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 ✍
James Cosme	Principal	jncosme@cps.edu
Cecilia Bartel	AP	cabartel@cps.edu
Ellen Galassini	Curriculum & Instruction Lead	emgalassini@cps.edu
Jeanette Franchi	LSC Member	jlfranchi@cps.edu
Munira Kuzmanovski	Connectedness & Wellbeing Lead	kdbambula@cps.edu
Silvia Manriquez	Teacher Leader	smanriquez@cps.edu
Gina Riggio	Teacher Leader	griggio@cps.edu
Jill Woodson	Parent	jlwoodson@cps.edu
	Teacher Leader	mrasketic-d@cps.edu
	Connectedness & Wellbeing Lead	jcpiermont@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	July 6-7, 2023	July 6-7, 2023
Reflection: Curriculum & Instruction (Instructional Core)	7/14/23	7/28/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/14/23	7/28/23
Reflection: Connectedness & Wellbeing	7/14/23	7/28/23
Reflection: Postsecondary Success	7/14/23	7/28/23
Reflection: Partnerships & Engagement	7/14/23	7/28/23
Priorities	8/2/23	8/4/23
Root Cause	8/2/23	8/4/23
Theory of Acton	8/7/23	8/11/23
Implementation Plans	8/7/23	8/11/23
Goals	8/14/23	8/18/23
Fund Compliance	8/21/23	8/25/23
Parent & Family Plan	8/21/23	8/25/23
Approval	9/13/23	9/13/23

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	9/29/2023
Quarter 2	12/8/2023
Quarter 3	2/23/2024
Quarter 4	5/24/2024

Indicators of a Quality CIWP: Reflection on Foundations

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

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

Stakeholders are consulted for the Reflection of Foundations.

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

Resources 🚀

Reflection on Foundations Protocol

Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	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	- Falconer's IAR Math Growth is currently at 55%, and IAR ELA Growth is currently at 46%. These growth metrics contributed to Falconer being rated "Commendable" on the Illinois Report Card. ✍️	IAR (Math)
				IAR (English)
				Rigor Walk Data (School Level Data)
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric / Teacher Team Learning Cycle Protocols / Quality Indicators Of Specially Designed Instruction		PSAT (EBRW)
				PSAT (Math)
				STAR (Reading)
Yes	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric / Learning Conditions	**What is the feedback from your stakeholders?**	STAR (Math)
			Falconer's stakeholders are laser focused on the school keeping a stellar rating, as we have done for the past 11 years. Stakeholders are interested in what it takes to get our rating, and what we must do to maintain that rating. ✍️	iReady (Reading)
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness / Distributed Leadership		iReady (Math)
				Cultivate
				Grades
				ACCESS
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		TS Gold
				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?**	
			- Falconer's improvement efforts include small group instruction, utilizing data to drive instruction, and increasing rigor in student tasks and assessments. ✍️	

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.

Differentiated instruction has played a greater role in recent years due to the impact of the pandemic. Meeting students where they are at, while at the same time pushing them towards grade level standards remains to be challenging. ✍️

Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo / MTSS Continuum / Roots Survey	Branching Minds is utilized well by some teachers, and treated as compliance by others. As a school, we need to explain our expectations for Branching Minds, and support teachers as they utilize it to help their students. ✍️	Unit/Lesson Inventory for Language Objectives (School Level Data)
				MTSS Continuum
		MTSS Integrity Memo		Roots Survey
				ACCESS

Yes	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.		MTSS Academic Tier Movement
			Annual Evaluation of Compliance (ODLSS)
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	Quality Indicators of Specially Designed Curriculum

What is the feedback from your stakeholders?

Additional training and support is needed for staff on entering information into Branching Minds. ✍️

EL Program Review Tool

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?

- We are providing Professional Development in week 0 for teachers and staff. This Professional Development will give our teachers the knowledge and skills they need to make Branching Minds meaningful for students and staff. ✍️

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.

Focusing on equitable learning opportunities for all students. ✍️

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	Falconer's student attendance rate in SY 2023 was 89.8%. This was up from 87.8% in SY 22. As a school, we need to keep pushing our attendance rate towards pre-pandemic levels. 2.) School-wide emphasis on the CHAMPS program helped decrease behavior incidents for SY 23. In SY 22, Falconer had 90 behavior incidents, while in SY 23 we only had 62. ✍️	% of Students receiving Tier 2/3 interventions meeting targets
				Reduction in OSS per 100
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			Reduction in repeated disruptive behaviors (4-6 SCC)
				Access to OST
				Increase Average Daily Attendance
				Increased Attendance for Chronically Absent Students
				Reconnected by 20th Day, Reconnected after 8 out of 10 days absent

What is the feedback from your stakeholders?

