formative assessments, feedback, and adjustments in instruction correlate with improvements in student achievement. Consider additional data sources, such as student surveys or interviews, to gather feedback on their perception of assessment and learning practices.

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

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
By the end of the academic year, 20% of students in grades 3-8 will achieve proficiency in reading as measured by the Illinois Assessment of Readiness (IAR) test.	iReady (Reading)	Overall	3	20	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
By the end of the academic year, 48% of students in grades K-2 will score at or above grade level on iReady math assessments as determined by standardized tests.	iReady (Math)	Overall	37	48	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

		Select Status	Select Status	Select Status	Select Status
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Assessment of Curriculum Materials: Conduct a comprehensive review of the available curricular materials to determine their alignment with educational standards and cultural responsiveness. Develop a rubric or evaluation framework that assesses curriculum materials' quality, alignment, and cultural responsiveness. Availability and Accessibility: Monitor the availability of curriculum materials in schools and districts. Assess whether teachers have equitable access to these materials, regardless of their location or the demographic makeup of their students. Professional Development: Measure the extent to which teachers receive training and professional development on using the curriculum materials effectively, particularly in addressing diverse student needs. Feedback from Teachers: Collect feedback from teachers about the curriculum materials they are using. This could be done through surveys, focus groups, or interviews. Evaluate how teachers find the materials culturally responsive and effective in promoting student learning.	*Select Status*	*Select Status*	*Select Status*	*Select Status*
C&I:2 Students experience grade-level, standards-aligned instruction.	Curriculum Alignment Assessment: Conduct regular assessments of the curriculum being used in classrooms to determine its alignment with grade-level standards. This can involve examining lesson plans, instructional materials, and assessments to ensure they are closely aligned with the relevant state or national standards. Use a rubric or evaluation framework to score the alignment of instructional materials and teaching practices with grade-level standards. This assessment should cover all subject areas and grade levels.	*Select Status*	*Select Status*	*Select Status*	*Select Status*

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

Curriculum & Instruction

C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.

Classroom Observations and Walkthroughs:

Conduct regular classroom observations and walkthroughs to assess the implementation of evidence-based assessment and learning practices. Trained observers or instructional coaches can use established rubrics or checklists to evaluate the following:
Using formative assessment techniques, such as quizzes, polls, or exit tickets, to gauge student understanding during lessons.
The integration of ongoing feedback and peer/self-assessment into classroom activities.
The alignment of instructional strategies with assessment data to tailor instruction to student needs.
The extent to which teachers encourage student reflection on their learning progress.

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.
No	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
No	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
No	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

25% of students are LRE 1
70% of students are LRE 2
5% of students are LRE 3   Teachers need
training in Branching Minds
Branching minds should be used with fidelity
Monitoring of MTSS systems and structures should happen regularly
Monitoring of tier movement reports in Branching Minds should happen regularly
Students need research-based support and interventions.   Teachers don't track or analyze assessment data that support the creation of interventions.
Less than 5% of students have interventions logged into Branching Minds

What is the feedback from your stakeholders?

Parents of DL students believe that students are not challenged.
Students should be able to reduce the time spent in a separate class if they are showing progress.
Students believe that not all teachers genuinely work to support their efforts.
Teachers believe that interventions should be done primarily with the interventionist.
Teachers believe that more training in Branching Minds and having a bank of interventions is critical to supporting students.

What student-centered problems have surfaced during this reflection?

Students don't have access to high-quality Tier 1 instruction daily.

Students do not have access to high-quality interventions consistently.

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?

Additional training and network support for teachers in Branching Minds.
Creating, displaying, and implementing language objectives across the content school-wide.
Distributative Leadership team Leads will create, implement, and monitor, with fidelity, academic intervention plans.   Tutor Corp tutors will work collectively with teachers, building strong teaming structures to implement the problem-solving process.   Have MTSS team meetings biweekly to review data. Use Branching Minds routinely school-wide.

