

CIWP Team & Schedules

[Resources](#)

Indicators of Quality CIWP: CIWP Team

The CIWP team includes staff reflecting the diversity of student demographics and school programs.

The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.

The CIWP team includes leaders who are responsible for implementing Foundations, those with institutional memory and those most impacted.

The CIWP team includes parents, community members, and LSC members.

All CIWP team members are meaningfully involved in the planning process for CIWP components and include other stakeholders, as appropriate for their role, with involvement along the [CPS Spectrum of Inclusive Partnerships](#) (from the CPS Equity Framework).

[CIWP Team Guidance](#)

| Name | Role | Email |
|---------------------|-----------------|-----------------------------|
| Chandra Byrd-Wright | Principal | crbyrd-wright@cps.edu |
| Jason Davis | AP | jmdavis3@cps.edu |
| Bridgett Jordan | Interventionist | bkjordan@cps.edu |
| Lorna Ward | STEM Specialist | lrrobinson@cps.edu |
| Devita Joy | STEM Specialist | djjoy@cps.edu |
| Tamara Jones | Teacher Leader | tdjones37@cps.edu |
| Monique Newburn | Case Manager | mpnewburn@cps.edu |
| Toyia Watson | Teacher Leader | tmwatson@cps.edu |
| Michele Johnson | Parent (LSC) | micheleredmond006@gmail.com |
| LeQuita Wilson | Teacher Leader | ldwilson14@cps.edu |
| Toylonda Gardner | Parent (PAC) | tgardner19@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 | 6/9/23 | 8/29/23 |
| Reflection: Curriculum & Instruction (Instructional Core) | 7/11/23 | 7/12/23 |
| Reflection: Inclusive & Supportive Learning (Instructional Core) | 7/12/23 | 7/13/23 |
| Reflection: Connectedness & Wellbeing | 8/23/23 | 8/24/23 |
| Reflection: Postsecondary Success | 8/23/23 | 8/24/23 |
| Reflection: Partnerships & Engagement | 7/28/23 | 7/28/23 |
| Priorities | 7/31/23 | 7/31/23 |
| Root Cause | 7/31/23 | 8/7/23 |
| Theory of Acton | 7/31/23 | 8/7/23 |
| Implementation Plans | 8/29/23 | 8/29/23 |
| Goals | 8/1/23 | 8/1/23 |
| Fund Compliance | 7/31/23 | 7/31/23 |
| Parent & Family Plan | 7/25/23 | 7/25/23 |
| 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 | 10/24/2023 |
| Quarter 2 | 01/09/2024 |
| Quarter 3 | 04/02/2024 |
| Quarter 4 | 06/10/2024 |

Jump to... [Curriculum & Instruction](#) [Inclusive & Supportive Learning](#) [Connectedness & Wellbeing](#) [Postsecondary](#) [Partnerships & Engagement](#)

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources 🚀

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

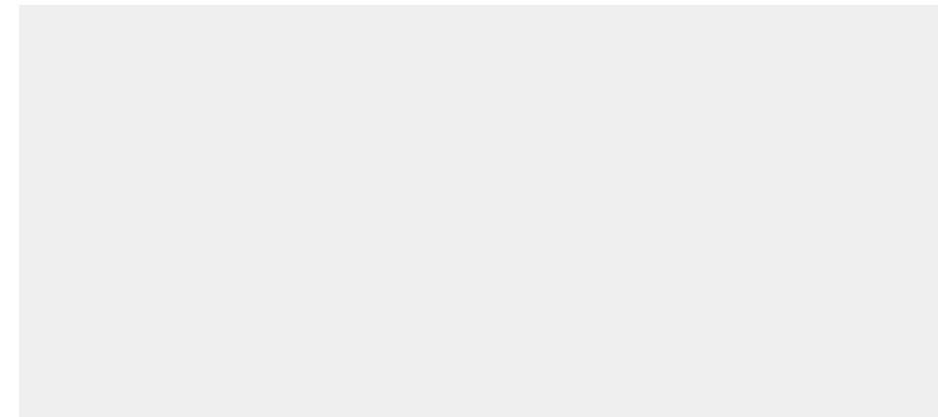
References

What are the takeaways after the review of metrics?

Metrics

| | | | | |
|------------|---|---|--|--|
| <p>Yes</p> | <p>All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</p> | <p>CPS High Quality Curriculum Rubrics</p> | <p>Leadership communicates a clear vision for implementing an equitable, high-quality, grade-level curriculum in all content areas and all classrooms. We are consistently working to ensure teachers are implementing with fidelity. Dunne uses multiple forms of data to carefully monitor student achievement goals and targets. Teachers have been trained and are highly skilled at analyzing data, setting instructional/re-teaching priorities, differentiation, small group instruction, reassessing and reflecting. This cycle allows us to drill down to the needs of individual students and provide learning opportunities that bring students to full mastery. According to IAR ELA data, students made gains in ELA (19% to 32% meeting/exceeding). We have outperformed our pre-pandemic levels (25%). Math showed a slight increase from SY 21-22 (7% to 12% meeting/exceeding). Very close to pre-pandemic levels (13%). Our on-track data increased from 42% at EOY SY22 to 59% at EOY SY23. We are also well-organized according to 5-essentials data.</p> <p>What is the feedback from your stakeholders?</p> <p>Teachers provide culturally relevant standards-based instruction. ILT conducts monthly walk-throughs to identify trends across grade-levels and areas of improvement. Instructional practices are regularly observed using REACH and feedback is timely and actionable, focused on when teachers' work is resulting in change at the student level and is balanced with teacher reflection. The LSI monitoring tool is used in every classroom to ensure tasks are rigorous and aligned to common core standards.</p> | <p>IAR (Math)</p> <p>IAR (English)</p> <p>Rigor Walk Data (School Level Data)</p> <p>PSAT (EBRW)</p> <p>PSAT (Math)</p> <p>STAR (Reading)</p> <p>STAR (Math)</p> <p>iReady (Reading)</p> <p>iReady (Math)</p> <p>Cultivate</p> <p>Grades</p> |
| <p>Yes</p> | <p>Students experience grade-level, standards-aligned instruction.</p> | <p>Rigor Walk Rubric</p> <p>Teacher Team Learning Cycle Protocols</p> <p>Quality Indicators Of Specially Designed Instruction</p> | | |
| <p>Yes</p> | <p>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.</p> | <p>Powerful Practices Rubric</p> <p>Learning Conditions</p> | | |
| <p>Yes</p> | <p>The ILT leads instructional improvement through distributed leadership.</p> | <p>Continuum of ILT Effectiveness</p> <p>Distributed Leadership</p> | | |

