CIWP Team & Schedules

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

Name ✍	Role ✍	Email ✍
Mary Willis-Mcneely	Principal	MLWillis@cps.edu
Tracey Howse	Curriculum & Instruction Lead	tyhowse@cps.edu
Erin Copeland	Postsecondary Lead	Emcopland@cps.edu
Gabrielle Tomlinson	Teacher Leader	gmtomlinson@cps.edu
Tinelle Morris	LSC Member	TMorris22@cps.du
David Puschmann	Teacher Leader	Drpuschmann@cps.edu
Gabriel Stewert	Parent	gstewart5@cps.edu
Surlestine Collins	Clerk	SCollins2@cps.edu
Chondolyn Floyd	Partnerships & Engagement Lead	CCFloyd@cps.edu
Erica Hawthorne	Connectedness & Wellbeing Lead	EHawthorne2@cps.edu
Carlton Reives	Restorative Justice Coordinator	CReives@cps.edu
Kirk Bastek	Teacher Leader	KJBastek@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	6/20/23	6/23/23
Reflection: Curriculum & Instruction (Instructional Core)	6/26/23	7/24/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/24/23	7/24/23
Reflection: Connectedness & Wellbeing	7/24/23	7/24/23
Reflection: Postsecondary Success	9/6/23	9/6/23
Reflection: Partnerships & Engagement	7/24/23	7/24/23
Priorities	7/24/23	6/1/26
Root Cause	8/2/23	6/1/26
Theory of Acton	8/3/23	6/1/26
Implementation Plans	9/5/23	6/1/26
Goals	9/5/23	6/1/26
Fund Compliance	9/5/23	6/1/26
Parent & Family Plan	9/5/23	6/1/26
Approval	9/5/23	9/14/23

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	10/20/23
Quarter 2	12/15/23
Quarter 3	3/15/24
Quarter 4	5/17/24

Indicators of a Quality CIWP: Reflection on Foundations

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

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

Stakeholders are consulted for the Reflection of Foundations.

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

Resources 🚀

Reflection on Foundations Protocol

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	*iReady Spring 2023 Data (K-2)* *Primary Reading Takeaways* *Kindergarten was the strongest in Primary Reading with 80% of students On Grade Level. Second grade was moderately strong with 65% of students On Grade Level.*	IAR (Math)
				IAR (English)
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric	*Concerns: In first grade, 53% of students are 1 grade level below. In second grade, about 30% of students are 2 grade levels below.*	Rigor Walk Data (School Level Data)
		Teacher Team Learning Cycle Protocols	*Primary Math Takeaways* *Primary Celebrations: In Kindergarten, about 50% of students are On Grade Level.*	PSAT (EBRW)
				PSAT (Math)
		Quality Indicators Of Specially Designed Instruction	*Concerns: In Kindergarten, about 50 % of students are One Grade Level Below. In first grade, about 80% of students are One Grade Level below. In second grade, about 50% of students are One Grade Level below.* *IAR Spring 2023 Data (3-8)* *Reading Takeaways* *16% of all students grade 3-8 are meeting or exceeding expectations in reading and 28% are approaching expectations. 56% are partially or not meeting expectations* *Math Takeaways* *71% of students are paritially or not meeting expectations and only 8% of all students are meeting expectations*	STAR (Reading)
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	**What is the feedback from your stakeholders?**	STAR (Math)
		Learning Conditions	Student Stakeholder response: According to 5Essential Survey Over 60% of our student poplulation are interested and engaged in learnging that is connected to their real life experiences. 44% of students conduct scientific investigations, including generating and testing hypotheses, writing lab reports and using laboratory equipment. Also 60% of students stated that rigor in the classroom was at the right levels. 82% of students surveyed stated that math instruction was highly ambitious.	iReady (Reading)
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness		iReady (Math)
		Distributed Leadership	Cultivate: Lowest mindsets and strategies were Growth Mindset, Academic Risk Taking, and Belonging. Cultivate recommends we focus on Feedback for Growth, Classroom Community, and Supportive Teaching.	Cultivate
				Grades
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		ACCESS
		ES Assessment Plan Development Guide		TS Gold
		HS Assessment Plan Development		Interim Assessment Data
No	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?**	
			Ericson will utilize the district's high quality and rigorous Skyline ELA curriculum in Grades 6th through 8th grade. Pre-K will use Skyline as a supplemental resource. Pre-K will continue to use Creative Curriculum and Teacher Strategies Goal (Monitoring tool).	
			The aniticpated impact is that by implementing a high quality and rigorous curriculum in ELA, there will be a positive correlation on the interim/screening benchmark (e.g., STAR 360, iReady) and large scale assessments (IAR).	
			The ELA Skyline curriculum is accessible to all learners as aligned to Universal Design for learning, and is supportive of differentiation for students, including English Learners and Diverse Learners. In addition, the curriculum is culturally responsive and supports social emotional learning. It is vertically and horizontally aligned from Pre-K - H.S.	