Falconer stakeholders woud like the school to offer more support for students returning from multiple days out of school. ✍️

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)
		Enrichment Program Participation: Enrollment & Attendance

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

Student Voice Infrastructure

Reduction in number of students with dropout codes at EOY

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

Attendance and punctuality: Feedback indicates issues related to student attendance, tardiness, or truancy, requiring interventions to improve student attendance rates and punctuality. ✍

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?

1.) We are updating our attendance procedures to include more home visits for chronically absent students, and more incentives for students making the efforts to be in school each day. 2.) Falconer's BHT will continue to identify students needing support, and work to improve behaviors prior to them being an issue. ✍

Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)		References	What are the takeaways after the review of metrics?	Metrics
Yes	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	Student attendance is the only cause for Falconer students being off-track. ✍	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track
Yes	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate 9th and 10th Grade On Track
N/A	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?** Falconer stakeholders would like the school to be more vocal with parents of chronically absent students. ✍	Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
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?** We are updating our attendance procedures to include more home visits for chronically absent students, and more incentives for students making the efforts to be in school each day. ✍	
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.

Provide additional supports for students who are off-track due to attendance. ✍

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	On the 5 Essentials Survey, Falconer was rated as Strong in Involved Families and Supportive Environment. 2.) Falconer's PAC, BAC and LSC meet monthly to engage parents in decision making. 3.) Falconer has a great working relationship with the 31st Ward Alderman. ✍️	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		
Yes	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric	**What is the feedback from your stakeholders?** Falconer stakeholders want more parents to be involved with the school, and appreciate the efforts the school makes to bring more parents and community in. ✍️	Formal and informal family and community feedback received locally. (School Level Data)

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

Falconer is continuing to increase supports for newcomers and their wide range of needs. ✍️

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?

1.) Falconer continues to reach out to parents and community members to involve them in school functions. 2.) Falconer assists parents and community members with the CPS volunteer process, which can be an obstacle to involvement. ✍️

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

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

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

- Falconer's IAR Math Growth is currently at 55%, and IAR ELA Growth is currently at 46%. These growth metrics contributed to Falconer being rated "Commendable" on the Illinois Report Card.

What is the feedback from your stakeholders?

Falconer's stakeholders are laser focused on the school keeping a stellar rating, as we have done for the past 11 years. Stakeholders are interested in what it takes to get our rating, and what we must do to maintain that rating.

What student-centered problems have surfaced during this reflection?

Differentiated instruction has played a greater role in recent years due to the impact of the pandemic. Meeting students where they are at, while at the same time pushing them towards grade level standards remains to be challenging.

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?

- Falconer's improvement efforts include small group instruction, utilizing data to drive instruction, and increasing rigor in student tasks and assessments.

Determine Priorities

Return to Top

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

Students...

According to Falconer's Spring 2023 IAR Results, 30% of 3rd to 6th grade students did not meet their expectation in Reading.

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

Return to Top

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

As adults in the building, we...

acknowledge that our lack of a school-wide ELA curriculum has put our students at a disadvantage. This lack of continuity from grade level to grade will be addressed with the adoption of the Skyline curriculum school-wide. The common assessments, data analysis, and reflection on practice are currently lacking within our grade levels.

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

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What is your Theory of Action?

If we....

create opportunities to provide differentiated instruction and tiered supports for all students, through the use of the ELA Skyline Curriculum...

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

Curriculum & Instruction

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....

intentional school-wide differentiated, small group instruction based on the diverse needs of our student population... ✍

which leads to...