| | | |
|-----|--|---|
| 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 |



- [ACCESS](#)
- [TS Gold](#)
- [Interim Assessment Data](#)

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

School-wide focus on accelerated learning has been impactful as all students have access to high-quality, grade-level curriculum. We also offer MTSS services for Tier 2 and Tier 3 students. 📝

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.

We need to ensure that our grade-level curriculum, scope and sequence is in direct alignment to our interim assessments. This will ensure teachers can identify appropriate areas of growth and areas for re-teaching to adequately support student progress. 📝

[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 |
|---|---|--|---|
| Yes | MTSS Integrity Memo MTSS Continuum | Students with Learning disabilities or Tier 3 identifications may not have access to grade-level texts, tasks, and materials on a consistent basis. More support is needed as teachers modify grade-level standards to ensure these learners have equitable access to high-quality, grade-level instruction with proper supports (scaffolds, accommodations, modifications). 📝 | Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum |

| | | |
|-----------|--|--|
| | | Roots Survey |
| 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 |
| Yes | Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity. | IDEA Procedural Manual |
| Partially | English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services. | EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS |
| Partially | There are language objectives (that demonstrate HOW students will use language) across the content. | |

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.

A problem we identified was students were not meeting academic goals, therefore we did not see movement from Tier 2 to Tier 1 or Tier 3 to Tier 2. The root cause was a failure to adjust academic goals after the MOY and EOY diagnostic assessments.

MTSS will support the identification of Tier 2 and Tier 3 students using ongoing diagnostic assessment, referrals, and Branching Minds. With the implementation, students will receive consistent support in all areas of need.

What is the feedback from your stakeholders?

Teachers need support and professional development to identify students early in the academic year. The case manager and instructional leadership team will provide professional development to all stakeholders who are administering services. The team will also develop criteria for students exiting Tier 2 and Tier 3 services.

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?

An MTSS plan exists for all students receiving Tier 2 and Tier 3 support. Service providers have been identified and assigned to students. All students will receive two or three 30-minute sessions per week. Systems and structures are in place to ensure consistent interventions, goal setting, and progress monitoring using i-Ready. Monthly meetings are held to discuss the data entered in Branching Minds and improve the delivery of services.

[Roots Survey](#)

[ACCESS](#)

[MTSS Academic Tier Movement](#)

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

[Quality Indicators of Specially Designed Curriculum](#)

[EL Program Review Tool](#)

adjust academic goals after the MET and EO diagnostic assessments.

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Connectedness & Wellbeing

| Using the associated references, is this practice consistently implemented? | References | What are the takeaways after the review of metrics? | Metrics |
|---|--|---|---|
| <p>Yes</p> | <p>Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.</p> <p>BHT Key Component Assessment</p> <p>SEL Teaming Structure</p> | <p>As a means of supporting student connectedness and wellbeing, students are provided physical activity opportunities (physical education, recess, classroom physical activity) as well as given time to practice skills, such as resolving conflicts, respecting others, cooperating, helping others and being student role models. All of these skills help enhance school connectness. Students are also involved in routines such as morning/afternoon meetings, peace circles, restorative conversations, or advisories that bring them together intentionally to support both their academic and social emotional growth. Dunne implements a Be Kind project SEL curriculum as well as Skyline integrated instruction throughout the school year. The behavioral health team monitors and intervenes for students identified as requiring tier 2 and tier 3 support, who present more specific and targeted needs. The needs of those targeted students are addressed with group and individualized supportive plans to ensure healthy and positive behaviors in alignment with the Dunne school mission and vision. The climate and culture team will promote the projected be kind project and inclusivity to support targeted areas such as respect and bullying.</p> | <p>% of Students receiving Tier 2/3 interventions meeting targets</p> <p>Reduction in OSS per 100</p> <p>Reduction in repeated disruptive behaviors (4-6 SCC)</p> <p>Access to OST</p> <p>Increase Average Daily Attendance</p> <p>Increased Attendance for Chronically Absent Students</p> |
| <p>Yes</p> | <p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p> | | <p>Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</p> |
| <p>Yes</p> | <p>All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.</p> | <p>What is the feedback from your stakeholders?</p> <p>Dunne school implements numerous options for during and after school enrichment opportunities such as polished pebbles, lego league, 1619, balloon warriors, after school sports activities such as basketball, football and flag football. Dunne warrior and field days. These programs offer learning opportunities such as collaboration, team building, relationship building and peer cohesiveness. For students with chronic absences, Dunne contacts the home which can elevate to home visits as needed. Re-entry plans include a team meeting with administration, social emotional support staff, special education casemanager (if sped student) and other related providers. The reentry plan is specified to determine what strategies would best support the student to identify any areas of need</p> | <p>Cultivate (Belonging & Identity)</p> <p>Staff trained on alternatives to exclusionary discipline (School Level Data)</p> |

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

(behavioral support, social - emotional support, community based stakeholders etc.) Plans are then shared with related staff members to assist with the ongoing monitoring and implementation of discussed targeted needs.