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

Students are not receiving consistent grade level instruction.

Ericson will continue to implement Tutor Corps in grades K-4 for reading and 6-8 for math. Ericson will also continue to use our school based interventionist to provide grade-level student based interventions in grades. We will continue to use Branching Minds to track progress monitoring data to ensure the methods are producing favorable outcomes.

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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
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	Following our school's inaugural year of implementing Branching Minds to support Multi-Tiered System of Supports (MTSS), we are witnessing significant progress in becoming increasingly proficient in its utilization. Branching Minds has proven to be a valuable tool in streamlining our MTSS processes and facilitating a more efficient and effective approach to addressing students' diverse needs. Through its comprehensive data analysis and personalized intervention recommendations, our educators have been able to identify and support students at different levels of academic and behavioral challenges more proactively. The platform's user-friendly interface and ongoing professional development opportunities have contributed to a smooth transition, empowering our staff to harness the full potential of Branching Minds. As we continue to delve deeper into its	Unit/Lesson Inventory for Language Objectives (School Level Data)
		MTSS Continuum		MTSS Continuum
		Roots Survey		Roots Survey
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		ACCESS
				MTSS Academic Tier Movement

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.	LRE Dashboard Page
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
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
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.	

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

The student-centered problem is that only 29 students grades K-8 had positive tier movement and 47 students had negative tier movements. In addition of the 60 students who started as tier 3, 50% of those students remained tier 3.

capabilities, we are confident that our school's MTSS implementation will only grow stronger, ultimately benefiting the academic success and well-being of all our students.

What is the feedback from your stakeholders?

Anecdotally, both teachers and students have expressed immense satisfaction with the implementation of Branching Minds, emphasizing that the platform has enabled them to access a personalized learning experience that caters to their individual needs. Teachers have lauded the platform's ability to streamline data collection and analysis, allowing them to pinpoint specific areas where students may require additional support. This, in turn, has empowered educators to tailor their instruction and interventions more effectively, fostering a more engaging and supportive learning environment. Likewise, students have appreciated the platform's interactive and adaptive features, which cater to their unique learning styles and pace, making the learning process more enjoyable and fruitful. The anecdotal feedback from both teachers and students reinforces the value of Branching Minds as an indispensable tool that enhances educational experiences for everyone involved.

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?

To ensure that all staff can effectively utilize Branching Minds to its fullest potential, here are some strategies and best practices:

Comprehensive Training: Provide comprehensive training to all staff members on how to navigate and use the platform effectively. This training should cover everything from data entry to interpreting reports and making data-driven decisions.

Regular Professional Development: Offer ongoing professional development sessions focused on advanced features and updates of Branching Minds. Encourage staff to share success stories and tips with one another during these sessions.

Data Collaboration: Foster a culture of data collaboration among staff members. Encourage regular meetings or discussions where teachers and other support staff can share insights and strategies based on the data collected through Branching Minds.