A 4% yearly increase in the growth percentile for IAR Reading and Math. ✍

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 ✍

Dates for Progress Monitoring Check Ins

Q1	9/29/2023	Q3	2/23/2024
Q2	12/8/2023	Q4	5/24/2024

	SY24 Implementation Milestones & Action Steps ✍	**Who** ✍	**By When** ✍	**Progress Monitoring**
Implementation Milestone 1	100% of teachers will engage in Skyline professional development for Skyline unit planning	Teachers and Administration	Ongoing	In Progress
Action Step 1	Teachers participate in Skyline badges training	Teachers	Ongoing	In Progress
Action Step 2	Administrators and coaches will further assist teachers with unpacking and planning using the skyline curriculum during GLT sessions	Teachers	Ongoing	Not Started
Action Step 3	ILT will create a monitoring system to track pacing of lessons across classrooms	ILT	Ongoing	Not Started
Action Step 4	Teacher teams will participate in 4 week data cycles where they will reflect on unit assessment data and create action plans accordingly			Select Status
Action Step 5	Administrators and coaches will observe and provide feedback to classroom teachers utilizing the skyline look - for tools			Select Status
Implementation Milestone 2	100% of teachers will leverage Skyline assessment data to inform instruction	Teachers and Administration	Ongoing	Not Started
Action Step 1	Teachers will create a common pre-assessment using standards outlined in skyline units to determine entry points for students	Teachers	Beginning of each unit	Not Started
Action Step 2	Teachers use common pre-assessment data to drive instruction and group students accordingly	Teachers	Ongoing	Not Started
Action Step 3	Teachers will provide differentiated small group instruction and use formative assessment to monitor student mastery and understanding	Teachers	Ongoing	Not Started
Action Step 4	Teachers will use the Skyline unit assessment as a post assessment and conduct an item analysis to drive instruction for reteaching opportunies	Teachers	Ongoing	Not Started
Action Step 5	Teachers will develop a calendar to track and monitor unit assessment windows to ensure pacing of curriculum			Select Status
Implementation Milestone 3	3rd - 6th grade teachers will gather a deeper understanding of the depth and breadth of the IAR			Select Status
Action Step 1	3rd - th grade teachers will be exposed to a sample IAR assessment where they will gather an understanding of the various types of tasks provided to students (Literary, Research, Narrative)			Select Status
Action Step 2	During GLT, data from Landscape, BOY, and MOY walks will inform the connection between standard and task alignment and provide coaching opportunities for school leaders			Select Status
Action Step 3	During GLT sessions, all teachers will gather a deeper understanding of the connection of the IAR to College and Career Readiness by reviewing BOY iReady and Star 360 data			Select Status
Action Step 4	Teachers will become familiar with generating, printing, and distributing iReady and Star360 reports.			Select Status
Action Step 5	Families will gain a better understanding of student progress after BOY, MOY, and EOY testing cycles (iReady and Star360) through teacher - facilitated meetings			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

Curriculum & Instruction

Action Step 5 | | | | *Select Status*

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
Assuming that the implementation of the ELA Skyline Curriculum goes smoothly, and all required materials and supports are provided by CPS, we plan to adopt the Math Skyline Curriculum. ✍️

SY26 Anticipated Milestones
Assuming that the implementation of the ELA Skyline Curriculum goes smoothly, and all required materials and supports are provided by CPS, we plan to adopt the Math Skyline Curriculum. ✍️

Return to Top — 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 ✍️	SY24	SY25	SY26
STAR 360 - Reading (At or Above Grade Level)	Yes	STAR (Reading)	Overall	34.65	38.65	42.65	46.65
			Overall				
STAR 360 - Math (At or Above Grade Level)	Yes	STAR (Math)	Overall	53.83	57.83	61.83	65.83
			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
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.	Skyline implemtation and Checkpoint assessments	This will be determined based on SY24 data	This will be determined based on SY25 data
C&I:2 Students experience grade-level, standards-aligned instruction.	Skyline implemtation and Checkpoint assessments	This will be determined based on SY24 data	This will be determined based on SY25 data
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Skyline implemtation and Checkpoint assessments	This will be determined based on SY24 data	This will be determined based on SY25 data

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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

Curriculum & Instruction

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
STAR 360 - Reading (At or Above Grade Level)	STAR (Reading)	Overall	34.65	38.65	Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status
STAR 360 - Math (At or Above Grade Level)	STAR (Math)	Overall	53.83	57.83	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Skyline implemtation and Checkpoint assessments	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Skyline implemtation and Checkpoint assessments	Select Status	Select Status	Select Status	Select Status
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Skyline implemtation and Checkpoint assessments	Select Status	Select Status	Select Status	Select Status

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

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
Yes	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
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?

Branching Minds is utilized well by some teachers, and treated as compliance by others. As a school, we need to explain our expectations for Branching Minds, and support teachers as they utilize it to help their students.

What is the feedback from your stakeholders?

Additional training and support is needed for staff on entering information into Branching Minds.

What student-centered problems have surfaced during this reflection?

Focusing on equitable learning opportunities for all students.

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?

- We are providing Professional Development in week 0 for teachers and staff. This Professional Development will give our teachers the knowledge and skills they need to make Branching Minds meaningful for students and staff.

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Determine Priorities

Resources: 🚀

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

Students...

Focusing on equitable learning opportunities for all students. ✍️

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

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Root Cause

Resources: 🚀

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

As adults in the building, we...

underutilize day-to-day student data while we overemphasize standardized testing which leads to a focus on rote memorization and surface-level learning rather than deeper understanding and critical thinking. ✍️

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

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

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Theory of Action

What is your Theory of Action?

If we....