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

[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?

Some students, especially middle school students, experience on-going trauma, or are dealing with past traumatic experiences that impede their academic progress. Some students are also suffering from extended absences or chronic absenteeism which also diminish academic achievement.

Staff have been fully trained to identify students dealing with trauma and are equipped to regulate and support these students. We also have check-in/check-out with students that have been identified as needing Tier 2 or Tier 3 behavioral supports.

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

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)

References

What are the takeaways after the review of metrics?

Metrics

Yes
 An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).

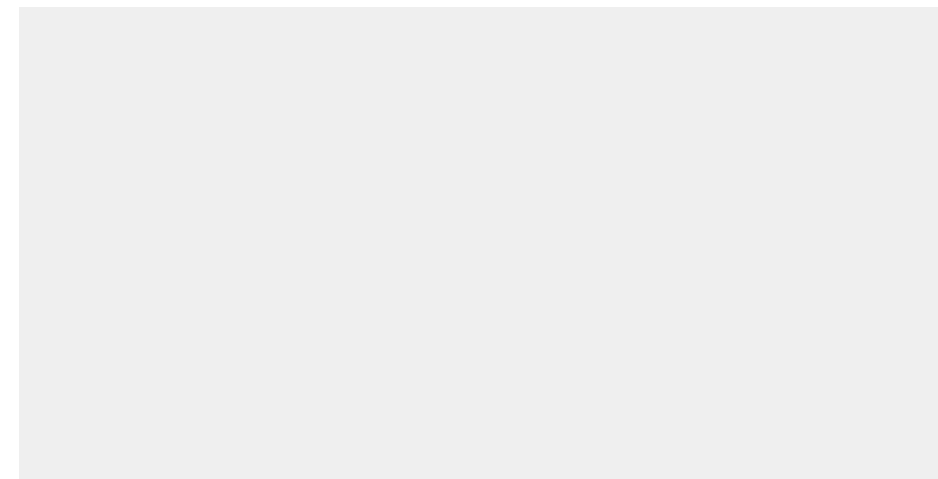
[College and Career Competency Curriculum \(C4\)](#)

Students in grades 6th - 8th will be completing the Success bound curriculum throughout the school year. Homeroom teachers for grades 6th - 8th will provide this college and career competency curriculum. Postsecondary Individualized learning plans will be implemented by the school counselor who will work closely with homeroom teachers for 6th - 8th to ensure students success.

[Graduation Rate](#)

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

| | | |
|-----|---|---|
| | | |
| 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 |
| 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 |
| 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 is the feedback from your stakeholders?

Work base learning activities around career awareness, exploration and development will be planned throughout the school year. Students will learn about various jobs and career paths to support them in their future careers.



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?

Teachers and Counselor are working to complete and implement a monitoring plan to improve student's Success Bound completion dates and rates. Teachers have been required to record completion dates immediately so students can get credit for completing lessons in a timely manner while still working at their own pace.



[3 - 8 On Track](#)

[Learn, Plan, Succeed](#)

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

[College Enrollment and Persistence Rate](#)


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

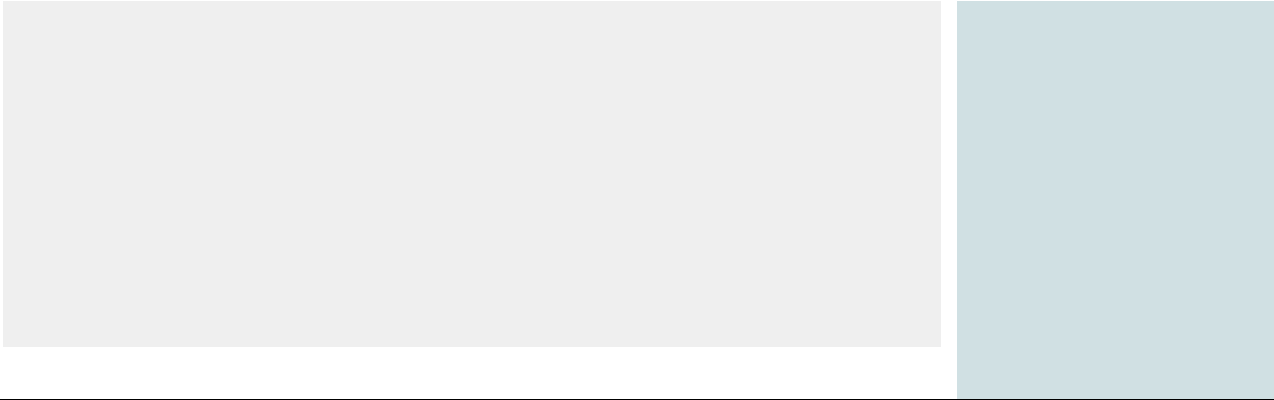
[Cultivate \(Relevance to the Future\)](#)

Freshmen Connection Programs Offered (School Level Data)

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.

The only identified problem is ensuring students are keeping up with Success Bound pacing and lesson completion. Because students work at their own pace, and it is the teacher's responsibility to record completion, some students are not getting credit in a timely manner. It is also difficult for teacher to keep students motivated if their progress is not being monitored consistently. 



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


Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

| | | |
|-----|--|--|
| 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 |
| Yes | Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate. | Reimagining With Community Toolkit |

Dunne has a part-time Parent Coordinator who helps to develop and strengthen the relationships between school, home and the community. Administration, teachers, and staff provide clear information regarding student progress, school activities and events, and extended learning opportunities for parents, families and community members. School staff hosts a number of events in which parents are encouraged to come out in support of student learning and the amelioration of the school. 

- [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)

Yes

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?