Annual Evaluation of Compliance (ODLSS)

Quality Indicators of Specially Designed Curriculum

EL Program Review Tool

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Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		**References**	**What are the takeaways after the review of metrics?**	**Metrics**
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	Students were more responsive towards surveys and voting for activities within the school. According to data from the 5Essentails Survey, we had a 9% increase from the prior school year. An increase of 2% showing that sudents work well with other students. Around 80% of the girls and boys in middle school level participate in tier 1 healing centered support. (BG2W, BAM, BUILD, Mentorship). 2 peace circles (restoritive practices) a quarter happen for each grade 3-8 level. Ages 8-14 students have the oppurtunity to join a basketball program. 2nd grade-8th stuents have oppurtunity to join dance and majorette. There are multple tutoring groups that happens as well. 5th -8th students are able to join CPS score sports teams. 11% increase from the prior year SY 2022 in students attending class reguarly.	% of Students receiving Tier 2/3 interventions meeting targets
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			Reduction in OSS per 100
				Reduction in repeated disruptive behaviors (4-6 SCC)
				Access to OST
				Increase Average Daily Attendance
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.			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?	Cultivate (Belonging & Identity)
			51% of the student poopulation felt they are part of the schools community. 74% of students have included themselves into an activity during the school day and within the school community. 51% of the student work well with their peers. Apart of the 74% middle school girls and boys attend these tier 1 healing centered support groups. 19% students strongly agreed and 34% agreed that their opinions are heard when giving it to the class. 63% of student population attend classes everyday. All student who join the support groups 100% of them recieve a certficate for participating in the programs.	Staff trained on alternatives to exclusionary discipline (School Level Data)
Partially	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.

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 main student centered problem is that stuents do not feel safe outside of the classroom. Based on the 5Essentials Survey, students feel unsafe in the community and in the school bathrooms.

A focus on improving parent and community relationships through out of school events and activities such as Family STEM Night and Alumni events. The improvements that are in progress is that we implemented a student voice/council from 5th-8th, so that they can voice in what can be improved for the student population for the next school year. This is the second year that this has been done. This past school year there was impact with the students was great and they were able to be responsibile for certain duties for school events and assemblies. There are many obstacles that occur with these student groups. Some students might find it interesting enough or feel their opinion is not valued. The school explains why the students opinion and feedback is impoatant to the school and their fellows peers. Giving the sense the responsibiltity to stduents helps them grow as individuals.

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 have achived 100% completion of all college and career curriculum in Naviance for all 8th grade students. However, individusl learning plans for postsecondary has not begun for 8th grade elementary school students. This year all 6th through 8th grade students will complete ILPs for postsecondary individualized learning experiences.	Graduation Rate 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)
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		
No	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit	**What is the feedback from your stakeholders?** The Success Bound curriculum has given 6th through 8th grade students a beginning from career awareness to career exploration. This curriculum allows students to research careers, salaries and lifestyles based on interest inventories. Freshmen Connections is also offered to all rising 9th grade students based on their high school selections and what school is offering the program.	
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	**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 will develop their ILPs during Writer's Workshop Preps. Goal setting and SMART GOAL lessons will be implemented across the curicum to support students in creating ILPs for postsecondary day. We will have schoolwide college and career days enbedded throughout the year to provide students with information to help with their ILPs.	
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.

Creating time for students to complete ILPs for postsecondary plans during the school day. Students often need more guidance/support on ILPs and goal setting.

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	Partnered with Urban League Boys and Girls Club, The Healing Chicago and School Workers to provide before, during and after school programing for students Prek through 8th grade. Over 70% of our student population participated in OST programming. The Healing is a mentoring program proposal aimed at providing valuable mentorship and experiential field trips for 25 young men in grades 5-7, specifically targeting the Leif Ericson young men's community. Our program, designed with their unique needs in mind, will focus on career exposure, cultural immersion, and life skills	Cultivate 5 Essentials Parent Participation Rate