Create a regular cadence of reviewing data from Branching Minds to guide the planning and tiered supports for all students ✍️

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

Inclusive & Supportive Learning Environment

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....

the instruction for all students is driven by real time data. This includes implemented differentiated instruction strategies to meet the diverse learning needs of all students, including Tier 2 and Tier 3 academic and SEL supports. ✍️

which leads to...

a growth percentile above 55% for ELA and Math, for all students. ✍️

Return to Top | **Implementation Plan**

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍️

Admin/ILT/Teachers

Dates for Progress Monitoring Check Ins

| Q1 | 9/29/2023 | Q3 | 2/23/2024 |
| Q2 | 12/8/2023 | Q4 | 5/24/2024 |

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	Set goals for closing the achievement gap and provide differentiated academic and social-emotional opportunities/supports for all students	Teachers and Administration	Ongoing	In Progress
Action Step 1	Utilize Star 360 and iReady to identify existing achievement gaps, disparities and barriers to learning	Teachers and Administration	Ongoing	Not Started
Action Step 2	Involve the ILT to drive the implementation process	Teachers / Administration / ILT	Ongoing	Not Started
Action Step 3	Gather and analyze data	Teachers and Administration	Ongoing	Not Started
Action Step 4	Define clear and measurable goals	Teachers and Administration	Ongoing	Not Started
Action Step 5	Develop short term and long term targets to track progress	Teachers and Administration	Ongoing	Not Started
Implementation Milestone 2	100% of teachers will receive professional development on Branching Minds	Teachers and MTSS Lead	Ongoing	In Progress
Action Step 1	100% of teachers will learn how to enter and track/monitor student progress in Branching Minds	Teachers and MTSS Lead	August 21, 2023	Completed
Action Step 2	Along with Branching Minds, teachers will triangulate data to determine tier 2 and tier 3 supports	Teachers	Ongoing	In Progress
Action Step 3	Tier 2 and tier 3 supports will be progressed monitored in using Branching Minds	Teachers	Ongoing	In Progress
Action Step 4	Teachers will participate in 4 week data cycles	Teachers	Ongoing	In Progress
Action Step 5				Select Status
Implementation Milestone 3	By the end of the academic year, there will be a 10% reduction in incidents of disciplinary actions related to behavioral issues and a 10% increase in students reporting a positive sense of belonging and connectedness within the school community.	Teachers/Admin/MTSS leads	Ongoing	Not Started
Action Step 1	Data will be used from dashboard, as well as the Cutivate survey to progress monitor	ILT	Ongoing	Not Started
Action Step 2	The ILT will analyze the data and then lead an action plan in GLTS, to come up with a school-wide plan	ILT	Ongoing	Not Started
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 | Provide professional development and/or training for teachers on how to use student data to plan for equitable instruction. | ✍️ |

Inclusive & Supportive Learning Environment

SY26 Anticipated Milestones	Continue to strengthen our practices to provide equitable instruction during small groups. ✍️

Goal Setting

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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

Numerical Targets [Optional] ✍️

Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	SY24	SY25	SY26
Increase the Average Daily Attendance Rate.	Yes	Increase Average Daily Attendance	Overall	90.2	92	94	95
			Other (Kindergarten)	87.1	88	89	90
Decrease the number of students with Ds and Fs in core subjects	Yes	Grades	Overall	TBD	8	6	4
			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: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.	This will be monitored through IEP data with our case manager and data from ODLSS	Decrease the number of students in LRE 3	
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.	This will be monitored through Branching Minds	decrease the number of studnets receicing Tier III interventions	
Select a Practice			

SY24 Progress Monitoring

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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
Increase the Average Daily Attendance Rate.	Increase Average Daily Attendance	Overall	90.2	92	On Track	Select Status	Select Status	Select Status
		Other (Kindergarten)	87.1	88	Select Status	Select Status	Select Status	Select Status
Decrease the number of students	Grades	Overall	TBD	8	On Track	Select Status	Select Status	Select Status

with Ds and Fs in core subjects   Grades

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

Inclusive & Supportive Learning Environment

Select Group or Overall

		Select Status	Select Status	Select Status	Select Status

Practice Goals		**Progress Monitoring**			
Identified Practices	**SY24**	**Quarter 1**	**Quarter 2**	**Quarter 3**	**Quarter 4**
I&S: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.	This will be monitored through IEP data with our case manager and data from ODLSS	On Track	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.	This will be monitored through Branching Minds	On Track	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

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: 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.

Our academic priority areas for parent engagement and skills development are: 1) Parental involvement in promoting literacy and numeracy skills is vital. Parents can help develop reading habits, practice math skills, and engage in activities that reinforce these fundamental academic skills; 2) Given the increasing importance of digital skills, parents can be educated about online safety, responsible internet use, and basic digital literacy skills to help their children navigate the digital world effectively, and 3) Parent engagement in promoting social and emotional skills can positively impact a child's well-being and behavior. Parents can be educated about SEL strategies that they can integrate into their daily interactions.

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