Teachers review data with parents and develop action steps to help support students and school learning goals. Literacy and STEM Nights, student performances, parent information sessions, Open House, LSC/PAC meetings, and other family learning events are held throughout the school year to involve families in the learning process.

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.

The lack of parental support and utilization of community resources has impacted our efforts to educate the "whole child".

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?

More parental support and student/family participation in community resources are needed school-wide. Approximately 25% of our parent population come out to support school activities/programs. Students/families rarely participate in community events or take advantage of available resources. Increasing opportunities for middle school parents to participate in school and community events will improve student development and academic outcomes.

Jump to... [Priority](#) [TOA](#) [Goal Setting](#) [Progress Monitoring](#) [Reflection](#) [Root Cause](#) [Implementation Plan](#) 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. |
| Yes | Students experience grade-level, standards-aligned instruction. |
| Yes | 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?

Leadership communicates a clear vision for implementing an equitable, high-quality, grade-level curriculum in all content areas and all classrooms. We are consistently working to ensure teachers are implementing with fidelity. Dunne uses multiple forms of data to carefully monitor student achievement goals and targets. Teachers have been trained and are highly skilled at analyzing data, setting instructional/re-teaching priorities, differentiation, small group instruction, reassessing and reflecting. This cycle allows us to drill down to the needs of individual students and provide learning opportunities that bring students to full mastery. According to IAR ELA data, students made gains in ELA (19% to 32% meeting/exceeding). We have outperformed our pre-pandemic levels (25%). Math showed a slight increase from SY 21-22 (7% to 12% meeting/exceeding). Very close to pre-pandemic levels (13%). Our on-track data increased from 42% at EOY SY22 to 59% at EOY SY23. We are also well-organized according to 5-essentials data.

What is the feedback from your stakeholders?

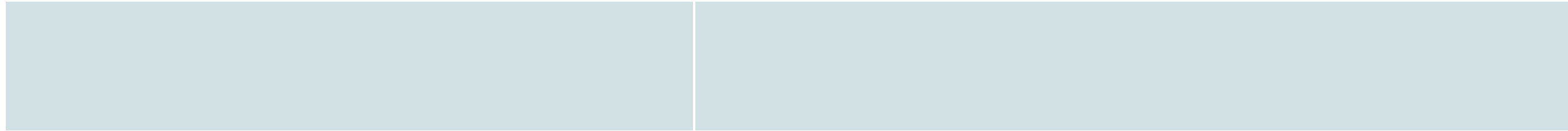
Teachers provide culturally relevant standards-based instruction. ILT conducts monthly walk-throughs to identify trends across grade-levels and areas of improvement. Instructional practices are regularly observed using REACH and feedback is timely and actionable, focused on when teachers' work is resulting in change at the student level and is balanced with teacher reflection. The LSI monitoring tool is used in every classroom to ensure tasks are rigorous and aligned to common core standards.

What student-centered problems have surfaced during this reflection?

We need to ensure that our grade-level curriculum, scope and sequence is in direct alignment to our interim assessments. This will ensure teachers can identify appropriate areas of growth and areas for re-teaching to adequately support student progress.

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

School-wide focus on accelerated learning has been impactful as all students have access to high-quality, grade-level curriculum. We also offer MTSS services for Tier 2 and Tier 3 students.



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Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

We need to ensure that our grade-level curriculum's scope and sequence are in direct alignment with our interim assessments. This will ensure teachers can identify appropriate areas of growth for re-teaching to adequately support student progress.



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.

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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...

believed we needed to supplement instructional materials to "catch kids up" to close achievement gaps. We have learned there is a time and place for intervention. Our focus has shifted to ensuring all students, regardless of achievement levels, have access to grade-level instruction.



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.

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Theory of Action

What is your Theory of Action?

If we....

provide on-going professional development for teachers with coaching support, observe classrooms and provide timely feedback that supports teachers' instructional delivery of



Indicators of a Quality CIWP: Theory of Action

Resources:

grade-level materials in Literacy and Math, and provide all students with grade-level instruction on a consistent basis

then we see....

teachers providing texts, tasks and materials aligned to appropriate grade-level standards, consistent implementation of the ELA/Math curriculum with fidelity, instructional coaches supporting teachers with planning high quality lessons at high taxonomy levels, aligned to standards, with student to student interaction, while experiencing productive struggle.

which leads to...

students engaging in high-quality instructional tasks, a decreased number of students needing Tier 2 and Tier 3 interventions, and a 20% increase in ELA and a 15% increase in Math on IAR assessments for students in grades 3-8, and an increase in iReady scores for grades K-2.

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.

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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

Dates for Progress Monitoring Check Ins

Q1 10/24/2023

Q3 04/02/2024

Q2 01/09/2024

Q4 06/10/2024

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

Implementation Milestone 1

By EOY SY24 teachers will implement ELA/Math curriculum with fidelity.

Teachers

June 2024

Select Status

Action Step 1

PD on Unpacking the Curriculum

ILT

August 2023

Select Status

Action Step 2

ELA and Math Unit Internalization

Teachers/ ILT

every 5 weeks

Select Status

Action Step 3

Curriculum Implementation Observations



ILT

Monthly

Select Status

| | | | | |
|-----------------------------------|--|-----------------------------|--------------|---------------|
| Action Step 4 | GLTM analysis of student work | Teachers/ ILT | monthly | Select Status |
| Action Step 5 | Use of PDSA Cycles to improve math instruction | Teachers/NSA School Leaders | monthly | Select Status |
| Implementation Milestone 2 | BY EOY SY24, teachers will be proficient at providing texts, tasks and materials aligned to appropriate grade-level standards. | | | Select Status |
| Action Step 1 | PD on Unfinished Instruction | ILT/Admin | October 2023 | Select Status |
| Action Step 2 | LSI Classroom Walks | ILT/Admin | Monthly | Select Status |
| Action Step 3 | ILT Book Study "The Art of Coaching by Elena Aguilar" | ILT/Admin | October 2023 | Select Status |
| Action Step 4 | | | | 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 | Plan and execute a professional learning trajectory to ensure systems and structures are evaluated for technical and adaptive curriculum support and internalization. |  |
| SY26 Anticipated Milestones | [What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?] |  |

