

## 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
Vauncia Allen	Principal	vmallen@cps.edu
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Sheena McDowell	LSC Chairperson	sheenamcdowell32@gmail.com

## Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	7/12/23	7/12/23
Reflection: Curriculum & Instruction (Instructional Core)	5/24/23	5/24/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/24/23	5/24/23
Reflection: Connectedness & Wellbeing	5/24/23	5/24/23
Reflection: Postsecondary Success	5/24/23	5/24/23
Reflection: Partnerships & Engagement	5/24/23	5/24/23
Priorities	5/24/23	5/24/23
Root Cause	5/24/23	5/24/23
Theory of Acton	7/24/23	8/4/23
Implementation Plans	7/24/23	8/4/23
Goals	7/24/23	8/4/23
Fund Compliance	8/7/23	8/8/23
Parent & Family Plan	8/9/2023	8/10/23
Approval	9/15/23	9/15/23

## 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	10-5-23
Quarter 2	12-7-23
Quarter 3	3-7-24
Quarter 4	5-9-24

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

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

**Resources**

[Reflection on Foundations Protocol](#)

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**Curriculum & Instruction**

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

**References**

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

**Metrics**

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

While growth appears to be continuous, there is a lack of attainment. Over the last 3 years, percentages for each metric ( Exceeding, meeting, approaching, partially meeting, not meeting) for most groups have remained the same. This is evidenced by data from IAR, iReady, and Star 360. To assist with coherent planning for instructional support in SY24, all curricula was assessed using the High Quality Curriculum Rubric. Student performance as well as teacher capacity was evaluated. As a result, staff is piloting Skyline for SY24, and the math curriculum has been updated to Eureka 2.0 to support more rigorous instruction. SY23 Rigor Walk data is being used to support planning. Data trends indicate a need to provide support for leveraging practices of rigor in classrooms to increase rigor school wide. There will be a commitment to training our teachers/students to have the level of conversation we are seeking, as there is a need for more student to student discourse, high levels of student engagement, increased academic vocabulary, self-monitoring and sustaining implemented practices.

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

By reviewing each curriculum resource using the High Quality Rubric and SY 23 data trends, stakeholders have indicated a need for targeted supports to ensure improved instructional strategies that focus on developing increased student discourse and moving students beyond the retrieval level.

An ongoing challenge is continuous, systemic progress monitoring. The necessary routines for peer visits and internal learning walks must be developed by and facilitated by the ILT and Teacher Leaders. Formal school wide learning cycles must be implemented.

As we have a large number of 1st and 2nd year teachers, routines and procedures need support in order to systematically apply professional development. There is a need for affirming students' identities and applying equitable approaches. The ILT has engaged in and will continue to lead professional development as a component of distributed leadership throughout the building. Interim assessments were developed and will continue to be utilized throughout the year to compliment the ES Assessment Plan.

**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 inconsistencies in terms of expectations are a concern. We will be using a GLEAM centered approach. Reading tutors are strategically placed to support English Learners. All tier 3 students are receiving external support from a staff member (intervention/push in). The PL calendar includes MTSS meeting information to indicate which areas are to be focused on. This will support our being strategic about when to look at data and planning accordingly. To promote cohesiveness, the interventionist and lead coach will co-plan for MTSS meetings to support targeted instruction.

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

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

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

1. Students' learning targets do not consistently target the CCSS. 2. Students are not experiencing productive struggle consistently. 3. Students are not consistently engaged in tasks that facilitate use of academic vocabulary and support students in challenging and questioning each other. 4. Students have access to grade level content, but are not attaining.

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**Inclusive & Supportive Learning Environment**

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

**References**

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

**Metrics**

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.	<a href="#">MTSS Integrity Memo</a> <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a>
		<a href="#">MTSS Integrity Memo</a>

The MTSS Team meetings must include routine review of student data. The MTSS Team has created a plan for full implementation of Branching Minds in the school, but has not yet implemented the plan. This is a next step. School personnel will use universal screening data to develop support plans and implement selected platform interventions for students/groups. Protocols have been set (BOY SY24) for identifying and analyzing student data for students identified for tiered intensive supports within the Branching Minds Platform.

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

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.	<a href="#">LRE Dashboard Page</a>
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	<a href="#">IDEA Procedural Manual</a>
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	<a href="#">EL Placement Recommendation Tool ES</a> <a href="#">EL Placement Recommendation Tool HS</a>
No	There are language objectives (that demonstrate HOW students will use language) across the content.	

### What is the feedback from your stakeholders?

Based on the MTSS continuum, we have rated ourselves as an MTSS team. From there, we have set goals. Based on the rating, we need to become more efficient (routine) at reviewing student data, engaging in the problem solving process, and tracking information in Branching Minds. There will be a transition in responsibility for input of BM data to increased teacher facilitation. The team will be working with staff on PD to support this. Every meeting will have a data component. All tier 3 students will have a plan in BM.

Goals for SY 23-24

- There will be Branching Minds implementation school wide. There will be standards based/grade alignment. BOY PD and School PD Days will provide protected time for entering information into Branching Minds.
- The team will be more active with student plans/data analysis and modifications using the problem solving

### 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 MTSS Team has been established with an identified MTSS Lead which facilitates purposeful collaborative meetings with clear objectives and agendas. MTSS team meetings include student data analysis. The MTSS team membership includes representation of key participants who lead and consistently communicate with all stakeholders. The MTSS Team and teachers are progress monitoring inconsistently and are not utilizing the Branching Minds platform to document progress monitoring efforts.

- [MTSS Academic Tier Movement](#)
- [Annual Evaluation of Compliance \(ODLSS\)](#)
- [Quality Indicators of Specially Designed Curriculum](#)
- [EL Program Review Tool](#)

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

We have a large percentage of students who are not on grade level and are tier 3 indicating a need to look at the tier 1 curriculum and then determine how can we provide support.

[Return to Top](#) **Connectedness & Wellbeing**

Using the associated references, is this practice consistently implemented?	References
Yes	<a href="#">BHT Key Component Assessment</a> <a href="#">SEL Teaming Structure</a>
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Partially	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 are the takeaways after the review of metrics?

