CIWP Team & Schedules

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

CIWP Team Guidance

Name	Role	Email
Karen Valentine	Principal	kevalentine1@cps.edu
Lauren Harrington	Other [Gifted Coordinator]	lharrington8@cps.edu
John Martini	Parent	johnamartini1@gmail.com
Crystal Miller	Parent	crystalcmiller@gmail.com
Fitzgerald Crame	Teacher Leader	johnamartini1@gmail.com
Brighid Lynch	Teacher Leader	blynch@cps.edu
Daneal Silvers	LSC Member	drsilvers@cps.edu
Brandon Strawn	LSC Member	bstrawn@cps.edu
Elizabeth Bowles	Teacher Leader	esnodgrass@cps.edu
Kirsten Sculley-Rodriguez	Teacher Leader	klsculleyrodriguez@cps.edu
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	7/23/23	8/14/23
Reflection: Curriculum & Instruction (Instructional Core)	8/3/23	8/3/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	8/3/23	8/3/23
Reflection: Connectedness & Wellbeing	8/3/23	8/3/23
Reflection: Postsecondary Success	8/3/23	8/3/23
Reflection: Partnerships & Engagement	8/3/23	8/3/23
Priorities	8/3/23	8/3/23
Root Cause	8/9/23	8/9/23
Theory of Acton	8/14/23	8/14/23
Implementation Plans	8/16/23	8/16/23
Goals	8/22/23	8/22/23
Fund Compliance	9/5/23	9/5/23
Parent & Family Plan	9/5/23	9/5/23
Approval	9/5/23	9/5/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates	
Quarter 1	10/23/23
Quarter 2	1/8/24
Quarter 3	4/1/24
Quarter 4	6/3/24

Indicators of a Quality CIWP: Reflection on Foundations

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

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

Stakeholders are consulted for the Reflection of Foundations.

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

Resources 🚀

Reflection on Foundations Protocol

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	**Key Takeaways:** ✍️ 1. Edison students experienced only modest loss in achievement throughout the pandemic. 2. Across the board, students are demonstrating high levels of proficiency on standardized assessments. 3. Over the past four years, the number of students "meeting" expectations versus "exceeding" expectations has grown steadily on the IAR. 4. There is a disparity between BIPOC students and their White and Asian peers with a greater percentage of students of color "meeting" versus "exceeding" on the IAR. This disparity is not as pronounced on Star360 and iReady. 5. Across the board, students are growing steadily through BOY to MOY to EOY on standardized assessments. Over the	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading)
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions	**What is the feedback from your stakeholders?**	STAR (Math) iReady (Reading) iReady (Math)
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership	**Parent Feedback:** 1. Parent feedback varied on almost all aspects except that parents are pleased with the rigor and challenge Edison provides. 2. One clear trend was the sentiment that differentiation is an instructional strength at Edison. 3. Some parents indicated that they would like to see more project-based and experiential learning. 4. There was a slight trend with the belief that math instruction could be more rigorous. **Student Feedback:** On the Cultivate survey, students indicated that the highest leverage instructionally-focused opportunities for growth were under Supportive Teaching and Learning Conditions. These address concepts like differentiation and goal setting. It is important to note that while parents indicated differentiation is an area of strength, students indicated that they would like teachers to focus more on this. ✍️	Cultivate Grades ACCESS TS Gold
Yes	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development		Interim Assessment Data
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** Staff members have significant experience implementing a strong task-analysis protocol and have been introduced to a student work protocol. These assist staff with examining academic practices to ensure the approriate level rigor for all students, provide opportunities for students whose mastery levels indicate that they can be pushed even further and address barriers/obstacles for student groups in need of support. ✍️	

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.

Student-Centered Problem #1: Students are not consistently engaging in learning opportunities that are appropriately challenging to their specific needs and ability levels (Zone of Proximal Development). ✍️

Student-Centered Problem #2: On standardized assessments, students of color (specifically, Black students) are not demonstrating the same level of proficiency as their White and Asian peers.

Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey	**Key Takeaways:** 1. All of Edison's diverse learners receive instruction in their Least Restrictive Environment (LRE) through an inclusion model. 2. Edison's diverse learners' performance on standardized assessments exceeds their non-diverse learner peers across CPS. 3. There is a disparity between BIPOC students and their White and Asian peers with a greater percentage of students of color "meeting" versus "exceeding" on the IAR. This disparity is not as pronounced on Star360 and iReady. 4. Under Supportive Environment on the 5Essentials Survey, students rated Academic Personalism 'Very Weak' and the	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS) Quality Indicators of Specially Designed Curriculum EL Program Review Tool
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo		
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page	**What is the feedback from your stakeholders?** **Parent Feedback:** Per parent survey feedback, there was a strong trend that differentiation was an area of strength. Parents also indicated that instruction for diverse learners and IEP/504 Plan implementation were strong. Parents indicated that they would like clarity on what Edison's SEL support entailed. **Student Feedback:** On the Cultivate survey, students indicated that the highest leverage instructionally-focused opportunities for growth were under Supportive Teaching and Learning Conditions. These address concepts like differentiation and goal setting. It is important to note that while parents indicated differentiation is an area of strength, students indicated that they would like teachers to focus more on this. On the 5Essentials survey, student responses indicated a need for greater Academic Personalism.	
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual		
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** Edison has a functioning MTSS team, however, staff members indicate that there is a need for a more formal and robust MTSS and student success/support program. Edison staff has been introduced to the Branching Minds system for requesting intervention support and progress-monitoring data collection. Intervention efforts primarily support the student groups furthest from opportunity.	
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.			

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

Student-Centered Problem #1: On standardized assessments, students of color (specifically, Black students) are not demonstrating the same level of proficiency as their White and Asian peers.

Student-Centered Problem #2: Students are not consistently receiving feedback or academic interventions that improve their academic performance.

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment SEL Teaming Structure	**Takeaways:** 1. Under Supportive Environment on the 5Essentials Survey, students rated Academic Personalism 'Very Weak' and the score decreased from the 2022 survey results. 2. On the 5Essentials survey and Cultivate survey, Students overwhelmingly reported that they believe it is important to attend school everyday and to get good grades.	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100

| | | 3. On the 5Essentials survey and Cultivate survey, students reported feeling safe at school. | Reduction in repeated disruptive behaviors (4-6 SCC) |

3. On the 5Essentials survey and Cultivate survey, students reported feeling safe at school.

4. On the 5Essentials survey, School Connectedness increased significantly (+19) from 2022.

5. On the 5Essentials survey and Cultivate survey, students indicated that they would like more opportunities for choice and voice.

6. On the 5Essentials survey and Cultivate survey, students reported that the school and classrooms are welcoming spaces.

7. Student attendance consistently exceeds 95% and ranks among the highest attendance rates in the district.

Yes — Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.

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

What is the feedback from your stakeholders?

Parent Feedback: Parent survey data indicated a strong trend that students feel a sense of belonging and supported by staff. Other trends included parents appreciating community events and wanting more opportunities to come together. Another trend was parents indicating a desire to have more opportunities for different grade levels to connect.

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

Cultivate (Belonging & Identity)

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

Student Feedback:
1. On the 5Essentials survey, Academic Personalism was rated low across the board and decreased from the 2022 survey.

2. On the 5Essentials survey and Cultivate survey, Students overwhelmingly reported that they believe it is important to attend school everyday and to get good grades.

3. On the 5Essentials survey and Cultivate survey, students reported feeling safe at school.

3. On the 5Essentials survey, students indicated a decrease in teacher-student trust.

4. On the 5Essentials survey, School Connectedness increased significantly (+19) from 2022.

5. On the 5Essentials survey and Cultivate survey, students indicated that they would like more opportunities for choice and voice.