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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 📌 | Numerical Targets [Optional] 📌 | | |
|--|--|---------------|-----------------------------|----------------------------|--------------------------------|------|------|
| | | | | | SY24 | SY25 | SY26 |
| By EOY SY24, there will be a 20% increase in the number of students meeting/exceeding standards on IAR ELA for grades 3-8 | Yes | IAR (English) | Overall | 32% Meeting/Exceeding ELA | | | |
| | | | Select Group or Overall | | | | |
| By EOY SY24, there will be a 15% increase in the number of students meeting/exceeding standards on IAR Math for grades 3-8 | Yes | IAR (Math) | Overall | 12% Meeting/Exceeding Math | | | |
| | | | Select Group or Overall | | | | |

Practice Goals

Identify the Foundations Practice(s) most aligned to

Specify your practice goal and identify how you will measure progress towards this goal. 📌

| your practice goals. 📌 | SY24 | SY25 | SY26 |
|---|---|--|------|
| C&I:2 Students experience grade-level, standards-aligned instruction. | BY EOY SY24, teachers will be proficient at providing texts, tasks, and materials aligned to appropriate grade-level standards. ILT Team and Admin will provide professional development, coaching support, and classroom observations to ensure the curriculum is implemented with fidelity and all students have access to grade-level instruction. | Progress on ANet Interim Assessments, Classroom Observations | |
| C&I:4 The ILT leads instructional improvement through distributed leadership. | The ILT will deliver PD on Implementing the curriculum with fidelity and will coach teachers to ensure they are planning to include high quality texts, tasks and materials. | LSI Observation walks | |
| 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 |
|---|---------------|-----------------------------|---------------------------|------|---------------|---------------|---------------|---------------|
| By EOY SY24, there will be a 20% increase in the number of students meeting/exceeding standards on IAR ELA for grades 3-8 | IAR (English) | Overall | 32% Meeting/Exceeding ELA | | Select Status | Select Status | Select Status | Select Status |
| | | Select Group or Overall | | | Select Status | Select Status | Select Status | Select Status |

| | | | | | | | |
|--|------------|-------------------------|----------------------------|--|--|--|--|
| By EOY SY24, there will be a 15% increase in the number of students meeting/exceeding standards on IAR Math for grades 3-8 | IAR (Math) | Overall | 12% Meeting/Exceeding Math | <input type="button" value="Select Status"/> | <input type="button" value="Select Status"/> | <input type="button" value="Select Status"/> | <input type="button" value="Select Status"/> |
| | | Select Group or Overall | | <input type="button" value="Select Status"/> | <input type="button" value="Select Status"/> | <input type="button" value="Select Status"/> | <input type="button" value="Select Status"/> |

Practice Goals

Progress Monitoring

| Identified Practices | SY24 | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|---|---|--|--|--|--|
| C&I:2 Students experience grade-level, standards-aligned instruction. | BY EOY SY24, teachers will be proficient at providing texts, tasks, and materials aligned to appropriate grade-level standards. ILT Team and Admin will provide professional development, coaching support, and classroom observations to ensure the curriculum is implemented with fidelity and all students have access to grade-level instruction. | <input type="button" value="Select Status"/> | <input type="button" value="Select Status"/> | <input type="button" value="Select Status"/> | <input type="button" value="Select Status"/> |
| C&I:4 The ILT leads instructional improvement through distributed leadership. | The ILT will deliver PD on Implementing the curriculum with fidelity and will coach teachers to ensure they are planning to include high quality texts, tasks and materials. | <input type="button" value="Select Status"/> | <input type="button" value="Select Status"/> | <input type="button" value="Select Status"/> | <input type="button" value="Select Status"/> |
| Select a Practice | | <input type="button" value="Select Status"/> | <input type="button" value="Select Status"/> | <input type="button" value="Select Status"/> | <input type="button" value="Select Status"/> |

Jump to... [Priority](#) [TOA](#) [Goal Setting](#) [Progress Monitoring](#) Select the Priority Foundation to pull over your Reflections here =>

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. |
| Partially | English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services. |
| Partially | There are language objectives (that demonstrate HOW students will use language) across the content. |

What are the takeaways after the review of metrics?

Students with Learning disabilities or Tier 3 identifications may not have access to grade-level texts, tasks, and materials on a consistent basis. More support is needed as teachers modify grade-level standards to ensure these learners have equitable access to high-quality, grade-level instruction with proper supports (scaffolds, accommodations, modifications).

MTSS will support the identification of Tier 2 and Tier 3 students using ongoing diagnostic assessment, referrals, and Branching Minds. With the implementation, students will receive consistent support in all areas of need.

What is the feedback from your stakeholders?

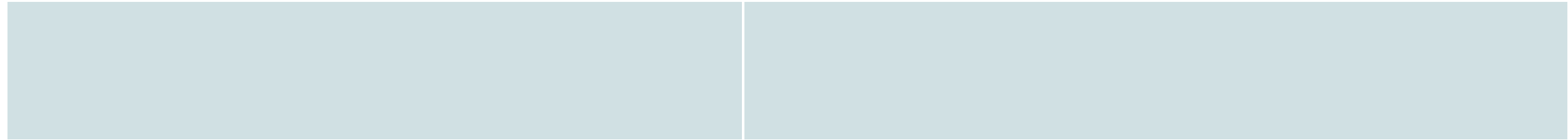
Teachers need support and professional development to identify students early in the academic year. The case manager and instructional leadership team will provide professional development to all stakeholders who are administering services. The team will also develop criteria for students exiting Tier 2 and Tier 3 services.