In SY23, there was an increase in OSS. Although there was a slight increase in average daily attendance, we are still not at 95%. There was a reduction in repeated disruptive behaviors (4-6 SCC). Students have had access to OST programming. Our school has structures in place for Tier 1 school-wide supports (e.g., school-wide expectations) that promote a positive and safe learning climate.

There is a team in place to oversee implementation of Tier I structures for behavior. Our school has dedicated time to provide teachers and school staff with ongoing professional development on strategies that address students' social, emotional, and behavioral needs. Our school has a menu of interventions that addresses students' Tier II needs (e.g., anger, trauma, behavior). Staff will be trained to implement Tier II behavioral health group interventions that address students' Tier II needs (e.g., anger, trauma, behavior). Our school is implementing Tier II restorative practices (e.g. peace circles, peer conference) that provide students with strategies to resolve conflicts.

Our school considers restorative practices as part of the standard discipline response protocol. We have a process for evaluating Tier II/III interventions assigned to students using social, emotional, behavioral, and academic data.

### What is the feedback from your stakeholders?

Stakeholders have shared that a wider base of programming and more inclusion in said programming should be made available. This information has been shared with the school based OST partner and school based liaison. It is essential that all staff uniformly implement a structured approach to discipline including restorative practices, structured SEL instruction, PBIS, and routine adherence to a hierarchy of consequences.

- ### Metrics
- [% of Students receiving Tier 2/3 interventions meeting targets](#)
  - [Reduction in OSS per 100](#)
  - [Reduction in repeated disruptive behaviors \(4-6 SCC\)](#)
  - [Access to OST](#)
  - [Increase Average Daily Attendance](#)
  - [Increased Attendance for Chronically Absent Students](#)
  - [Reconnected by 20th Day, Reconnected after 8 out of 10 days absent](#)
  - [Cultivate \(Belonging & Identity\)](#)
  - Staff trained on alternatives to exclusionary discipline (School Level Data)
  - [Enrichment Program Participation: Enrollment & Attendance](#)

No  
Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

[Student Voice Infrastructure](#)

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

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

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

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

Students do not apply self regulating and SEL strategies when involved in conflict. Students do not advocate for themselves appropriately, do not have strong executive functioning skills, and there is a need for increased student ownership and voice to promote connectedness.



The following improvement efforts are in progress: School wide SEL practices: 2nd Step Curriculum, Calm Classroom, Calm Corners. As a result of these efforts, students are learning strategies for de-escalation and reflection, and staff is being supported in helping students carry out these practices. This has resulted in fewer repeated infractions and an increase in restoration methods.



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## 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**

Partially  
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 \(C4\)](#)

We are actively implementing Success Bound. This work is supported by our counseling team who directly supports the staff and students by working in the classrooms in a shared setting. Next steps include admin working with the counselors to develop and implement an annual plan with action steps for clear progress monitoring.



[Graduation Rate](#)

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

[3 - 8 On Track](#)

No  
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](#)

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

Staff and LSC members have indicated a shared belief in the necessity of supportive partnerships. LSC members have brainstormed potential partnership ideas that will be explored throughout the year.



[Learn, Plan, Succeed](#)

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

[College Enrollment and Persistence Rate](#)

Partially  
Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).

[Work Based Learning Toolkit](#)

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

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

Freshmen Connection Programs Offered (School Level Data)

No  
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](#)

No  
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](#)

**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 counselors and restorative justice coordinator work with students to develop coping skills to respond to the impacts of trauma. By helping students develop self regulation strategies, students will be better equipped to focus on academic and social growth, including setting goals that can be indicators for post secondary success.



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 have difficulty envisioning post secondary success due to various traumas that have been experienced. Because of that, students struggle with actively planning for future success.



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## Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>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.</p>	<p>The school actively works with families to promote a strong home school connection. Next steps include engaging with more community resources and developing supportive partnerships. </p>	<p><a href="#">Cultivate</a></p> <p><a href="#">5 Essentials Parent Participation Rate</a></p> <p><a href="#">5E: Involved Families</a></p>
Yes	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p><a href="#">5E: Supportive Environment</a></p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
No	<p>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 &amp; CIWP).</p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>Trends from survey data indicate that students would like increased opportunities to share feelings regarding the school and their own viewpoints regarding their needs for academic and social emotional success. </p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p><b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p><b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b></p>	
<p>As a result of limited student voice, we have not been able to ensure that students and families who have been most marginalized in CPS, in schools, and in classrooms get what they need...providing real time and targeted supports. Trends show that students have not been able to successfully advocate themselves which contributes to lessened academic growth and increased negative behaviors exhibited by students. </p>		<p>We have begun to formally solicit student input (via listening to </p>	

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.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

While growth appears to be continuous, there is a lack of attainment. Over the last 3 years, percentages for each metric ( Exceeding, meeting, approaching, partially meeting, not meeting) for most groups have remained the same. This is evidenced by data from IAR, iReady, and Star 360. To assist with coherent planning for instructional support in SY24, all curricula was assessed using the High Quality Curriculum Rubric. Student performance as well as teacher capacity was evaluated. As a result, staff is piloting Skyline for SY24, and the math curriculum has been updated to Eureka 2.0 to support more rigorous instruction. SY23 Rigor Walk data is being used to support planning. Data trends indicate a need to provide support for leveraging practices of rigor in classrooms to increase rigor school wide. There will be a commitment to training our teachers/students to have the level of conversation we are seeking, as there is a need for more student to student discourse, high levels of student engagement, increased academic vocabulary, self-monitoring and sustaining implemented practices.

To further support rigorous instruction and to also support grade level targeted instruction. several staff have attended a standards institute (focusing on grade level, equitable, affirming, and meaningful learning experiences) and will drive our work ahead.

What is the feedback from your stakeholders?

By reviewing each curriculum resource using the High Quality Rubric and SY 23 data trends, stakeholders have indicated a need for targeted supports to ensure improved instructional strategies that focus on developing increased student discourse and moving students beyond the retrieval level.

An ongoing challenge is continuous, systemic progress monitoring. The necessary routines for peer visits and internal learning walks must be developed by and facilitated by the ILT and Teacher Leaders. Formal school wide learning cycles must be implemented.