focus on career exposure, cultural immersion, and life skills development. Through weekly sessions held on Thursdays, we aim to empower and guide these young men on their journey towards personal and academic success. Through ULBGC partnership we can support the implementation of youth development programs in mentoring, social-emotional learning, and restorative justice practices focusing on Trauma-Informed Care. This program is especially needed in our communities because it will present the youth of our neighborhoods with the opportunity to develop the skills required to reach their full potential as productive, responsible, and caring adults. Community stakeholders such as Garfield Community Garden, Depaul University and Ericson Alumni Club provided specialized events including a memorial garden. Also, 67% of the student who were enrolled in the programs were STLS students.   Partnering with Build Chicago has proven to be incredibly beneficial for students in numerous ways. The collaboration has opened doors to a range of opportunities that foster personal and academic growth. Through Build Chicago's mentoring programs, students are provided with valuable guidance and support, helping them navigate through challenges and build essential life skills. Additionally, the organization's workshops and extracurricular activities offer a safe and nurturing environment for students to explore their interests, discover hidden talents, and develop a strong sense of self-confidence. Moreover, the partnership has facilitated access to resources and educational tools that enhance the learning experience, leading to improved academic performance. By working hand in hand with Build Chicago, students are empowered to overcome obstacles, reach their full potential, and cultivate a bright and promising future.

5E: Involved Families

5E: Supportive Environment

Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)

Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)

Formal and informal family and community feedback received locally. (School Level Data)

Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit
Partially	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric

What is the feedback from your stakeholders?

Anecdotal evidence from students, teachers, and parents overwhelmingly highlights the numerous benefits of outside school partnerships. Students frequently express their gratitude for the enriching experiences and opportunities provided through these collaborations. Many speak of newfound passions ignited by exposure to diverse extracurricular activities and workshops. Moreover, they often share heartwarming stories of personal growth and increased self-confidence as a direct result of engaging with these partnerships. Parents, on the other hand, attest to the positive impact these alliances have had on their children's overall well-being and academic performance. They speak of observing increased motivation, improved social skills, and a stronger sense of belonging among their children, all of which have contributed to a more enjoyable and fruitful educational journey. Collectively, these anecdotes serve as a compelling testament to the immense value that outside school partnerships bring to the lives of students and their families.

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

The problem is that many students who want to participate in OST programming cannot due to inadequate transportation. No OST programming available for Students ages 3-5. Another problem is that students who are enrolled in programming are not receiving high quality due to non-regular attendance by both students and partners. More staff is needed to reduce staff to student ratio to improve quality of the programs. Teachers working in afterschool programs with community partners should have access to the student data in MTSS for all students they work with to better support those students.

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?

Fostering more ways to communicate to parents the programs that are availble to their families. Continuing partnerships with Urban League Boys and Girls Club, Garfield Community Gardens, DePaul University, BUILD and The Healing Inc. Creating space for student voice by continuing student council and creating quarterly interest surveys. Find partnerships that engages students in grades Prek-2. Requiring outside groups to provide data to school showing the effectivness of the program itself. So the school can complie evidence from the findings to further support student growth.

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

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.
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.
No	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

iReady Spring 2023 Data (K-2)
Primary Reading Takeaways
Kindergarten was the strongest in Primary Reading with 80% of students On Grade Level. Second grade was moderately strong with 65% of students On Grade Level.

Concerns: In first grade, 53% of students are 1 grade level below. In second grade, about 30% of students are 2 grade levels below.

Primary Math Takeaways
Primary Celebrations: In Kindergarten, about 50% of students are On Grade Level.

Concerns: In Kindergarten, about 50 % of students are One Grade Level Below. In first grade, about 80% of students are One Grade Level below. In second grade, about 50% of students are One Grade Level below.
IAR Spring 2023 Data (3-8)
Reading Takeaways
16% of all students grade 3-8 are meeting or exceeding expectations in reading and 28% are approaching expectations. 56% are partially or not meeting expectations
Math Takeaways
71% of students are paritially or not meeting expectations and only 8% of all students are meeting expectations

What is the feedback from your stakeholders?

Student Stakeholder response: According to 5Essential Survey Over 60% of our student poplulation are interested and engaged in learnging that is connected to their real life experiences. 44% of students conduct scientific investigations, including generating and testing hypotheses, writing lab reports and using laboratory equipment. Also 60% of students stated that rigor in the classroom was at the right levels. 82% of students surveyed stated that math instruction was highly ambitious.

Cultivate: Lowest mindsets and strategies were Growth Mindset, Academic Risk Taking, and Belonging. Cultivate recommends we focus on Feedback for Growth, Classroom Community, and Supportive Teaching

What student-centered problems have surfaced during this reflection?