What student-centered problems have surfaced during this reflection?

A problem we identified was students were not meeting academic goals, therefore we did not see movement from Tier 2 to Tier 1 or Tier 3 to Tier 2. The root cause was a failure to adjust academic goals after the MOY and EOY diagnostic assessments.

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?

An MTSS plan exists for all students receiving Tier 2 and Tier 3 support. Service providers have been identified and assigned to students. All students will receive two or three 30-minute sessions per week. Systems and structures are in place to ensure consistent interventions, goal setting, and progress monitoring using i-Ready. Monthly meetings are held to discuss the data entered in Branching Minds and improve the delivery of services.



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Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

with IEP's have not received grade-level instruction based on their academic goals. Tier 2 and Tier 3 students have not had learning goals adjusted to make significant growth.



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.

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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...

negated to set new goals for students after MOY and EOY data. Therefore, we could not see students exiting intervention services.

Additionally, our diverse learner teachers were not writing academic goals for students that aligned with the their current grade-level.



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.

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Theory of Action

What is your Theory of Action?

If we....

implement with fidelity a school-wide MTSS framework that provides tiered support to students' academic and social-emotional needs, analyzes data to identify opportunities to



Resources:

[Indicators of a Quality CIWP: Theory of Action](#)

improve instruction, guides restorative practices and protocols, and monitors and analyzes student responses to intervention.

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

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

then we see...

teachers/MTSS team tracking the growth of all students receiving Tier 2 and Tier 3 supports. The staff update Branching Minds and making changes to students' differentiated supports based on needs and overall school-wide improvements to the MTSS implementation cycle.



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.

which leads to...

students moving from Tier 3 into Tier 2 and Tier 2 into Tier 1, closing the achievement gap, and making adequate progress on IAR, i-Ready assessments, and IEP academic goals.



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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 & Teacher Teams

Dates for Progress Monitoring Check Ins

Q1 10/24/2023

Q3 04/02/2024

Q2 01/09/2024

Q4 06/10/2024

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

Implementation Milestone 1

By the EOY SY24, staff will have consistently used Branching Minds to log record of interventions and track data

Teachers

June 2024

Select Status

Action Step 1

PD on Branching Minds

Interventionist

September 2023

Select Status

Action Step 2

Review data and interventions tracked

Teachers

Every 5-6 weeks

Select Status

Action Step 3

Select Status

| | | | | |
|---------------|--|--|--|---------------|
| Action Step 4 | | | | Select Status |
| Action Step 5 | | | | Select Status |

| | | | | |
|-----------------------------------|---|-----------|--|---------------|
| Implementation Milestone 2 | By the EOY SY24, staff will have identified MTSS criteria for how students will move tiers and/or exit services | MTSS Team | | Select Status |
|-----------------------------------|---|-----------|--|---------------|

| | | | | |
|---------------|--|-----------------|--------------|---------------|
| Action Step 1 | Students will receive diagnostic assessment for BOY, MOY and EOY | Interventionist | 3 Times year | Select Status |
| Action Step 2 | Students identified for Tier 2 or Tier 3 supports | MTSS Team | 3 Times year | Select Status |
| Action Step 3 | Students are placed with providers based on diagnostic assessments | Interventionist | 3 Times year | Select Status |
| Action Step 4 | | | | Select Status |
| Action Step 5 | | | | Select Status |


| | | | | |
|-----------------------------------|--|----------------------|---------------|---------------|
| Implementation Milestone 3 | By the end of EOY SY24, Diverse Learners teachers will have written academic goals for students that are grade level appropriate | Diverse Learner Team | November 2023 | Select Status |
|-----------------------------------|--|----------------------|---------------|---------------|

| | | | | |
|---------------|--|-------------------------------|---------------|---------------|
| Action Step 1 | Teachers will receive Professional Development in writing appropriate academic goals | Teachers | November 2023 | Select Status |
| Action Step 2 | Internal audit of student academic IEP goals | Clinicians and Administration | April 2024 | 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 | 100% IEP academic goals written for diverse learners are aligned to their grade level. Students move from Tier 3 to Tier 2 and Tier 2 to Tier 1 as a result of MTSS interventions. |  |
|------------------------------------|--|---|

**SY26
Anticipated
Milestones**

The percentage of students requiring MTSS services decreases 20% from SY24 as a result of consistent, high-quality grade-level instruction in an inclusive and supportive environment.



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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) | Numerical Targets [Optional] | | |
|--|--|-----------------------------|--|------------------------------|------|------|
| | | | | Baseline | SY24 | SY25 |
| 10% of student receiving ELA and/or Math services move from Tier 2 to Tier 1 and Tier 3 to Tier 2 | Yes <input type="checkbox"/> | MTSS Academic Tier Movement | Overall <input type="text"/> | | | |
| | | | Select Group or Overall <input type="text"/> | | | |
| 10% of diverse learners receiving Math and/or ELA services improve academic achievement as indicated by scores on IAR and i-Ready. | Yes <input type="checkbox"/> | MTSS Academic Tier Movement | Overall <input type="text"/> | | | |
| | | | Select Group or Overall <input type="text"/> | | | |