As we have a large number of 1st and 2nd year teachers, routines and procedures need support in order to systematically apply professional development. There is a need for affirming students' identities and applying equitable approaches. The ILT has engaged in and will continue to lead professional development as a component of distributed leadership throughout the building. Interim assessments were developed and will continue to be utilized throughout the year to compliment the ES Assessment Plan.

What student-centered problems have surfaced during this reflection?

1. Students' learning targets do not consistently target the CCSS. 2. Students are not experiencing productive struggle consistently. 3. Students are not consistently engaged in tasks that facilitate use of academic vocabulary and support students in challenging and questioning each other. 4. Students have access to grade level content, but are not attaining.

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 inconsistencies in terms of expectations are a concern. We will be using a GLEAM centered approach. Reading tutors are strategically placed to support English Learners. All tier 3 students are receiving external support from a staff member (intervention/push in). The PL calendar includes MTSS meeting information to indicate which areas are to be focused on. This will support our being strategic about when to look at data and planning accordingly. To promote cohesiveness, the interventionist and lead coach will co-plan for MTSS meetings to support targeted instruction.

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Determine Priorities

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

Students...  
Students are not performing at grade level despite school wide curriculum that is high quality.



[Determine Priorities Protocol](#)

Resources:

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

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

As adults in the building, we...  
are not vertically planning and implementing instruction ( consistently) based on Common Core State Standards, actively interpreting the standards and the implications for student progress and rigorous instruction. Teachers have not had enough support (in terms of collaborative planning time) to unpack CCSS and apply learning to quality lesson planning, instructional delivery, and relative assessment planning. Teachers do not understand the individual expectations of the CCSS and therefore can not plan and carry out grade level instruction.



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

Resources:

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...  
are cohesively planning instruction based on CCSS




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

Resources:

then we see....

increased student engagement in standards -aligned instruction (evidenced by rigor walk data) 

which leads to...

increased student attainment.   
 School wide metrics for monitoring: Goal: K-2: 80% of students will meet or exceed grade level standards in reading by EOY 24, 85% by EOY, 2025, 90% by EOY, 2026 Goal: K-2: 80% of students will meet or exceed grade level standards in math by EOY 24, 85% by EOY, 2025, 90% by EOY, 2026 25% of students in grades 3-8 will perform at or above grade level by EOY, 2024, 50% by EOY 2025, and 70% by EOY, 2026 in Reading  
 25% of students in grades 3-8 will perform at or above grade level by EOY, 2024, 50% by EOY 2025, and 70% by EOY, 2026 in Math  
 25% of students in grades 3-8 will perform at or above grade level by EOY, 2024, 50% by EOY 2025, and 70% by EOY, 2026 in Science.  
 3-8: 80% of students will make 1.5 years of growth  
 70+% of students mastering interim standards.

Theory of Action is grounded in research or evidence based practices.  
 Theory of Action is an impactful strategy that counters the associated root cause.  
 Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.  
 Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"  
 All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

[Return to Top](#) **Implementation Plan**

Resources: 

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


Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.  
 Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.  
 Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.  
 Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.  
 Action steps are inclusive of stakeholder groups and priority student groups.  
 Action steps have relevant owners identified and achievable timelines.


**Team/Individual Responsible for Implementation Plan** 

ILT/Principal

**Dates for Progress Monitoring Check Ins**

Q1 10-5-23 Q3 3-7-24  
 Q2 12-7-23 Q4 5-9-24

**SY24 Implementation Milestones & Action Steps** 

**Who** 

**By When** 

**Progress Monitoring**

Implementation Milestone	Description	Who	By When	Progress Monitoring
<b>Implementation Milestone 1</b>	Teachers understand what CCSS are asking students to do in order to demonstrate understanding at grade level and are planning and preparing engaging lessons (and effectively carrying out instruction) based on grade level standards that affirm students' identities. The focus for semester 1 is the GL component of GLEAM - Grade level Standards	Admin, ILT, Teacher Leaders	6-7-24	In Progress
<b>Action Step 1</b>	Teachers will participate in targeted professional development for unpacking the standards (Reviewing standards) and strategically reviewing the curriculum. We will plan for anticipated misunderstandings. Guiding questions include how do we make sense of the standards within the curriculum and how do interims align with instructional plans based on CCSS?	Admin, ILT, Teacher Leaders	12-21-23	In Progress
<b>Action Step 2</b>	Institute small group goals aligned to grade level standards based on active data.	Admin, ILT, Teacher Leaders	6-7-24	Not Started
<b>Action Step 3</b>	Provide instructional delivery that is focused on grade level standards and provide meaningful learning opportunities for students which affirm students' identities that equitably focuses on each component of the Instructional Core Walk rubric. This will be supported by effective teacher tracking systems.	Admin, Teacher Leaders, Teachers	6-7-24	In Progress
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	Implement school wide scaffolds/modifications that address the coherence/vertical progressions. Plan and provide professional development around strategies for effective scaffolds.	Admin, ILT, Teacher Leaders	6-6-25	Not Started
<b>Action Step 1</b>	Plan and provide professional development around strategies for effective scaffolds.	Admin, ILT, Teacher Leaders	10-11-25	Not Started
<b>Action Step 2</b>	Draft comprehensive lesson plans focused on grade level standards that illustrate planned scaffolds based on anticipated misconceptions.	Admin, ILT, Teacher Leaders	12-6-24	Not Started
<b>Action Step 3</b>	Provide instructional delivery inclusive of effective scaffolds	Admin, ILT, Teacher Leaders	6-5-25	Not Started
<b>Action Step 4</b>	Develop a school wide resource bank for grade level appropriate scaffolds and modifications	Admin, ILT, Teacher Leaders	1-7-25	Not Started
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>	Increased Student Engagement (monitored by the Instructional Core Rubric) -	Admin, ILT, Teacher Leaders, Teachers	6-6-25	Not Started
<b>Action Step 1</b>	Teachers will receive professional development (ILT will develop professional learning cycles) to support students asking each other questions about the content and challenging each other's thinking, pushing the thinking of the group.	Admin, ILT, Teacher Leaders	10-12-25	Not Started
<b>Action Step 2</b>	Students will facilitate content based conversations in which they ask each other questions and challenge each others' thinking using academic vocabulary.	Admin, ILT, Teacher Leaders	6-6-25	Not Started