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

Inclusive & Supportive Learning Environment

Determine Priorities

[Return to Top](#)

Resources: 🚀

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

[Determine Priorities Protocol](#)

Students...

Students do not receive timely interventions based on data that support their individual needs. ✍️

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](#)

Resources: 🚀

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

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

As adults in the building, we...

have inadequate data collection and analysis processes, and we lack the necessary training/ professional development to interpret assessment data and use it to effectively inform instructional decisions, resulting in missed opportunities for timely interventions. ✍️

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.

Theory of Action

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What is your Theory of Action?

Resources: 🚀

If we....

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

Inclusive & Supportive Learning Environment

Develop a system for data collection/analysis and provide the necessary training and professional development needed for determining assessment data ✍️

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

then we see....

teachers using data to effectively inform instructional decisions that create timely, data driven intervention opportunities ✍️

which leads to...

increases in whole-class and individual student needs, rigor walk scores, student growth, and attainment in math and literacy on large-scale assessments ✍️

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/Distributive Leadership Team Members

Dates for Progress Monitoring Check Ins

Q1	10/27/23	Q3	3/22/24
Q2	12/22/23	Q4	5/31/24

SY24 Implementation Milestones & Action Steps ✍️   **Who** ✍️   **By When** ✍️   **Progress Monitoring**

Inclusive & Supportive Learning Environment

Implementation Milestone 1	Data Collection and Training Documentation	MTSS ISL, Administration, District MTSS team, Interventionist, Tutor Corp Tutors, Teacher Leads	10/27/23	In Progress
Action Step 1	At the start of the school year, document the establishment of a data collection system. Include details about the tools and methods being used for data collection and any professional development activities conducted for data analysis.	MTSS ISL, Administration, District MTSS team, Interventionist, Teacher Leads	weeks 1-3	Completed
Action Step 2	Provide regular monthly updates on the progress of data collection highlighting any challenges or successes encountered	Administration, Interventionist, Teacher Leaders	weeks 4-6	Completed
Action Step 3	Conduct an assessment to evaluate the effectiveness of the data collection system and training efforts, gathering feedback from teachers and staff regarding their comfort and proficiency in using assessment data	MTSS ISL, Administration, Interventionist, Tutor Corp Tutors, Teacher Leaders	weeks 7-9	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Data-Informed Instructional Decisions	Interventionist, Teacher Leads, Administration	12/22/23	Select Status
Action Step 1	Schedule quarterly meetings to review how teachers are using assessment data to inform instructional decisions while sharing specific examples of data-driven interventions implemented by teachers.	Administration, Teacher Leads, Interventionist	Week 10-11	Select Status
Action Step 2	Administer surveys to teachers to gauge their perceptions of the usefulness of assessment data in making instructional decisions, monitoring changes in their responses over the course of the year	Administration, Teacher Leads, Interventionist, grade-band teachers	Weeks 12-15	Select Status
Action Step 3	Conduct classroom observations to directly assess whether teachers are implementing data-informed instructional strategies providing feedback and support as needed.	Administration, Teacher Leads, Interventionist, grade-band teachers	Weeks 16-17	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Measuring Students Needs and Outcomes	Administration, Teacher Leads, Interventionist	3/22/24	Select Status
Action Step 1	Generate and distribute regular reports summarizing student needs, rigor walk score, and growth in math and literacy based on assessment data.	Administration, Teacher Leads, Interventionist	Week 18-20	Select Status
Action Step 2	Track individual student interventions and progress over time using baseline data collected at the start of the school year.	Administration, Teacher Leads, Interventionist	Week 21-23	Select Status
Action Step 3	Use benchmark assessments (Skyline interims) periodically to assess overall student attainment in math and literacy	Administration, Teacher Leads, Interventionist	Week 24-25	Select Status