6. On the 5Essentials survey and Cultivate survey, students reported that the school and classrooms are welcoming spaces.

7. On the 5Essentials survey, students self-reported that they do not demonstrate grit.

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

Enrichment Program Participation: Enrollment & Attendance

Student Voice Infrastructure

Reduction in number of students with dropout codes at EOY

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

Student-Centered Problem: Students are not receiving as many opportunities for choice and voice as they would like.

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?

Improvement Efforts: Staff members have received professional development on forming relationships and deepening connections with students. The task analysis protocol requires teachers to reflect on ways they have included "mirrors and windows" into planned learning experiences. Grades K-4 include Responsive Classroom Morning Meetings in their schedules and grades 5-8 include Responsive Classroom Advisory curriculum into their schedules. Edison has a functioning SEL team and the counselor and social worker regularly provide SEL interventions to students in need.

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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
	College and Career Competency Curriculum (C4)	**Takeaways:** 1. A significant percentage of students receive offers to their 1st choice high school, typically Selective Enrollment high	Graduation Rate

Yes	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	
Yes	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans
Yes	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).	
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager

What 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.

Student-Centered Problem #1: Students do not have consistent access to curriculum and afterschool programming that align with real world applications.

Student-Centered Problem #2: Students do not have consistent access to external partnerships.

1st choice high school, typically Selective Enrollment high schools.

2. Nearly all students pass the annual Algebra Exit Exam (AEE) which provides them with high school credit. 100% of students completing the AEE in 2023 received a passing score.

3. Middle school students receive regular instruction on high school and career success through the Naviance program.

4. Schoolwide programming is centered on high school success: high school field trips, HS fair, alumni panel, counselor/administrator/family meetings.

5. In the parent survey results, there was a trend in parents' desire for curriculum and afterschool programming to better align with real world applications.

6. In the parent survey results, there was a trend in a desire for increased external partnerships.

What is the feedback from your stakeholders?

Parent Feedback: In the parent survey results, there was a trend in parents' desire for curriculum and afterschool programming to better align with real world applications. There was a trend in their desire for increased external partnerships and a career fair.

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?

Improvement Efforts: Middle school students receive regular instruction on high school and career success through the Naviance program. Schoolwide programming is centered on high school success: high school field trips, HS fair, alumni panel, counselor/administrator/family meetings. Middle school math is differentiated to better prepare them for high school mathematics. Grades K-4 include Responsive Classroom Morning Meetings in their schedules and grades 5-8 include Responsive Classroom Advisory curriculum into their schedules.

Metrics column:
- Program Inquiry: Programs/participation/attainment rates of % of ECCC
- 3 - 8 On Track
- Learn, Plan, Succeed
- % of KPIs Completed (12th Grade)
- College Enrollment and Persistence Rate
- 9th and 10th Grade On Track
- Cultivate (Relevance to the Future)
- Freshmen Connection Programs Offered (School Level Data)

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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
Yes	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	Takeaways: 1. On the 5Essentials survey and Cultivate survey, students indicated that they would like more opportunities for choice and voice. 2. Parent survey responses indicated a clear trend in the desire for increased external partnerships and specifically, a career fair. 3. On the 5Essentials Survey, teachers rated Teacher-Parent	Cultivate 5 Essentials Parent Participation Rate

		3. On the 5Essentials Survey, teachers rated Teacher-Parent Trust as 'Very Strong', however, it went down 19 points from 2022.	5E: Involved Families
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit	4. On the 5Essentials survey, Parent Influence on Decision Making in Schools grew 21 pts. from 2022. 5. On the 5Essentials Survey, teachers rated Teacher-Parent Trust as 'very strong', however, it went 19 points from 2022.	5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
Partially	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric		Formal and informal family and community feedback received locally. (School Level Data)

What is the feedback from your stakeholders?