<b>Action Step 3</b>	Teachers will receive professional development (ILT will develop professional learning cycle) to support students engaging as partners and groups who work interdependently to achieve the learning target, and will be supported in developing structures to ensure interdependency.	Admin, ILT, Teacher Leaders	12-15-25	Not Started
<b>Action Step 4</b>	Students will effectively engage as groups and teams to achieve the grade level learning targets.	Admin, ILT, Teacher Leaders	6-6-25	Not Started
<b>Action Step 5</b>	Students will develop and institute systemic practices for habits of discussion facilitating increased student to student discourse and student collaboration using academic language, and consistent implementation of higher order thinking questions.	Admin, ILT, Teacher Leaders	6-6-25	Select Status
<b>Implementation Milestone 4</b>	All students are self-monitoring their progress (taking ownership) toward the learning target, and are taking actions toward the lesson learning target when needed.	Admin, ILT, Teacher Leaders, Teachers	6-6-26	Not Started
<b>Action Step 1</b>	Teachers will receive professional development to support instructional moves that facilitate student self monitoring - PLC	Admin, ILT, Teacher Leaders	10-13-26	Not Started
<b>Action Step 2</b>	Lesson plans will indicate support for students to effectively self monitor for progress toward learning target	Admin, ILT, Teacher Leaders, Teachers	1-15-2026	Not Started
<b>Action Step 3</b>	Instructional delivery will provide intentional moves for student self monitoring throughout all content areas.	Admin, ILT, Teacher Leaders, Teachers	6-6-26	Not Started
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

**SY25-SY26 Implementation Milestones**

**SY25 Anticipated Milestones** There will be improvements in the following metrics from the Instructional Core Walk data: An increase in the amount of students engaging in content based discussion in which they are asking each other questions and challenging each others' thinking. SY23 Instructional core data has illustrated a deficit in this area. School Wide goals: Goal: K-2: 80% of students will meet or exceed grade level standards in reading by EOY 24, 85% by EOY, 2025, 90% by EOY, 2026 Goal: K-2: 80% of students will meet or exceed grade level standards in math by EOY 24, 85% by EOY, 2025, 90% by EOY, 2026 25% of students in grades 3-8 will perform at or above grade level by EOY, 2024, 50% by EOY 2025, and 70% by EOY, 2026 in Reading 25% of students in grades 3-8 will perform at or above grade level by EOY, 2024, 50% by EOY 2025, and 70% by EOY, 2026 in Math 25% of students in grades 3-8 will perform at or above grade level by EOY, 2024, 50% by EOY 2025, and 70% by EOY, 2026 in Science. 3-8:80% of students will make 1.5 years of growth 70+% of students mastering interim standards.

**SY26 Anticipated Milestones** Students will be observed effectively working as teams to understand grade level standards. Students will effectively self monitor for progress. SY23 Instructional core data has illustrated a deficit in this area. School Wide Goals: Goal: K-2: 80% of students will meet or exceed grade level standards in reading by EOY 24, 85% by EOY, 2025, 90% by EOY, 2026 Goal: K-2: 80% of students will meet or exceed grade level standards in math by EOY 24, 85% by EOY, 2025, 90% by EOY, 2026 25% of students in grades 3-8 will perform at or above grade level by EOY, 2024, 50% by EOY 2025, and 70% by EOY, 2026 in Reading 25% of students in grades 3-8 will perform at or above grade level by EOY, 2024, 50% by EOY 2025, and 70% by EOY, 2026 in Math 25% of students in grades 3-8 will perform at or above grade level by EOY, 2024, 50% by EOY 2025, and 70% by EOY, 2026 in Science. 3-8:80% of students will make 1.5 years of growth 70+% of students mastering interim standards.

**Return to Top Goal Setting**

**Indicators of a Quality CIWP: Goal Setting**  
 Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data).  
 Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).  
 Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#).  
 There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.  
 Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.  
 Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

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

**Performance Goals**

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
All teachers will plan and carry out instruction for students based on Common Core Grade Level expectations. (ELA)/There will be an increase in the number of students attaining in reading. School Wide goals: Goal: K-2: 80% of students will meet or exceed grade level standards in reading by EOY 24, 85% by EOY, 2025, 90% by EOY, 2026 Goal: K-2: 80% of students will meet or exceed grade level standards in math by EOY 24, 85% by EOY, 2025, 90% by EOY, 2026 25% of students in grades 3-8 will perform at or above grade level by EOY, 2024, 50% by EOY 2025, and 70% by EOY, 2026 in Reading 25% of students in grades 3-8 will perform at or above grade level by EOY, 2024, 50% by EOY 2025, and 70% by EOY, 2026 in Math 25% of students in grades 3-8 will perform at or above grade level by EOY, 2024, 50% by EOY 2025, and 70% by EOY, 2026 in Science. 3-8:80% of students will make 1.5 years of growth 70+% of students mastering interim standards.	Yes	Interim Assessment Data	Overall				
			Overall				



All teachers will plan and carry out instruction for students based on Common Core Grade Level expectations. (Math There will be an increase in the number of students attaining in math.) School Wide Goals: Goal: K-2: 80% of students will meet or exceed grade level standards in reading by EOY 24, 85% by EOY, 2025, 90% by EOY, 2026 Goal: K-2: 80% of students will meet or exceed grade level standards in math by EOY 24, 85% by EOY, 2025, 90% by EOY, 2026 25% of students in grades 3-8 will perform at or above grade level by EOY, 2024, 50% by EOY 2025,and 70% by EOY, 2026 in Reading 25% of students in grades 3-8 will perform at or above grade level by EOY, 2024, 50% by EOY 2025,and 70% by EOY, 2026 in Math 25% of students in grades 3-8 will perform at or above grade level by EOY, 2024, 50% by EOY 2025,and 70% by EOY, 2026 in Science. 3-8:80% of students will make 1.5 years of growth 70+% of students mastering interim standards.	Yes	Interim Assessment Data	Overall					
			Overall					

### Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 🏠

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

	SY24	SY25	SY26
C&I:2 Students experience grade-level, standards-aligned instruction.	Teachers will plan lessons aligned to CCSS using high quality curriculum. The progress of this goal will be monitored by admin and ILT review of lesson plans. Teachers will carry out instruction aligned to grade level CCSS. Students will engage in grade level learning tasks that facilitate increased student to student discourse. Students will engage in tasks that move beyond the retrieval stage. Progress will be measured by BOY, MOY, and EOY instructional core walks, and learning walks facilitated by the ILT and teacher leaders.	Teachers will plan lessons aligned to CCSS using high quality curriculum. The progress of this goal will be monitored by admin and ILT review of lesson plans. Teachers will carry out instruction aligned to grade level CCSS. Students will engage in grade level learning tasks that facilitate increased student to student discourse. Students will engage in tasks that move beyond the retrieval stage. Progress will be measured by BOY, MOY, and EOY instructional core walks, and learning walks facilitated by the ILT and teacher leaders.	Teachers will plan lessons aligned to CCSS using high quality curriculum. The progress of this goal will be monitored by admin and ILT review of lesson plans. Teachers will carry out instruction aligned to grade level CCSS. Students will engage in grade level learning tasks that facilitate increased student to student discourse. Students will engage in tasks that move beyond the retrieval stage. Progress will be measured by BOY, MOY, and EOY instructional core walks, and learning walks facilitated by the ILT and teacher leaders.
C&I:4 The ILT leads instructional improvement through distributed leadership.	Teacher leaders will facilitate targeted professional development sessions based on needs reflected in school wide data. Teacher leaders will meet bi weekly to ensure that the school's professional learning is aligned to expected student outcomes for growth and attainment. School Wide goals (Measurements for progress): Goal: K-2: 80% of students will meet or exceed grade level standards in reading by EOY 24, 85% by EOY, 2025, 90% by EOY, 2026 Goal: K-2: 80% of students will meet or exceed grade level standards in math by EOY 24, 85% by EOY, 2025, 90% by EOY, 2026 25% of students in grades 3-8 will perform at or above grade level by EOY, 2024, 50% by EOY 2025,and 70% by EOY, 2026 in Reading 25% of students in grades 3-8 will perform at or above grade level by EOY, 2024, 50% by EOY 2025,and 70% by EOY, 2026 in Math 25% of students in grades 3-8 will perform at or above grade level by EOY, 2024, 50% by EOY 2025,and 70% by EOY, 2026 in Science. 3-8:80% of students will make 1.5 years of growth 70+% of students mastering interim standards.	Teacher leaders will facilitate targeted professional development sessions based on needs reflected in school wide data. Teacher leaders will meet bi weekly to ensure that the school's professional learning is aligned to expected student outcomes for growth and attainment. School Wide goals(Measure ments for progress): Goal: K-2: 80% of students will meet or exceed grade level standards in reading by EOY 24, 85% by EOY, 2025, 90% by EOY, 2026 Goal: K-2: 80% of students will meet or exceed grade level standards in math by EOY 24, 85% by EOY, 2025, 90% by EOY, 2026 25% of students in grades 3-8 will perform at or above grade level by EOY, 2024, 50% by EOY 2025,and 70% by EOY, 2026 in Reading 25% of students in grades 3-8 will perform at or above grade level by EOY, 2024, 50% by EOY 2025,and 70% by EOY, 2026 in Math 25% of students in grades 3-8 will perform at or above grade level by EOY, 2024, 50% by EOY 2025,and 70% by EOY, 2026 in Science. 3-8:80% of students will make 1.5 years of growth 70+% of students mastering interim standards.	Teacher leaders will facilitate targeted professional development sessions based on needs reflected in school wide data. Teacher leaders will meet bi weekly to ensure that the school's professional learning is aligned to expected student outcomes for growth and attainment. School Wide goals(Measure ments for progress): Goal: K-2: 80% of students will meet or exceed grade level standards in reading by EOY 24, 85% by EOY, 2025, 90% by EOY, 2026 Goal: K-2: 80% of students will meet or exceed grade level standards in math by EOY 24, 85% by EOY, 2025, 90% by EOY, 2026 25% of students in grades 3-8 will perform at or above grade level by EOY, 2024, 50% by EOY 2025,and 70% by EOY, 2026 in Reading 25% of students in grades 3-8 will perform at or above grade level by EOY, 2024, 50% by EOY 2025,and 70% by EOY, 2026 in Math 25% of students in grades 3-8 will perform at or above grade level by EOY, 2024, 50% by EOY 2025,and 70% by EOY, 2026 in Science. 3-8:80% of students will make 1.5 years of growth 70+% of students mastering interim standards.
C&I:5 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.	The school will implement a comprehensive assessment plan including benchmarks with progress monitoring strategies to sustain student growth and facilitate student attainment.	The school will implement a comprehensive assessment plan including benchmarks with progress monitoring strategies to sustain student growth and facilitate student attainment.	The school will implement a comprehensive assessment plan including benchmarks with progress monitoring strategies to sustain student growth and facilitate student attainment.

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
All teachers will plan and carry out instruction for students based on Common Core Grade Level expectations. (ELA)/There will be an increase in the number of students attaining in reading. School Wide goals: Goal: K-2: 80% of students will meet or exceed grade level standards in reading by EOY 24, 85% by EOY, 2025, 90% by EOY, 2026 Goal: K-2: 80% of students will meet or exceed grade level standards in math by EOY 24, 85% by EOY, 2025, 90% by EOY, 2026 25% of students in grades 3-8 will perform at or above grade level by EOY, 2024, 50% by EOY 2025,and 70% by EOY, 2026 in Reading 25% of students in grades 3-8 will perform at or above grade level by EOY, 2024, 50% by EOY 2025,and 70% by EOY, 2026 in Math 25% of students in grades 3-8 will perform at or above grade level by EOY, 2024, 50% by EOY 2025,and 70% by EOY, 2026 in Science. 3-8:80% of students will make 1.5 years of growth 70+% of students mastering interim standards.	Interim Assessment Data	Overall			Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status
All teachers will plan and carry out instruction for students based on Common Core Grade Level expectations. (Math There will be an increase in the number of students attaining in math.) School Wide Goals: Goal: K-2: 80% of students will meet or exceed grade level standards in reading by EOY 24, 85% by EOY, 2025, 90% by EOY, 2026 Goal: K-2: 80% of students will meet or exceed grade level standards in math by EOY 24, 85% by EOY, 2025, 90% by EOY, 2026 25% of students in grades 3-8 will perform at or above grade level by EOY, 2024, 50% by EOY 2025,and 70% by EOY, 2026 in Reading 25% of students in grades 3-8 will perform at or above grade level by EOY, 2024, 50% by EOY 2025,and 70% by EOY, 2026 in Math 25% of students in grades 3-8 will perform at or above grade level by EOY, 2024, 50% by EOY 2025,and 70% by EOY, 2026 in Science. 3-8:80% of students will make 1.5 years of growth 70+% of students mastering interim standards.	Interim Assessment Data	Overall			Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status