Students are not receiving consistent grade level instruction.

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?

Ericson will utilize the district's high quality and rigorous Skyline ELA curriculum in Grades 6th through 8th grade. Pre-K will use Skyline as a supplemental resource. Pre-K will continue to use Creative Curriculum and Teacher Strategies Goal (Monitoring tool).

The aniticpated impact is that by implementing a high quality and rigorous curriculum in ELA, there will be a positive correlation on the interim/screening benchmark (e.g., STAR 360, iReady) and large scale assessments (IAR).

The ELA Skyline curriculum is accessible to all learners as aligned to Universal Design for learning, and is supportive of differentiation for students, including English Learners and Diverse Learners. In addition, the curriculum is culturally responsive and supports social emotional learning. It is vertically and horizontally aligned from Pre-K - H.S.

Ericson will continue to implement Tutor Corps in grades K-4 for reading and 6-8 for math. Ericson will also continue to use our school based interventionist to provide grade-level student based interventions in grades. We will continue to use Branching Minds to track progress monitoring data to ensure the methods are producing favorable outcomes.

Determine Priorities

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

Students...

are not receiving high quality grade-level instruction with task and standard alignment.

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 supporting student learning due to the lack of grade-level instruction, differentiation and alignment of standards an student task.

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.

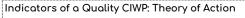Root causes are within the school's control.

Theory of Action

What is your Theory of Action?

If we....

Provide targeted professional development to address grade-level instruction, differentiation, alignment of standard and student task

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.

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

Curriculum & Instruction

then we see....

| students engaged and completing grade-level task | ✍ |

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

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

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

which leads to...

| students meeting grade-level proficiency by 10% or more on Assessment (IAR Star360, iReady) | ✍ |

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Implementation Plan

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍

| ILT |

Dates for Progress Monitoring Check Ins

| Q1 | 10/20/23 | Q3 | 3/15/24 |
| Q2 | 12/15/23 | Q4 | 5/17/24 |

SY24 Implementation Milestones & Action Steps ✍

	SY24 Implementation Milestones & Action Steps ✍	Who ✍	By When ✍	Progress Monitoring
Implementation Milestone 1	100% of teachers will be implementing pacing guides	Whole Staff	9/11/23	In Progress
Action Step 1	Adapt the pacing guide for Envision math at all grade levels (Q1) And the Skyline Curriculum	Grade level teams	8/21/23	In Progress
Action Step 2	Make sure all teachers are following the pacing guides set forth.	Whole staff	9/8/23	In Progress
Action Step 3	Teachers attend GLL for training on use of pacing guided	Admin	9/7/23	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	100% of teachers will implement grade-level instuction with standard/student task alignment	ILT members	9/8/23	In Progress
Action Step 1	Provide Lesson Plan must-haves /templates in GLL	Admin/ILT	8/31/23	In Progress
Action Step 2	Check LPs for Standard and student task alignments	Admin/ILT	9/4/23	Completed
Action Step 3	Rigor Walks to monitor student task and standard alignment	Admin/ILT	9/8/23	In Progress
Action Step 4	Provide PDs during GLL to support implememting standard and student task alignment	Admin/ILT	9/21/23	Not Started
Action Step 5	Rigor Walks to monitor student task and standard alignment	Admin/ILT	9/28/23	Not Started
Implementation Milestone 3				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	80% of teachers providing grade level, differentiated instruction with alignment of standards and student tasks. 70% of students will be grade-level proficient in reading and math	✍
SY26 Anticipated Milestones	90% of teachers providing grade level differentiated instruction with alignment of standards and tasks. 80% of students will be grade-level proficient in reading and math	✍

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Goal Setting

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

Curriculum & Instruction

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 goals include numerical targets
-Schools designated as Targeted Support identify the student groups named in the designation within the goals above and any other IL-EMPOWER goals