Parent Feedback: Regarding communication between parents and the school, no clear trends emerged in parent survey data. There was a trend in a desire for increased external partnerships and a career fair. ✎
Student Feedback: On the 5Essentials survey and Cultivate survey, students indicated that they would like more opportunities for choice and voice. On the 5Essentials survey, students indicated a decrease in teacher-student trust and an increase in School Connectedness.

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.

Student-Centered Problem #1: Students are not receiving as many opportunities for choice and voice as they would like. ✎

Student-Centered Problem #2: Students do not have consistent access to external partnerships.

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?

Improvement Efforts: Edison has re-launched a Student Voice Committee in partnership with a newly-formed CPS department focused on student engagement. The school has created a plan to host one family event per month (including PTO events) as well as multiple virtual workshops. Edison has also re-launched its official social media accounts and has streamlined a plan for parent communication from the school. PTO and LSC meetings now include a virtual option to increase accessibility and attendance. ✎

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Partially	The ILT leads instructional improvement through distributed leadership.
Yes	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

Key Takeaways:

1. Edison students experienced only modest loss in achievement throughout the pandemic.

2. Across the board, students are demonstrating high levels of proficiency on standardized assessments.

3. Over the past four years, the number of students "meeting" expectations versus "exceeding" expectations has grown steadily on the IAR.

4. There is a disparity between BIPOC students and their White and Asian peers with a greater percentage of students of color "meeting" versus "exceeding" on the IAR. This disparity is not as pronounced on Star360 and iReady.

5. Across the board, students are growing steadily through BOY to MOY to EOY on standardized assessments. Over the past four years, the number of students "meeting" expectations versus "exceeding" expectations has grown.

What is the feedback from your stakeholders?

Parent Feedback: 1. Parent feedback varied on almost all aspects except that parents are pleased with the rigor and challege Edison provides. 2. One clear trend was the sentiment that differentiation is an instructional strength at Edison. 3. Some parents indicated that they would like to see more project-based and experiential learning. 4. There was a slight trend with the belief that math instruction could be more rigorous.

Student Feedback: On the Cultivate survey, students indicated that the highest leverage instructionally-focused opportunities for growth were under Supportive Teaching and Learning Conditions. These address concepts like differentiation and goal setting. It is important to note that while parents indicated differentiation is an area of strength, students indicated that they would like teachers to focus more on this.

What student-centered problems have surfaced during this reflection?

Student-Centered Problem #1: Students are not consistently engaging in learning opportunities that are appropriately challenging to their specific needs and ability levels (Zone of Proximal Development).

Student-Centered Problem #2: On standardized assessments, students of color (specifically, Black students) are not demonstrating the same level of proficiency as their White and Asian peers.

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?

Staff members have significant experience implementing a strong task-analysis protocol and have been introduced to a student work protocol. These assist staff with examining academic practices to ensure the approriate level rigor for all students, provide opportunities for students whose mastery levels indicate that they can be pushed even further and address barriers/obstacles for student groups in need of support.

Determine Priorities

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

Students...

Students are not consistently engaging in learning opportunities that are appropriately challenging to their specific needs and ability levels (Zone of Proximal Development).

Resources: 🚀

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

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

As adults in the building, we...

are not consistently providing tasks that are appropriately rigorous enough to meet the individual needs of our students and we are not consistently providing feedback that would push students into their Zone of Proximal Development.

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.

Curriculum & Instruction

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....

continue our focus on rigor by adding collaborative analysis of student work to our existing task analysis protocol and establish schoolwide norms for providing feedback ✏️

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

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

then we see....

student work products that reflect a high level of learning and a deep understanding within their respective Zone of Proximal Development ✏️

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 rating of 'Very Strong' on 5Essentials survey data in the area of Ambitious Instruction and 'Strong' or 'Very Strong' on 5Essentials survey data in the area of Supportive Environment, as well as an increase in students' growth and attainment scores on ELA and math standards as demonstrated on district and state issued standardized assessments. ✏️