**Practice Goals**

**Progress Monitoring**

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	Teachers will plan lessons aligned to CCSS using high quality curriculum. The progress of this goal will be monitored by admin and ILT review of lesson plans. Teachers will carry out instruction aligned to grade level CCSS. Students will engage in grade level learning tasks that facilitate increased student to student discourse. Students will engage in tasks that move beyond the retrieval stage. Progress will be measured by BOY, MOY, and EOY instructional core walks, and learning walks facilitated by the ILT and teacher leaders.	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	Teacher leaders will facilitate targeted professional development sessions based on needs reflected in school wide data. Teacher leaders will meet bi weekly to ensure that the school's professional learning is aligned to expected student outcomes for growth and attainment. School Wide goals (Measurements for progress): Goal: K-2: 80% of students will meet or exceed grade level standards in reading by EOY 24, 85% by EOY, 2025, 90% by EOY, 2026 Goal: K-2: 80% of students will meet or exceed grade level standards in math by EOY 24, 85% by EOY, 2025, 90% by EOY, 2026 25% of students in grades 3-8 will perform at or above grade level by EOY, 2024, 50% by EOY 2025,and 70% by EOY, 2026 in Reading 25% of students in grades 3-8 will perform at or above grade level by EOY, 2024, 50% by EOY 2025,and 70% by EOY, 2026 in Math 25% of students in grades 3-8 will perform at or above grade level by EOY, 2024, 50% by EOY 2025,and 70% by EOY, 2026 in Science. 3-8:80% of students will make 1.5 years of growth 70+% of students mastering interim standards.	Select Status	Select Status	Select Status	Select Status
C&I:5 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.	The school will implement a comprehensive assessment plan including benchmarks with progress monitoring strategies to sustain student growth and facilitate student attainment.	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

The MTSS Team meetings must include routine review of student data. The MTSS Team has created a plan for full implementation of Branching Minds in the school, but has not yet implemented the plan. This is a next step. School personnel will use universal screening data to develop support plans and implement selected platform interventions for students/groups. Protocols have been set (BOY SY24) for identifying and analyzing student data for students identified for tiered intensive supports within the Branching Minds Platform.

What is the feedback from your stakeholders?

Based on the MTSS continuum, we have rated ourselves as an MTSS team. From there, we have set goals. Based on the rating, we need to become more efficient (routine) at reviewing student data, engaging in the problem solving process, and tracking information in Branching Minds. There will be a transition in responsibility for input of BM data to increased teacher facilitation. The team will be working with staff on PD to support this. Every meeting will have a data component. All tier 3 students will have a plan in BM.  
 Goals for SY 23-24  
 1. There will be Branching Minds implementation school wide. There will be standards based/grade alignment. BOY PD and School PD Days will provide protected time for entering information into Branching Minds.  
 2. The team will be more active with student plans/data analysis and modifications using the problem solving process.

What student-centered problems have surfaced during this reflection?

We have a large percentage of students who are not on grade level and are tier 3 indicating a need to look at the tier 1 curriculum and then determine how can we provide support.

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 MTSS Team has been established with an identified MTSS Lead which facilitates purposeful collaborative meetings with clear objectives and agendas. MTSS team meetings include student data analysis. The MTSS team membership includes representation of key participants who lead and consistently communicate with all stakeholders. The MTSS Team and teachers are progress monitoring inconsistently and are not utilizing the Branching Minds platform to document progress monitoring efforts.

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Determine Priorities

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

Students... were not being provided targeted support with cadence using structured tiering criteria systematically.

Resources:

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core. Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative). For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation. Priorities are determined by impact on students' daily experiences.

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Root Cause

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

As adults in the building, we... did not have a uniform understanding of and a school wide approach to MTSS.

Resources:

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



Indicators of a Quality CIWP: Root Cause Analysis

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

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Theory of Action

What is your Theory of Action?

If we... Provide tiered intervention based on achievement data

Resources:



Indicators of a Quality CIWP: Theory of Action

## Inclusive & Supportive Learning Environment

then we see....  
students moving through the tiers toward grade level



which leads to...  
an increase in student attainment percentages



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**   
Admin/MTSS Team

**Dates for Progress Monitoring Check Ins**  
Q1 10-5-23      Q3 3-7-24  
Q2 12-7-23      Q4 5-9-24

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	Affirming student identities - The MTSS Team will routinely review student data to support accurate student movement throughout the tiers	MTSS Team	Ongoing	In Progress
<b>Action Step 1</b>	The MTSS Team meetings will include routine review of student data analysis.	MTSS Team	Ongoing	In Progress
<b>Action Step 2</b>	The MTSS Team will create a plan for full implementation of Branching Minds in the school	MTSS Team	January, 2024	In Progress
<b>Action Step 3</b>	Protocols will be set (BOY SY24) for identifying and analyzing student data for students identified for tiered intensive supports within the Branching Minds Platform.	MTSS Team	October, 2023	Not Started
<b>Action Step 4</b>	Teachers will receive professional development on how to actively monitor and respond to student individual plans.	MTSS Team	November, 2023	Not Started
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	All School personnel will use universal screening data to develop support plans and implement selected platform interventions for students/groups.	MTSS Team, Teachers	6-6-24	Not Started
<b>Action Step 1</b>	Teachers will enter Branching Minds data with cadence and fidelity.	MTSS Team, Teachers	6-6-24	Not Started
<b>Action Step 2</b>	Teachers will understand and effectively apply tier 2 and tier 3 strategies to promote student growth.	MTSS Team, Teachers	6-6-24	Not Started
<b>Action Step 3</b>	Teachers will use school based universal tiering criteria to progress monitor student growth.	MTSS Team, Teachers	6-6-24	Not Started
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

### SY25-SY26 Implementation Milestones

**SY25 Anticipated Milestones**  
As a school we will enter everything in BM, regardless of tiers. We will, with cadence review data to reflect on plans and effectively progress monitor for all tiers.