Performance Goals

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍	Numerical Targets [Optional] ✍		
					SY24	SY25	SY26
by end of SY26 100% of teachers will implement grade-level instruction with standard and student task alignment.	Yes	3 - 8 On Track	Overall				
			Overall				
by the end of SY26 80% of students will meet grade-level proficiency in reading and math.	Yes	3 - 8 On Track	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 attend PD for newly implemented curriculum (Skyline ELA), teachers will use instructional materials with fidelity including small group instruction.	Teachers will continue to attend Skyline ELA trainings to increase knowledge of the ELA materials. Teachers will begin to annotate Skyline lesson plans with the purpose of identifying areas of the materials that need extra focus and or that should be prioritized based on grade level as well as iReady, STAR 360 and IAR data.	"Teachers will continue to attend Skyline trainings to deepen their expertise in the materials. They will ensure access to all required materials and demonstrate fidelity in their use. This includes being responsive to both students' perspectives and adapting instruction based on large and small-scale assessments, promoting a dynamic and effective learning environment."
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	All students grades PK-8 will receive ELA, Science and Social Scienceinstruction from the CPS endorsed Skyline curriculum. Students grades K-8 will receive math instruction via EnVision math, which has been idenitfied as	Teachers will continue to attend Skyline trainings to increase knowledge of the materials. Teachers will have access to all required materials and will use all materials with fidelity in a manner that is responsive to both students perspective as well as large and small scale assessments.	"Teachers will continue to attend Skyline trainings to deepen their expertise in the materials. They will ensure access to all required materials and demonstrate fidelity in their use. This includes being responsive to both students' perspectives and adapting instruction based on large and small-scale assessments, promoting a dynamic and effective learning environment."
C&I:4 The ILT leads instructional improvement through distributed leadership.	The ILT will idenitfy school-wide practice shifts that will lead to improved teaching and learnng experiences. ILT will lead grade level teams through learning cylces that address the practice shift necessary for improved student learning.	Collaborate with teachers, grade level teams, and subject area experts to identify specific practice shifts needed to improve teaching and learning experiences. Consider areas such as curriculum alignment, assessment strategies, differentiated instruction, and technology integration.	Lead grade level teams through structured learning cycles designed to address the identified practice shifts. Provide ongoing support and coaching to teams as they plan, implement, and reflect on these cycles.

Return to Top | **SY24 Progress Monitoring**

Resources: 🚀

Below are the goals for this Theory of Action that were created above. CIWP Teams will use this section to progress monitor the goals on a quarterly basis.

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
by end of SY26 100% of teachers will implement grade-level instruction with standard and student task alignment.	3 - 8 On Track	Overall			Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status
by the end of SY26 80% of students will meet grade-level proficiency in reading and math.	3 - 8 On Track	Overall			Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
			Progress Monitoring		
C&I:2 Students experience grade-level, standards-aligned instruction.	Teachers will attend PD for newly implemented curriculum (Skyline ELA), teachers will use instructional materials with fidelity including small group instruction.	On Track	Select Status	Select Status	Select Status
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	All students grades PK-8 will receive ELA, Science and Social Scienceinstruction from the CPS endorsed Skyline curriculum. Students grades K-8 will receive math instruction via EnVision math, which has been idenitfied as	On Track	Select Status	Select Status	Select Status

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

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

C&I:4 The ILT leads instructional improvement through distributed leadership.	The ILT will idenitfy school-wide practice shifts that will lead to improved teaching and learnng experiences. ILT will lead grade level teams through learning cylces that address the practice shift necessary for improved student learning.	Limited Progress	*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.
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

Following our school's inaugural year of implementing Branching Minds to support Multi-Tiered System of Supports (MTSS), we are witnessing significant progress in becoming increasingly proficient in its utilization. Branching Minds has proven to be a valuable tool in streamlining our MTSS processes and facilitating a more efficient and effective approach to addressing students' diverse needs. Through its comprehensive data analysis and personalized intervention recommendations, our educators have been able to identify and support students at different levels of academic and behavioral challenges more proactively. The platform's user-friendly interface and ongoing professional development opportunities have contributed to a smooth transition, empowering our staff to harness the full potential of Branching Minds. As we continue to delve deeper into its capabilities, we are confident that our school's MTSS implementation will only grow stronger, ultimately benefiting the academic success and well-being of all our students.

What is the feedback from your stakeholders?