Return to Top   **Implementation Plan**

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✏️

Gradeband Teams

Dates for Progress Monitoring Check Ins

Q1	10/23/23	Q3	4/1/24
Q2	1/8/24	Q4	6/3/24

SY24 Implementation Milestones & Action Steps	Who ✏️	By When ✏️	Progress Monitoring
Implementation Milestone 1 — 100% of teachers will implement task analysis protocol in grade band team meetings	Grade Band Teams + Principal & Gifted Coordinator (GC) & Student Success Coordinator (SSC)	6/6/2024	Select Status
Action Step 1 — School-wide data analysis of: 5Essentials Survey Data, Cultivate Survey Data, iReady and Star360, IAR, ISA, BOY Diagnostic Data	Grade Band Teams + Principal & GC & SSC	9/15/2023	Select Status
Action Step 2 — Provide beginning of year training sessions for the task analysis protocol for new (and returning) teachers that clearly define rigor	Principal and GC	10/30/2023	Select Status
Action Step 3 — All grade band teams will engage in a plus/delta/question mark protocol to reflect on the implementation of the task analysis protocol and our depth of peer feedback	Grade Band Teams + Principal & GC & Student Success Coordinator (SSC)	10/30/2023	Select Status
Action Step 4 — All grade band teams will engage in the task analysis protocol cycle	Grade Band Teams + Principal & GC & SSC	5/31/2024	Select Status
Action Step 5 — All grade band teams will analyze their progress between each cycle component of the task analysis protocol	Grade Band Teams + Principal & GC & SSC	5/31/2024	Select Status
Implementation Milestone 2 — 100% of teachers will implement student work protocol in grade band team meetings	Grade Band Teams + Principal & GC & SSC	6/6/24	Select Status

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

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

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

Action Step 1	Provide beginning of year training sessions for the student work protocol for new (and returning) teacher that clearly define rigor	Principal and GC	5/31/2024	Select Status
Action Step 2	All grade band teams will engage in the student work protocol cycle	Grade Band Teams + Principal & GC & SSC	5/31/2024	Select Status
Action Step 3	All grade band teams will analyze their progress between each cycle component of the student work protocol	Grade Band Teams + Principal & GC & SSC	5/31/2024	Select Status
Action Step 4	All grade band teams will engage in a plus/delta/question mark protocol to reflect on the implementation of the student work protocol and our depth of peer feedback	Grade Band Teams + Principal & GC & SSC	5/31/2024	Select Status
Action Step 5				Select Status
Implementation Milestone 3	100% of teachers will implement school-wide Instructional Rounds in grade band team meetings	Grade Band Teams + Principal & GC & SSC	6/6/24	Select Status
Action Step 1	Staff will engage in training on taking low inference notes to optimize their peer obsevation skills	Principal and GC	9/18/2023	Select Status
Action Step 2	Staff will engage in general training on Instructional Rounds	Principal and GC	8/18/2023	Select Status
Action Step 3	All grade band teams will engage in the student work protocol cycle	Grade Band Teams + Principal & GC & SSC	5/31/2024	Select Status
Action Step 4	All grade band teams will analyze their progress between each cycle component of the student work protocol	Grade Band Teams + Principal & GC & SSC	5/31/2024	Select Status
Action Step 5	All grade band teams will engage in a plus/delta/question mark protocol to reflect on the implementation of the student work protocol and our depth of peer feedback	Grade Band Teams + Principal & GC & SSC	5/31/2024	Select Status
Action Step 6	All grade band teams will engage in a data analysis of MOY and EOY iReady and Star360 data and cross-reference these data with the data accrued during the Instructional Rounds	Grade Band Teams + Principal & GC & SSC	5/31/2024	Select Status
Action Step 7				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