Inclusive & Supportive Learning Environment

Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	Large-Scale Assessment Results	Administration, Teacher Leads, Interventionist	5/31/2023	Select Status
Action Step 1	Analyze the end-of-year large-scale assessment results in math and literacy. Compare these results to previous years to determine if there are noticeable increases in student growth and attainment.	Administration, Teacher Leads, Interventionist	week 26-27	Select Status
Action Step 2	Cross- reference the large scale assessment results with other metrics such as classroom-level data, teacher feedback, and individual student progress data to gain a comprehensive understanding of the impact of the theory of action.	Administration, Teacher Leads, Interventionist	Week 28-30	Select Status
Action Step 3	Share the results with stakeholders(e.g., parents, school board, community members) to demonstrate the effectiveness of the data-driven approach and it's impact on student outcomes.	Administration, Teacher Leads, Interventionist	Week 31-34	Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	assessment data to inform instruction. Ensure that these opportunities are tailored to educators' specific needs and feedback while assessing the effectiveness and efficiency of our data collection and reporting systems. Identifying any bottlenecks, challenges, or areas for improvement. Investing in technology or tools that can streamline data collection and reporting processes.
SY26 Anticipated Milestones	Advance professional development by incorporating more advanced data analysis techniques and strategies for personalized student interventions. Consider bringing in external experts or consultants to provide fresh perspectives and insights. Implement refinements to your data collection and reporting systems based on the feedback and insights gained in the previous year. Ensure that the systems are user-friendly, provide real-time data, and support educators in making timely decisions. Consider integrating predictive analytics to identify students who may need interventions proactively.

Goal Setting

Return to Top

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

IL-EMPOWER Goal Requirements

Inclusive & Supportive Learning Environment

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.

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
By the end of the academic year, 9% of students in grades 3-8 will achieve proficiency in math as measured by the Illinois Assessment of Readiness (IAR) test.	Yes	IAR (Math)	Overall	2%	9%	17%	25%
			Select Group or Overall				
By the end of the academic year, 55% of students in grades K-2 will score at or above grade level on iReady reading assessments as determined by standardized tests.	Yes	iReady (Reading)	Overall	47%	55%	65%	75%
			Select Group or Overall				

Numerical Targets [Optional] ✍

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

Inclusive & Supportive Learning Environment

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.

Completion and Implementation Rate:

Measure the percentage of academic intervention plans (AIPs) created and implemented within the Branching Minds platform. This can be tracked over a specific timeframe, such as monthly or quarterly. Calculate the ratio of completed AIPs to the total number of students who require interventions. A higher completion rate indicates better progress toward the goal. Monitor the adherence to the MTSS Integrity Memo's expectations in creating and implementing AIPs, ensuring that they align with the specified criteria.

Progress Monitoring Data:

Collect data on the academic progress of students receiving interventions through the Branching Minds platform. This data should include pre-intervention and post-intervention assessments or benchmarks.
Analyze the data to determine whether students are making meaningful progress due to the implemented AIPs. Set specific student benchmarks or growth targets and track whether these targets are being met. This provides insights into the effectiveness of the interventions.

Feedback and Quality Assessment:

Seek feedback from school teams, educators, and other stakeholders involved in the process. Assess their satisfaction with the Branching Minds platform and the ease of creating and implementing AIPs.
Conduct regular quality assessments of the AIPs themselves. Ensure that they meet the MTSS Integrity Memo's expectations regarding content, individualization, and alignment with student needs.
Use quality assessment results to identify areas for improvement and provide targeted professional development or training to school teams to enhance their ability to create effective AIPs.

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.

Assessment of MTSS Implementation Stages:

Divide the implementation process into stages or milestones. Regularly assess and track the school's progress in achieving each stage. Creating a checklist or rubric outlining the MTSS framework's key components and the expectations outlined in the MTSS Integrity Memo.
As each component is successfully implemented, mark it as completed and represent how far the school has achieved the goal.