Anecdotally, both teachers and students have expressed immense satisfaction with the implementation of Branching Minds, emphasizing that the platform has enabled them to access a personalized learning experience that caters to their individual needs. Teachers have lauded the platform's ability to streamline data collection and analysis, allowing them to pinpoint specific areas where students may require additional support. This, in turn, has empowered educators to tailor their instruction and interventions more effectively, fostering a more engaging and supportive learning environment. Likewise, students have appreciated the platform's interactive and adaptive features, which cater to their unique learning styles and pace, making the learning process more enjoyable and fruitful. The anecdotal feedback from both teachers and students reinforces the value of Branching Minds as an indispensable tool that enhances educational experiences for everyone involved.

What student-centered problems have surfaced during this reflection?

The student-centered problem is that only 29 students grades K-8 had positive tier movement and 47 students had negative tier movements. In addition of the 60 students who started as tier 3, 50% of those students remained tier 3.

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?

To ensure that all staff can effectively utilize Branching Minds to its fullest potential, here are some strategies and best practices:

Comprehensive Training: Provide comprehensive training to all staff members on how to navigate and use the platform effectively. This training should cover everything from data entry to interpreting reports and making data-driven decisions.

Regular Professional Development: Offer ongoing professional development sessions focused on advanced features and updates of Branching Minds. Encourage staff to share success stories and tips with one another during these sessions.

Data Collaboration: Foster a culture of data collaboration among staff members. Encourage regular meetings or discussions where teachers and other support staff can share insights and strategies based on the data collected through Branching Minds.

Goal Setting and Progress Monitoring: Help staff set clear and measurable goals for their students using the platform's data. Encourage them to regularly monitor and assess progress towards these goals, making necessary adjustments when needed.

Differentiation: Demonstrate how Branching Minds can aid in differentiating instruction for individual students. Show teachers how to access recommended interventions and strategies tailored to each student's needs.

Parent Involvement: Encourage staff to involve parents in the data sharing process through Branching Minds. This can help create a strong support network for students and improve communication between school and home.

Regular Check-ins: Conduct regular check-ins with staff members to gauge their comfort level with Branching Minds and address any challenges or questions they may have.

Celebrate Success: Celebrate and highlight success stories where Branching Minds has led to positive outcomes for students. Recognizing these achievements can motivate staff and reinforce the value of using the platform.

Feedback and Improvement: Create a feedback loop where staff can provide input on the platform's usability and suggest any improvements that could enhance its effectiveness.

Integration with Existing Practices: Ensure that Branching Minds is integrated seamlessly into

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Return to Top | **Determine Priorities**

Resources: 🚀

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

Students...

Need more direct services/instruction based on their tiers and learning path(STAR assessments/ iReady), throughout the school day including after-school programming.

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**

Resources: 🚀

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

As adults in the building, we...

Need to be more diligent in providing the academic interventions and progress monitoring

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**

Inclusive & Supportive Learning Environment

What is your Theory of Action?

If we....

are consistent in providing grade level interventions for all tier 2 and tier 3 students

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.

then we see....

more students will fully meet their interventions goals

which leads to...

more students having positive tier movements by the end of the year as measured in BrM

Implementation Plan

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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/ ADMIN LEADS