<div align="center">

SY25-SY26 Implementation Milestones

</div>

SY25 Anticipated Milestones	Continue implementation of task analysis and student work protocols in grade band team meetings Continue implementation of school-wide Instructional Rounds in grade band team meetings Add: 100% of teachers norm on peer feedback among the staff and on teacher feedback to students
SY26 Anticipated Milestones	Continue implementation of task analysis and student work protocols in grade band team meetings Continue implementation of school-wide Instructional Rounds in grade band team meetings Continue to implement normed peer feedback and teacher-student feedback Add: 100% of teachers norm on student-driven peer feedback

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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

<div align="center">

Performance Goals

</div>

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26

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

Curriculum & Instruction

				AI: Strong (62) SE: Neutral (45)	AI: Strong (68) SE: Neutral (50)	AI: Strong (74) SE: Neutral (55)	AI: Very Strong (80) SE: Strong (60)
Edison will earn a rating of Very Strong on 5Essentials survey data in the area of Ambitious Instruction and Strong or Very Strong on 5Essentials survey data in the area of Supportive Environment.	No	Other	Overall				
			Select Group or Overall				
Edison will see an increase in students' growth and attainment scores on ELA and math standards as demonstrated on district and state issued standardized assessments.	Yes	STAR (Reading)	Overall				
			African American				

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.	Task Analysis Protocols, Student Work Protocols, Instructional Rounds, Network Walkthroughs	Task Analysis Protocols, Student Work Protocols, Instructional Rounds, Network Walkthroughs with added focus on teacher feedback	"Task Analysis Protocols, Student Work Protocols, Instructional Rounds, Network Walkthroughs with added focus on student-to-student feedback
Select a Practice			
Select a Practice			

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
Edison will earn a rating of Very Strong on 5Essentials survey data in the area of Ambitious Instruction and Strong or Very Strong on 5Essentials survey data in the area of Supportive Environment.	Other	Overall	AI: Strong (62) SE: Neutral (45)	AI: Strong (68) SE: Neutral (50)	*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Select Group or Overall			*Select Status*	*Select Status*	*Select Status*	*Select Status*
Edison will see an increase in students' growth and attainment scores on ELA and math standards as demonstrated on district and state issued standardized assessments.	STAR (Reading)	Overall			*Select Status*	*Select Status*	*Select Status*	*Select Status*
		African American			*Select Status*	*Select Status*	*Select Status*	*Select Status*

Practice Goals / Progress Monitoring

Identified Practices	SY24		Quarter 1	Quarter 2	Quarter 3	Quarter 4

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

Curriculum & Instruction

		Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Task Analysis Protocols, Student Work Protocols, Instructional Rounds, Network Walkthroughs				
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

Key Takeaways:

1. All of Edison's diverse learners receive instruction in their Least Restrictive Environment (LRE) through an inclusion model.

2. Edison's diverse learners' performance on standardized assessments exceeds their non-diverse learner peers across CPS.

3. There is a disparity between BIPOC students and their White and Asian peers with a greater percentage of students of color "meeting" versus "exceeding" on the IAR. This disparity is not as pronounced on Star360 and iReady.

4. Under Supportive Environment on the 5Essentials Survey, students rated Academic Personalism 'Very Weak' and the score decreased from the 2022 survey results.

5. Over the past four years, the number of students "meeting" expectations versus "exceeding" expectations has grown steadily.

What is the feedback from your stakeholders?

Parent Feedback: Per parent survey feedback, there was a strong trend that differentiation was an area of strength. Parents also indicated that instruction for diverse learners and IEP/504 Plan implementation were strong. Parents indicated that they would like clarity on what Edison's SEL support entailed.

Student Feedback: On the Cultivate survey, students indicated that the highest leverage instructionally-focused opportunities for growth were under Supportive Teaching and Learning Conditions. These address concepts like differentiation and goal setting. It is important to note that while parents indicated differentiation is an area of strength, students indicated that they would like teachers to focus more on this. On the 5Essentials survey, student responses indicated a need for greater Academic Personalism.

What student-centered problems have surfaced during this reflection?