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. | By the end SY24, teachers will be proficient with implementing MTSS using the Branching Mind platform, adjusting student goals, and our number of students will decrease 10%. | By the end of SY25, our number of students receiving supports will decrease by 12%. | By the end of SY26, our number of students receiving support will decrease 15%. |
| 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. | By the end SY24, MTSS team will have systems and structures in place to ensure parents or guardians are aware of the support their child(ren) receives in the MTSS process. | By the end of SY25, the MTSS team will have trained parents to implement strategies on how to participate in the equity-based MTSS supports for their child(ren). | By the end of SY26, the MTSS team will gather and analyze feedback from parents regarding MTSS supports for their child(ren) in order to make necessary improvement to the process. |
| I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity. | By the end of SY24, diverse learner teachers will know how to write academic grade-level goals and implement in any newly written IEP's | By the end of SY25, the diverse learner teachers will have implemented a process to monitor the implementation of grade-level goals in all IEP'S. | By the end of SY26, the diverse learner teachers will have a process to teach parents how to support the implementation of IEP goals at home. |

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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 |
|---|-----------------------------|-----------------------------|----------|------|---------------|---------------|---------------|---------------|
| 10% of student receiving ELA and/or Math services move from Tier 2 to Tier 1 and Tier 3 to Tier 2 | MTSS Academic Tier Movement | Overall | | | Select Status | Select Status | Select Status | Select Status |
| | | Select Group or Overall | | | Select Status | Select Status | Select Status | Select Status |
| 10% of diverse learners receiving Math and/or ELA services improve | MTSS Academic Tier | Overall | | | Select Status | Select Status | Select Status | Select Status |

| | | | | | | | | |
|---|----------|-------------------------|--|--|---------------|---------------|---------------|---------------|
| academic achievement as indicated by scores on IAR and i-Ready. | Movement | 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. | By the end SY24, teachers will be proficient with implementing MTSS using the Branching Mind platform, adjusting student goals, and our number of students will decrease 10%. | Select Status | Select Status | Select Status | Select Status |
| 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. | By the end SY24, MTSS team will have systems and structures in place to ensure parents or guardians are aware of the support their child(ren) receives in the MTSS process. | Select Status | Select Status | Select Status | Select Status |
| I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity. | By the end of SY24, diverse learner teachers will know how to write academic grade-level goals and implement in any newly written IEP"s | Select Status | Select Status | Select Status | Select Status |

Jump to... [Priority](#) [TOA](#) [Goal Setting](#) [Progress](#) [Reflection](#) [Root Cause](#) [Implementation Plan](#) [Monitoring](#) Select the Priority Foundation to pull over your Reflections here =>

Partnership & Engagement

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

| | |
|-----|---|
| 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. |
| Yes | Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate. |
| Yes | 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). |

What are the takeaways after the review of metrics?

Dunne has a part-time Parent Coordinator who helps to develop and strengthen the relationships between school, home and the community. Administration, teachers, and staff provide clear information regarding student progress, school activities and events, and extended learning opportunities for parents, families and community members. School staff hosts a number of events in which parents are encouraged to come out in support of student learning and the amelioration of the school.

What is the feedback from your stakeholders?

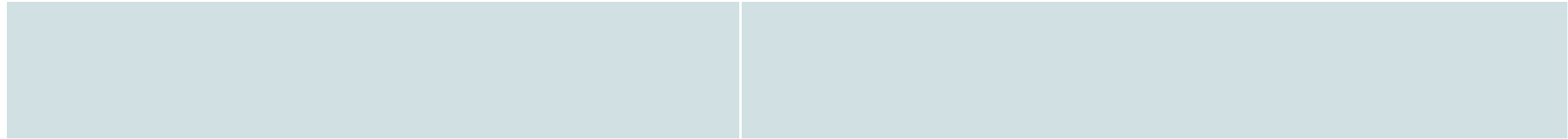
Teachers review data with parents and develop action steps to help support students and school learning goals. Literacy and STEM Nights, student performances, parent information sessions, Open House, LSC/PAC meetings, and other family learning events are held throughout the school year to involve families in the learning process.

What student-centered problems have surfaced during this reflection?

The lack of parental support and utilization of community resources has impacted our efforts to educate the "whole child".

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?

More parental support and student/family participation in community resources are needed school-wide. Approximately 25% of our parent population come out to support school activities/programs. Students/families rarely participate in community events or take advantage of available resources. Increasing opportunities for middle school parents to participate in school and community events will improve student development and academic outcomes.



[Return to Top](#) **Determine Priorities**

Resources:

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

[Determine Priorities Protocol](#)

Students...

are not fully engaged with some of the partnerships that currently exist. More partnerships are needed to engage students, develop their interests, and teach skills that are relevant from a student's point of view. Partnerships are needed to provide culturally relevant student experiences that extend learning beyond the classroom.



Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.

Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).

For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.

Priorities are determined by impact on students' daily experiences.

[Return to Top](#) **Root Cause**

Resources:

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

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

As adults in the building, we...

Need to set a cadence for a survey of student needs. Due to the everchanging shift in students' needs, we have to take a systematic approach to identifying their interests so that we can adequately prepare to incorporate them into our programming.



Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

[Return to Top](#) **Theory of Action**

What is your Theory of Action?

If we....

provide frequent, high quality, and well publicized opportunities for students, their families and community members to engage with the school and community resources based on need



Resources:

[Indicators of a Quality CIWP: Theory of Action](#)

and interest, and provide opportunities for families to learn how to effectively engage

then we see....

teachers and families seeing themselves as partners in education, parent's increased comfort and confidence while engaging, and common language between home and school

which leads to...

a strengthened connection between home and school and a robust system of support for students, a 20% increase in involved families, and a positive impact on student achievement at all levels.