**SY26 Anticipated Milestones** We will extend our MTSS platform to include improved supports for EL students.



[Return to Top](#) **Goal Setting**

**Indicators of a Quality CIWP: Goal Setting**

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on 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
MTSS teams will regularly review data to make decisions with regards to removing or modifying student supports and interventions, support teachers in Interpreting data and adjusting Instruction.	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall				
			Select Group or Overall				
The MTSS team will use the Branching Minds platform to review screener data as well as progress monitoring data and graphs and evaluate student responses to intervention(s)	Yes	MTSS Academic Tier Movement	Overall				
			Select Group or Overall				

**Practice Goals**

Identify the Foundations Practice(s) most aligned to your practice goals.

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

	SY24	SY25	SY26
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	The MTSS Team will create a plan for full implementation of Branching Minds in the school. There will be full Branching Minds implementation throughout the school using normed protocols. All planning and instruction (in all 3 tiers) will be standards based/grade alignment.	MTSS Team/teachers will progress monitor consistently and use teacher created progress monitoring tools to determine success of supports and/or interventions	MTSS team will make limited adjustments to the core curriculum and/or schedule, based on analyses of assessment data trends
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.	School personnel will use universal screening data to develop support plans and implement selected platform interventions for students/groups. Protocols will be established for identifying and analyzing student data for students identified for tiered intensive support. There will be full Branching Minds implementation throughout the school using normed protocols. All planning and instruction (in all 3 tiers) will be standards based/grade alignment.	Universal screening plans for ELA and Math will be identified and embedded in the school's assessment plan across the school year	MTSS teams will regularly review data to make decisions with regards to removing or modifying student supports and interventions
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
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<a href="#">Jump to...</a>	<a href="#">Priority</a>	<a href="#">TOA</a>	<a href="#">Goal Setting</a>	<a href="#">Progress Monitoring</a>	Select the Priority Foundation to pull over your Reflections here =>
<a href="#">Reflection</a>	<a href="#">Root Cause</a>	<a href="#">Implementation Plan</a>			

### Inclusive & Supportive Learning Environment

MTSS teams will regularly review data to make decisions with regards to removing or modifying student supports and interventions, support teachers in interpreting data and adjusting instruction.	% of Students receiving Tier 2/3 interventions meeting targets	Overall			<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>
		Select Group or Overall			<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>
The MTSS team will use the Branching Minds platform to review screener data as well as progress monitoring data and graphs and evaluate student responses to intervention(s)	MTSS Academic Tier Movement	Overall			<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>
		Select Group or Overall			<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>

### Practice Goals

### Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S: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.	The MTSS Team will create a plan for full implementation of Branch	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>
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.	School personnel will use universal screening data to develop supp	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>
Select a Practice		<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Partially	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.
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

In SY23, there was an increase in OSS. Although there was a slight increase in average daily attendance, we are still not at 95%. There was a reduction in repeated disruptive behaviors (4-6 SCC). Students have had access to OST programming. Our school has structures in place for Tier 1 school-wide supports (e.g., school-wide expectations) that promote a positive and safe learning climate.

There is a team in place to oversee implementation of Tier I structures for behavior. Our school has dedicated time to provide teachers and school staff with ongoing professional development on strategies that address students' social, emotional, and behavioral needs. Our school has a menu of interventions that addresses students' Tier II needs (e.g., anger, trauma, behavior). Staff will be trained to implement Tier II behavioral health group interventions that address students' Tier II needs (e.g., anger, trauma, behavior). Our school is implementing Tier II restorative practices (e.g. peace circles, peer conference) that provide students with strategies to resolve conflicts.

Our school considers restorative practices as part of the standard discipline response protocol. We have a process for evaluating Tier II/III interventions assigned to students using social, emotional, behavioral, and academic data.

What is the feedback from your stakeholders?

Stakeholders have shared that a wider base of programming and more inclusion in said programming should be made available. This information has been shared with the school based OST partner and school based liason. It is essential that all staff uniformly implement a structured approach to discipline including restorative practices, structured SEL instruction, PBIS, and routine adherence to a hierarchy of consequences.

What student-centered problems have surfaced during this reflection?

Students do not apply self regulating and SEL strategies when involved in conflict. Students do not advocate for themselves appropriately, do not have strong executive functioning skills, and there is a need for increased student ownership and voice to promote connectedness.

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 following improvement efforts are in progress: School wide SEL practices: 2nd Step Curriculum, Calm Classroom, Calm Corners. As a result of these efforts, students are learning strategies for de-escalation and reflection, and staff is being supported in helping students carry out these practices. This has resulted in fewer repeated infractions and an increase in restoration methods.

Return to Top Determine Priorities

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

Students... are not appropriately expressing themselves and as a result, are taking inappropriate actions which leads to increased conflict.

Resources:

[Determine Priorities Protocol](#)

**Indicators of a Quality CIWP: Determine Priorities**  
 Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.  
 Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).  
 For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.  
 Priorities are determined by impact on students' daily experiences.

Return to Top Root Cause

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

As adults in the building, we... are not implementing SEL practices uniformly and with fidelity. Dedicated and protected SEL time is not being used for maximum implementation.

Resources:

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

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

Return to Top Theory of Action

What is your Theory of Action?

If we... utilize the SEL block with intention to address the school wide positive behavior expectations (Be safe, Be Responsible, Be Respectful)

Resources:

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

then we see...  
students applying strategies learned throughout the day, and teachers building relationships that support said application



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.

which leads to...  
a decrease in repeated infractions and OSS.