Student-Centered Problem #1: On standardized assessments, students of color (specifically, Black students) are not demonstrating the same level of proficiency as their White and Asian peers.

Student-Centered Problem #2: Students are not consistently receiving feedback or academic interventions that improve their academic performance.

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?

Edison has a functioning MTSS team, however, staff members indicate that there is a need for a more formal and robust MTSS and student success/support program. Edison staff has been introduced to the Branching Minds system for requesting intervention support and progress-monitoring data collection. Intervention efforts primarily support the student groups furthest from opportunity.

Determine Priorities

Resources: 🚀

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

[Determine Priorities Protocol](#)

Students...

Students are not consistently receiving academic interventions that improve

their academic performance.

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

Resources: 🚀

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

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

As adults in the building, we...

did not have a formalized system for MTSS, nor did we have staff to support this.

Indicators of a Quality CIWP: Root Cause Analysis

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

Inclusive & Supportive Learning Environment

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....

formalize MTSS/"student success" team process by establishing schoolwide procedures for referral, goal identification, intervention implementation, progress monitoring, and corresponding next steps.

then we see....

teachers implementing the MTSS/SST process and increasing differentiation, when applicable, in their classrooms

which leads to...

student academic performance improving on standardized assessments; and improvement on Academic Personalism in the 5Essentials Survey, as measured by a score of 'Neutral' in Academic Personalism and a rating of 'Strong' in Supportive Environment.

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

Return to Top | **Implementation Plan**

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍

Student Student Success Team

Dates for Progress Monitoring Check Ins

Q1	10/23/23	Q3	4/1/24
Q2	1/8/24	Q4	6/3/24

SY24 Implementation Milestones & Action Steps ✍	Who ✍	By When ✍	Progress Monitoring
Implementation Milestone 1 Establish an MTSS/SST team	Principal, SSC, and Case Manager, and GC	8/14/23	Select Status
Action Step 1 Hire an MTSS coordinator	Hiring Team	8/14/2023	Select Status
Action Step 2 Recruit team members	Principal, SSC, and Case Manager, and GC	8/18/2023	Select Status
Action Step 3 Decide on meeting schedules	Principal, SSC, and Case Manager, and GC	8/18/2023	Select Status
Action Step 4 Create a scope and sequence for the team's work	Principal, SSC, and Case Manager, and GC	8/18/2023	Select Status
Action Step 5			Select Status
Implementation Milestone 2 Streamline the MTSS/SST referral process	Principal, SSC, and Case Manager, and GC	8/14/2023	Select Status
Action Step 1 Develop Google Form for MTSS/SST referral process	Principal, + SSC	8/14/2023	Select Status

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

Action Step 2	Create Teacher Input Form for MTSS/SST referral process	Principal, + SSC	8/14/2023	Select Status
Action Step 3	Design a flow chart streamlining the MTSS/SST referral process in its entirety	Principal, + SSC	8/18/2023	Select Status
Action Step 4	Obtain feedback and create professional development plan	Principal, + SSC	8/18/2023	Select Status
Action Step 5	Deliver MTSS/SST action plan to staff including information about	Principal, + SSC	8/18/2023	Select Status
Implementation Milestone 3	Implement a consistent progress monitoring system with 100% of teachers using Branching Minds			Select Status
Action Step 1	Gauge staff's current understanding and ability to utilize the program and train where necessary.	SSC	10/27/23	Select Status
Action Step 2	Teachers refer student(s) to the MTSS/SST team along with documented interventions, data, and observations already taking place and present at initial MTSS/SST meetings	SSC	10/27/23	Select Status
Action Step 3	Teachers use Branching Minds data in the Initial Referral Meeting to develop the MTSS/SST plan for the student(s)	SSC + Teachers	6/3/24	Select Status
Action Step 4	Teachers use Branching Minds to track progress throughout the interventions over the course of six weeks	SSC + Teachers	6/3/24	Select Status
Action Step 5	Teacher and SST review Branching Minds data at the end of the Progress Monitoring cycle to review data, change or tweak interventions, provide feedback, and plan next steps.	SSC + Teachers	6/3/24	Select Status
Implementation Milestone 4	Establish a communication/documentation tool to monitor and track student related incidents	Principal, SSC, and Case Manager, and GC	9/29/23	Select Status
Action Step 1	Design a process to streamline documentation and communication using Aspen Journaling.	SSC	9/29/23	Select Status
Action Step 2	Train teachers on when/how to implement Aspen Journaling to document student behavior incidents.	SSC	9/29/23	Select Status
Action Step 3	Monitor the usage of Aspen Journaling to track communication/documentation.	Student Success Team, BHT, Principal	6/3/24	Select Status
Action Step 4	Use data in Aspen Journaling system to track patterns of behavior and identify student need and develop related support plans.	Student Success Team, BHT, Principal	6/3/24	Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Review & maintain procedures Research MTSS/SST intervention curricula options	✏️
SY26 Anticipated Milestones	Establish distinct intervention curricula for MTSS/SST which differ from and support the schoolwide curricula, if funding permits. If not, adapt existing curricula.	✏️