Data-Driven Decision-Making:

MTSS relies heavily on data to inform instruction and intervention decisions. Measure progress by evaluating the effectiveness of data collection, analysis, and utilization. Are teams consistently collecting and reviewing relevant data to identify students' needs? Are data-informed decisions resulting in appropriate interventions and support for students? You can track this by examining the quality and consistency of data meetings, using data dashboards, and aligning interventions with students' needs.

Stakeholder Feedback and Perception:
Equity-based MTSS frameworks require collaboration and engagement from various stakeholders, including teachers, students, families, and community members. Conduct surveys, focus groups, or interviews to gather feedback and perceptions from these groups. Are they feeling more engaged and included in the decision-making process? Do they perceive improvements in how the school addresses student needs and promotes equity? Analyzing qualitative data and feedback can provide valuable insights into progress from a human perspective.

Select a Practice

Inclusive & Supportive Learning Environment

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
By the end of the academic year, 9% of students in grades 3-8 will achieve proficiency in math as measured by the Illinois Assessment of Readiness (IAR) test.	IAR (Math)	Overall	2%	9%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
By the end of the academic year, 55% of students in grades K-2 will score at or above grade level on iReady reading assessments as determined by standardized tests.	iReady (Reading)	Overall	47%	55%	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: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.	Completion and Implementation Rate: Measure the percentage of academic intervention plans (AIPs) created and implemented within the Branching Minds platform. This can be tracked over a specific timeframe, such as monthly or quarterly. Calculate the ratio of completed AIPs to the total number of students who require interventions. A higher completion rate indicates better progress toward the goal. Monitor the adherence to the MTSS Integrity Memo's expectations in creating and implementing AIPs, ensuring that they align with the specified criteria.	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. | Assessment of MTSS Implementation Stages:

Divide the implementation process into stages or milestones. Regularly assess and track the school's progress in achieving each stage. Creating a checklist or rubric outlining the MTSS framework's key components and the expectations outlined in the MTSS Integrity Memo.
As each component is successfully implemented, mark it as completed and represent how far the school has achieved the goal. | Select Status | Select Status | Select Status | Select Status |
| Select a Practice | | Select Status | Select Status | Select Status | Select Status |

☑ **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.

☐ **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	iReady (Math): By the end of the academic year, 48% of students in grades K-2 will score at or above grade level on iReady math assessments as determined by standardized tests.	Overall	37	48	60	75
		Select Group or Overall				
Required Reading Goal	iReady (Reading): By the end of the academic year, 20% of students in grades 3-8 will achieve proficiency in reading as measured by the Illinois Assessment of Readiness (IAR) test.	Overall	3	20	35	50
		Select Group or Overall				
Optional Goal	Select a Goal					

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. (Continue to Approval)**
No action needed		

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

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

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

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

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

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

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

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

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

SCHOOL & FAMILY COMPACT

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

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

☑ The school will hold parent-teacher conferences.

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

☑ The school will provide parents reasonable access to staff.

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

- ☑ The parents will support their children's learning.

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

Literacy and Reading Proficiency:

Implement programs and workshops that promote reading at home, such as family reading nights or a "book of the month" club.
Offer parental training on strategies to improve early literacy skills in young children.
Encourage parents to establish daily reading routines and provide resources for selecting appropriate reading materials.

Mathematics Proficiency:

Organize math-focused family math nights or workshops that teach parents effective ways to support math learning at home.
Provide resources and materials that help parents understand the math curriculum and how to assist their children with homework.
Create opportunities for parents and students to participate in math-related games and activities together.

STEM (Science, Technology, Engineering, and Mathematics) Education:

Develop STEM-themed family engagement events like science fairs, coding workshops, or engineering challenges.
Offer parent training in STEM concepts and practices to enhance their ability to support STEM learning at home.
Establish partnerships with local STEM organizations or professionals to provide hands-on experiences and role models for students and parents.

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