Dates for Progress Monitoring Check Ins

Q1	10/20/23	Q3	3/15/24
Q2	12/15/23	Q4	5/17/24

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	100% of staff members will receive in-depth training on how to use the BrM plaform to track academic interventions	Admin	By 9/22/2023	In Progress
Action Step 1	Make sure all staff has access to BrM	admin	9/22/23	Completed
Action Step 2	Identify what interventions will be available for teachers	admin	9/22/23	Completed
Action Step 3	Identify what PM tools will be used by teachers	admin	9/22/23	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Teachers will implement academic interventions and track progress in BrM for tier 2 and 3 students	Teacher	10/1/23	In Progress
Action Step 1	Make sure all students take BOY assessments to collect data	Admin	9/30/22	In Progress
Action Step 2	Make sure teachers know how to access data to determine which students require interventions	Admin	9/22/23	In Progress
Action Step 3	Check to ensure all students are being progress monitored consistently	Admin	10/20/23	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	60% of all 2 and 3 tier students are meeting their target goals.			Not Started
Action Step 1	Check to ensure all students are being progress monitored consistently	Admin	11/2/23	In Progress
Action Step 2	Adminster Baseline Assessement to regroup teir 2 and 3 students	Teacher/tutors	12/22/23	In Progress
Action Step 3	Ensure all students take the MOY assessment	Admin	2/8/23	Not Started
Action Step 4	At MOY check tier movement report in GLL	Teachers	2/24/23	Not Started
Action Step 5	Update BrM interventions for teir 2 and 3 students	Teachers	3/2/23	Not Started
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	70% of all tier 2 and 3 students are meeting their targeted goals. 70% of our 3-8 students are on track for graduation	✍️
SY26 Anticipated Milestones	80% of all tier 2 and 3 students are meeting their targeted goals. 80% of 3-8 students are on track for graduation.	✍️

Inclusive & Supportive Learning Environment

Goal Setting

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Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

Resources: 🚀

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

Performance Goals

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍	SY24	SY25	SY26
80% of tier 2 and 3 students are meeting or exceeding their targeted goals by SY26	Yes	MTSS Academic Tier Movement	Overall				
			Overall				
80% of our 3-8 grade students will be on track for graduation by SY26	Yes	3 - 8 On Track	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
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.	60% of students who are tier 2 and 3 are receiving equitable evident based interventions will meet performance goals.Admin will check progress monitoring of these students every 5 weeks using BrM	70% of students who are tier 2 and 3 are receiving equitable evident based interventions will meet their performance goals, Admin will check progress monitoring of these students every 5 weeks using BrM	80% of students who are tier 2 and 3 are receiving equitable evident based interventions will meet their performance goals, Admin will check progress monitoring of these students every 5 weeks using BrM
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.	100% of students who are tier 2 and tier 3 will have interventions entered into the BrM platform	100% of students who are tier 2 and tier 3 will have interventions entered into the BrM platform	100% of students who are tier 2 and tier 3 will have interventions entered into the BrM platform
I&S:3 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.	All DL teachers and SECAs will particpate in PD around LRE and IEP instruction during GLL and Principal directed days. Admin will provide PD dates and check lesson plans bi-weekly for fidelity.	100% of teachers and staff participate in LRE and IEP PDs and implement necessary changes to support DL students. Admin will provide PD dates and check lesson plans bi-weekly for fidelity.	100% of teachers and staff participate in LRE and IEP PDs and implement necessary changes to support DL students. Admin will provide PD dates and check lesson plans bi-weekly for fidelity.

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SY24 Progress Monitoring

Resources: 🚀

Below are the goals for this Theory of Action that were created above. CIWP Teams will use this section to progress monitor the goals on a quarterly basis.

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
80% of tier 2 and 3 students are meeting or exceeding their targeted goals by SY26	MTSS Academic Tier Movement	Overall			Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status
80% of our 3-8 grade students will be on track for graduation by SY26	3 - 8 On Track	Overall			Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
		Progress Monitoring			
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.	60% of students who are tier 2 and 3 are receiving equitable evident based interventions will meet performace goals.Admin will check progress monitoring of these students every 5 weeks using BrM	Select Status	Select Status	Select Status	Select Status

Inclusive & Supportive Learning Environment

I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	100% of students who are tier 2 and tier 3 will have interventions entered into the BrM platform	Select Status	Select Status	Select Status	Select Status
I&S:3 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.	All DL teachers and SECAs will particpate in PD around LRE and IEP instruction during GLL and Principal directed days. Admin will provide PD dates and check lesson plans bi-weekly for fidelity.	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)

3 - 8 On Track: 70% of our 3-8 grade students will be on track for gradua...

3 - 8 On Track: 70% of our 3-8 grade students will be on track for gradua...

Select a Goal

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

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

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

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

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

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

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

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

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

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

SCHOOL & FAMILY COMPACT

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

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

☑ The school will hold parent-teacher conferences.

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

☑ The school will provide parents reasonable access to staff.

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

☑ The parents will support their children's learning.

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

Parents and Families will participate in quarterly activities to supporting students reading and math skill development at home.

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