Goal Setting

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data).

Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).

Goals seek to address priorities and opportunity gaps by embracing the principles of Targeted Universalism.

There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.

Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.

Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	Numerical Targets [Optional] ✏️		
					SY24	SY25	SY26

Inclusive & Supportive Learning Environment

Edison will see an increase in students' growth and attainment scores on ELA and math standards as demonstrated on district and state issued standardized assessments.	Yes	STAR (Math)	Overall					
			African American					
Edison will earn a rating of Very Strong on 5Essentials survey data in the area of Academic Personalism and Strong or Very Strong on 5Essentials survey data in the area of Supportive Environment.	No	5E: Supportive Environment	Overall	AP: Very Weak (15) SE: Neutral (45)	AP: Weak (23) SE: Neutral (50)	AP: Weak (31) SE: Neutral (55)	AP: Neutral (40) SE: Strong (60)	
			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 systems and infrastructure will rank as primarily Developed or higher on the MTSS Continuum.	The MTSS systems and infrastructure will rank as primarily Fully Operational on the MTSS Continuum.	The MTSS systems and infrastructure will continue to rank as primarily Fully Operational on the MTSS Continuum.
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Team has created a plan for full implementation Branching Minds in the school but not yet implemented	MTSS Team utilizes the defined plan for implementation of Branching Minds to build capacity of MTSS team and school leadership in the utilization Branching MInds to document interventions	School is fully implementing the Branching Minds platform to document supports, services and interventions in academics and SEL
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
Edison will see an increase in students' growth and attainment scores on ELA and math standards as demonstrated on district and state issued standardized assessments.	STAR (Math)	Overall			Select Status	Select Status	Select Status	Select Status
		African American			Select Status	Select Status	Select Status	Select Status
Edison will earn a rating of Very Strong on 5Essentials survey data in the area of Academic Personalism and Strong or Very Strong on 5Essentials survey data in the area of Supportive Environment.	5E: Supportive Environment	Overall	AP: Very Weak (15) SE: Neutral (45)	AP: Weak (23) SE: Neutral (50)	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals | Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4

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

Inclusive & Supportive Learning Environment

		Select Status	Select Status	Select Status	Select Status
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	The MTSS systems and infrastructure will rank as primarily Developed or higher on the MTSS Continuum.	Select Status	Select Status	Select Status	Select Status
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Team has created a plan for full implementation Branching Minds in the school but not yet implemented	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

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

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

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

Select a Goal

Select a Goal

Select a Goal

Parent and Family Plan

If Checked:	☐	**Our school is a Title I school operating a Schoolwide Program**
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.
If Checked:	☑	**Our school is a non-Title I school that does not receive any Title I funds.**
No action needed		**(Continue to Approval)**