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
 Parent/Community Partnership Committee/ AP Davis

Dates for Progress Monitoring Check Ins
 Q1 10/24/2023 Q3 04/02/2024
 Q2 01/09/2024 Q4 06/10/2024

| | SY24 Implementation Milestones & Action Steps | Who | By When | Progress Monitoring |
|-----------------------------------|--|--|----------------|----------------------------|
| Implementation Milestone 1 | Identify the interests and needs of students and families. | Parent/Community Partnership Committee/PAC Chairperson | 09/29/2023 | Select Status |
| Action Step 1 | Create a survey to identify student and family needs and interests | Parent/Community Partnership Committee/PAC Chairperson | 09/29/2023 | Select Status |

| | | | | |
|-----------------------------------|---|---|---------------------|---------------|
| Action Step 2 | Evaluate survey results to understand family needs and interests | Parent/Community Partnership Committee/PAC Chairperson | 10/13/2023 | Select Status |
| Action Step 3 | | | | Select Status |
| Action Step 4 | | | | Select Status |
| Action Step 5 | | | | Select Status |
| Implementation Milestone 2 | Plan and provide 4 PAC workshops and trainings to provide stakeholders with effective strategies for becoming involved and engaged with the school and topics of need and interest. | Parent/Community Partnership Committee/PAC Chairperson | 11/3/2023-06/6/2024 | Select Status |
| Action Step 1 | Q1 Workshop-How to Become engaged in your child's school community | AP/ PAC Chairperson | 10/10/2023 | Select Status |
| Action Step 2 | Q2 Workshop-How to support your child's learning at home | AP/ PAC Chairperson | 12/12/2023 | Select Status |
| Action Step 3 | Q3 Workshop- Interest | AP/ PAC Chairperson | 3/12/2024 | Select Status |
| Action Step 4 | Q4 Workshop- Interest | AP/ PAC Chairperson | 5/9/2024 | Select Status |
| Action Step 5 | | | | Select Status |
| Implementation Milestone 3 | Inform and publicize school events, parent/community workshops, and opportunities for stakeholders to engage with community resources. | Parent/Community Partnership Committee/PAC Chairperson/STEM Committee | 09/5/2023-Ongoing | Select Status |
| Action Step 1 | Create and distribute monthly newsletters to inform upcoming school and community events, LSC/PAC meetings, workshops, etc. | Parent/Community Partnership Committee/PAC Chairperson/STEM Committee | 09/5/2023-Ongoing | Select Status |
| Action Step 2 | Use digital Marquee to publicize school and community events/activities | Parent/Community Partnership Committee/PAC Chairperson/STEM Committee | 09/5/2023-Ongoing | Select Status |
| Action Step 3 | Use Blackboard Connect to publicize school and community events/activities | Principal/AP | 09/5/2023-Ongoing | 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**

**SY26
Anticipated
Milestones**

[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]

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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 📌 | Numerical Targets [Optional] 📌 | | |
|--|--|--------|-----------------------------|------------|--------------------------------|------|------|
| | | | | | SY24 | SY25 | SY26 |
| To strengthen the connection between home and school and increase parental involvement by 20%. | Yes | Other | Overall | | | | |
| | | | Select Group or Overall | | | | |

| | | | | | | | |
|--|---------------|---------------|-------------------------|--|--|--|--|
| | | | Select Group or Overall | | | | |
| | Select Answer | Select Metric | | | | | |
| | | | 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 |
|--|--|------|------|
| P&E:1 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. | School will keep a running record of parent and community attendance at all school and community events. | | |
| P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate. | Teachers will keep a log of parent interaction and participation. | | |
| Select a Practice | | | |

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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 |
|--|---------------|-----------------------------|----------|------|---------------|---------------|---------------|---------------|
| To strengthen the connection between home and school and increase parental involvement by 20%. | Other | Overall | | | Select Status | Select Status | Select Status | Select Status |
| | | Select Group or Overall | | | Select Status | Select Status | Select Status | Select Status |
| | Select Metric | Select Group or Overall | | | 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 |
|--|--|---------------|---------------|---------------|---------------|
| P&E:1 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. | School will keep a running record of parent and community attendance at all school and community events. | Select Status | Select Status | Select Status | Select Status |
| P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate. | Teachers will keep a log of parent interaction and participation. | Select Status | Select Status | Select Status | Select Status |
| Select a Practice | | Select Status | Select Status | Select Status | Select Status |

If Checked:

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

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

If Checked:

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

No action needed

IL-Empower**IL-EMPOWER GRANT ASSURANCES**

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



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



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



Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:

- a) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
- b) Contracting for professional services from State-Approved Learning Partners
- c) Conducting school-level needs assessments
- d) Analyzing data
- e) Identifying resource inequities
- f) Researching and implementing evidence-based interventions
- g) Purchasing standards-aligned curriculum and materials
- h) Purchasing and administering local assessments for progress monitoring



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



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



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



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



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

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

IL-EMPOWER SMART GOALS

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

IL-Empower Goals Must have a Numerical Target

Select a Goal Below

Required Math Goal

IAR (Math): By EOY SY24, there will be a 15% increase in the number of students meeting/exceeding standards on IAR Math for grades 3-8

Required Reading Goal

IAR (English): By EOY SY24, there will be a 20% increase in the number of students meeting/exceeding standards on IAR ELA for grades 3-8

Optional Goal

Select a Goal

| Student Groups | Baseline | SY24 | SY25 | SY26 |
|-------------------------|----------------------------|------|------|------|
| Overall | 12% Meeting/Exceeding Math | | | |
| Select Group or Overall | | | | |
| Overall | 32% Meeting/Exceeding ELA | | | |
| Select Group or Overall | | | | |
| | | | | |
| | | | | |

Parent and Family Plan

| | | |
|---|-------------------------------------|---|
| <p>If Checked:</p> <p>Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections</p> | <input checked="" type="checkbox"/> | <p>Our school is a Title I school operating a Schoolwide Program</p> <p>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.</p> |
| <p>If Checked:</p> <p>No action needed</p> | <input type="checkbox"/> | <p>Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)</p> |

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.

\$900 for consultants to provide parent training. Workshops are focused on preparing parents to support their child's academic performance. \$312 to support materials and books for parent trainings and use by parents. \$ 300 for refreshments for parent trainings and workshops.



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