[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, BHT, SCC, Teachers, CDAT

#### Dates for Progress Monitoring Check Ins

Q1 10-5-23 Q3 3-7-24  
Q2 12-7-23 Q4 5-9-24

#### SY24 Implementation Milestones & Action Steps

#### Who

#### By When


#### Progress Monitoring

<b>Implementation Milestone 1</b>	Full implementation of SEL programming including 2nd Step, Success Bound, Calm Classrooms, and Calm Corners.	Admin, ILT, CDAT	06-09	In Progress
<b>Action Step 1</b>	Professional Development during Staff Flex Days to support integration of each component of the school wide SEL program	Admin, ILT	6-6	In Progress
<b>Action Step 2</b>	Quarterly Monitoring of Climate and Culture through learning walks using the school's climate and culture rubric and network tool for environment expectations.	Admin, ILT, CDAT	6-6	In Progress
<b>Action Step 3</b>	Co-facilitation of 2nd Step lessons between the classroom teachers and the counselors	Counselors, Teachers	6-6-24	In Progress
<b>Action Step 4</b>	Professional development for teachers to facilitate healing centered approaches (peace circles, restorative conversations)	RJ Coordinator	12-5	In Progress
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	Seamless infusion of SEL practices throughout the day	Staff, students	6-26	Not Started
<b>Action Step 1</b>	PD for teachers - SEL and Academics , Classroom Management, Tier 1 Interventions in the classroom, SEL with diverse learners, Staff SEL for administrators	OSEL, Teachers, Admin	6-24	Not Started
<b>Action Step 2</b>	Tracker for staff participation in professional development to progress monitor and adjust programming as needed	Admin, CDAT, Teachers	Ongoing	Not Started
<b>Action Step 3</b>	Supporting parents with SEL practices	Admin, CDAT, Teachers, BHT	Ongoing	Not Started
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>	Conscious Discipline - School Wide Application		6-2026	Select Status
<b>Action Step 1</b>	Adults recognize brain states within themselves by attending training	Staff, CDAT	6-7	Not Started
<b>Action Step 2</b>	Adults apply conscious discipline practices when responding to behaviors	Staff, CDAT	6-25	Not Started
<b>Action Step 3</b>	Conscious discipline practices will be facilitated by students	CDAT, Students, Teachers	6-26	Not Started
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

#### SY25-SY26 Implementation Milestones

**SY25 Anticipated Milestones** Schoolwide implementation of Conscious Discipline practices including composure, encouragement, assertiveness, choices, empathy, positive Intent and consequences. (Implementation provided by adults and students and supported by parents)



**SY26 Anticipated Milestones** School wide student ownership of SEL practices including Role Play illustrating appropriate responses to behaviors, Student voice regarding SEL programming, Peer Justice, Student Council/voice committee to provide input for social emotional supports, Partnerships between and across grade levels throughout the building to increase community building 

[Return to Top](#) **Goal Setting**




**Indicators of a Quality CIWP: Goal Setting**

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on 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
25% decrease in OSS	Yes <input type="checkbox"/>	Reduction in OSS per 100	Overall <input type="text"/>				
			Overall <input type="text"/>				
25% decrease in repeated infractions	Yes <input type="checkbox"/>	Reduction in repeated disruptive behaviors (4-6 SCC)	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
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Co-facilitation of 2nd Step lessons between the classroom teachers and the counselors, Professional development for teachers to facilitate healing centered approaches (peace circles, restorative conversations) This will be measured by quarterly data determined by learning walks instituted by the ILT, Admin, and the CDAT/	Schoolwide implementation of Conscious Discipline practices. The effectiveness of meeting this goal will be reflected in the number of decreased repeated behaviors as well as a decrease in the amount of OSS.	Schoolwide implementation of Conscious Discipline practices. The effectiveness of meeting this goal will be reflected in the number of decreased repeated behaviors as well as a decrease in the amount of OSS.
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	The BHT will develop a uniform process for supporting staff with students who exhibit tier 2 and 3 behaviors. This will be monitored through in house referral documents. The effectiveness of this implementation will be demonstrated by an increase in students receiving targeted interventions and moving from tier 3 or 2 behaviors to tier 1.	Students will facilitate healing centered approaches	Students will facilitate healing centered approaches
Select a Practice <input type="text"/>			

[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**

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

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
25% decrease in OSS	Reduction in OSS per 100	Overall			Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status
25% decrease in repeated infractions	Reduction in repeated disruptive behaviors (4-6 SCC)	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
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Co-facilitation of 2nd Step lessons between the classroom teachers and the counselors, Professional development for teachers to facilitate healing centered approaches (peace circles, restorative conversations) This will be measured by quarterly data determined by learning walks instituted by the ILT, Admin, and the CDAT/	Select Status	Select Status	Select Status	Select Status
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	The BHT will develop a uniform process for supporting staff with students who exhibit tier 2 and 3 behaviors. This will be monitored through in house referral documents. The effectiveness of this implementation will be demonstrated by an increase in students receiving targeted interventions and moving from tier 3 or 2 behaviors to tier 1.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

If Checked:  
Complete  
IL-Empower  
Section below

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

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

If Checked:  
No action needed

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



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

## Parent and Family Plan

If Checked:



### Our school is a Title I school operating a Schoolwide Program

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

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

If Checked:



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

No action needed

## SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

## SCHOOL & FAMILY COMPACT

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

- The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.
- The school will hold parent-teacher conferences.
- The school will provide parents with frequent reports on their children's progress.
- The school will provide parents reasonable access to staff.
- The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.
- The parents will support their children's learning.
- The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

## PARENT & FAMILY ENGAGEMENT BUDGET

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

The academic priority areas that will be focused on will be centered around tier 1 instruction. We will engage with our parents throughout the year via shared learning experiences, goal setting meetings, and various conferences to ensure a unified vision and mission. Our goal is to increase student attainment levels in ELA and math.

Mission: At Dvorak School of Excellence we are committed to creating a safe environment where teaching and learning are the first priority. Our goal is to deepen student understanding and build critical thinking skills across all content areas. We are equally committed to the social and emotional development of our students and will partner with parents and community members to ensure we meet the needs of the whole child. We envision a day where all graduates of Dvorak School of Excellence are distinguished, dedicated, and determined leaders in our community.

Vision: Our mission is to provide students in the North Lawndale community with a high quality education by engaging them in rigorous and relevant curriculum using differentiated instructional practices that support all students' ability to learn. Our goal is to ensure all students are prepared for success in college and beyond. We believe that parents and families are our most critical partners in building rigorous academic experiences and a joyful learning environment for all students.

Dvorak, the parents, and family members of the students participating in activities, services, and programs funded by Title I agree that this compact outlines how the parents and families, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the Common Core State Standards.



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