

CIWP Team & Schedules

Resources 

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

[CIWP Team Guidance](#)

Name	Role	Email
Kimberly Young	Principal	Kaharper@cps.edu
Sharnta Alexander	AP	sarobinson2@cps.edu
Mariah House	Interventionist	mwhitker1@cps.edu
Leroy Haynes	Teacher Leader	lhaynes21@cps.edu
Simeko Washington	Culture and Climate Coordinator	swashington60@cps.edu
Shantel Smith	Partnerships & Engagement Lead	snsmith14@cps.edu
Jonale Harper	Postsecondary Lead	jmharper@cps.edu
Jeri Hayes	Parent	jerijeri319@yahoo.com
Nita Soni	Curriculum & Instruction Lead	nvsoni@cps.edu
Lauren Griffin	Performing Arts Lead	lggriffin@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	5/15/23	6/2/23
Reflection: Curriculum & Instruction (Instructional Core)	6/6/23	6/12/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/13/23	6/15/23
Reflection: Connectedness & Wellbeing	6/13/23	6/19/23
Reflection: Postsecondary Success	6/20/23	7/10/23
Reflection: Partnerships & Engagement	6/20/23	7/12/23
Priorities	6/27/23	7/20/23
Root Cause	6/27/23	7/20/23
Theory of Action	7/6/23	7/22/23
Implementation Plans	7/15/23	7/28/2023
Goals	7/24/23	7/30/23
Fund Compliance	8/1/23	8/4/23
Parent & Family Plan	8/7/23	8/31/23
Approval	8/3/23	9/7/23

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	October 20, 2023
Quarter 2	December 22, 2023
Quarter 3	March 23, 2024
Quarter 4	June 6, 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](#)

[Return to Top](#)

Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

No	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
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development Guide
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document

Curriculum materials for ELA, Math, & Social Studies were no longer identified as 'high-quality' though at grade level and standards-aligned. Curricular materials may not have been as culturally responsive or offered the rigors of current trends and practices where students acquire and develop knowledge, skills, and values associated with 21st-century competencies.

Using the I-Ready diagnostic for grades K-2, 98% of students grew in Reading, while 85% of students in grades 3-8 grew using the Star 360 diagnostic. In math, 94% of K-2 students showed growth in the I-Ready diagnostic, while 85% of 3rd- 5th grade students showed growth with the Star360 diagnostic.

However, IAR data suggests a need to shift curriculum and instruction, as 14% of students met Illinois benchmark expectations in ELA, while only 3% met benchmark expectations in math.

What is the feedback from your stakeholders?

Data from the N11 Rigor Walks suggested trends with MBC were aligned with school expectations and heightened student discourse during whole-class engagement. Culturally responsive work catering to the "whole child" was posted around the room and hallways. Students in the primary cluster had numerous access points to the curriculum. However, they suggested more substantial standard-task alignment with applications of more purposeful tasks that maintain the integrity of curricular-based questions to enhance rigor.

The results of the rigor walk paralleled the ILT's reflection of curriculum and instruction expertise as performing, based on the continuum of ILT effectiveness rubric regarding instructional focus. While students experienced grade-level standards, aligning instructional tasks to a more focused, balanced assessment was necessary. Task assessments were less high-quality, with lower DOK levels than teachers initially thought.

Through distributed leadership, the ILT surveyed and collected data from grade-level teachers to triangulate the three data points from stakeholders to address instructional implementation and improvement of curriculum.

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 implementation of the school-wide Skyline curriculum took effect after the Network Instructional Walk mid-year. Staff received Skyline materials and support from training. SPED teachers are struggling with providing an entry point for students who are so far below grade level using Skyline. However, some barriers include low comfort levels with the materials, and more specifically, SPED teachers need help to provide appropriate just-in-time scaffolding at a pace that honors students' needed accommodations and modifications. We have made schoolwide improvements, building a master schedule around SPED schedules to promote LRE and continual exposure to grade-level materials integration with appropriate resource minutes.

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

What student-centered problems have surfaced during this reflection?

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

Students need access to grade level standards based learning opportunities daily. The cultivate survey shows that our students desire a higher nature and quality of teacher feedback to improve their student work. Students reported the fear of making mistakes in class, implicating lower motivation for productive struggle with more rigorous tasks.

[Return to Top](#)

Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Yes	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
-----	--	---

Per the MTSS Integrity Memo, our staff established the Interventionist and MTSS Lead, who attended training and familiarize themselves with the Branching Mind platform.

The initial phase was completing the Root survey, which revealed gaps in our schoolwide MTSS practices. Staff members were confident in the overall MTSS infrastructure but may have needed to familiarize themselves with the process for requesting support for struggling students

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

Yes	<p>School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.</p> <p>MTSS Integrity Memo</p>	<p>(academically, more specifically, behaviorally, with SDQs). Planning and implementing interventions were problematic before the introduction of BrM.</p> <p>However, staff training and utilization of the curated menu of supports aligned to student needs increased teachers' implementation of interventions during small group instruction. They realized the BrM platform captured data collection and progress monitoring. DL teachers initially provided pushback but provided high-quality, well-documented student support and support targeted plans. The consistent data collection at the teacher level continues to be a lift and growth, but the systems and structures supporting them are solid.</p>	<p>ACCESS</p> <p>MTSS Academic Tier Movement</p> <p>Annual Evaluation of Compliance (ODLSS)</p>
Partially	<p>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.</p> <p>LRE Dashboard Page</p>	<p>What is the feedback from your stakeholders?</p> <p>100% of IEP evaluations were in compliance and completed on time. Because we are a cluster school, 57% of our DL students are in LRE 3 due to the severity of their disabilities, 15% in LRE 2, and 28% are in LRE 1. The social worker, clinician team, and DL teachers work collaboratively with parents ensuring equitable decisions are made to support the child in creating all IEPs.</p>	<p>Quality Indicators of Specially Designed Curriculum</p> <p>EL Program Review Tool</p>
Yes	<p>Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.</p> <p>IDEA Procedural Manual</p>		
Partially	<p>English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.</p> <p>EL Placement Recommendation Tool ES</p> <p>EL Placement Recommendation Tool HS</p>	<p>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?</p> <p>Improvements include continued support and resources for staff to enhance Tier 1 instruction using Skyline and integrating appropriate MTSS intervention plans and implementation for student success. Takeaways and feedback from stakeholders call our attention to the intentionality of developing inclusive and supportive learning environments, specifically for DL students. The goal is to increase the IAR performance level distribution in ELA above 7% and 3% in math, respectively, which were the approached benchmark expectations percentages for students in LRE 1 and LRE 2.</p>	
Yes	<p>There are language objectives (that demonstrate HOW students will use language) across the content.</p>		

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 lack executive functioning skills such as organization, agency, and self-advocacy to support academic responsibilities.

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

Using the associated references, is this practice consistently implemented?	References	Metrics
Partially	<p>BHT Key Component Assessment</p> <p>SEL Teaming Structure</p>	<p>% of Students receiving Tier 2/3 interventions meeting targets</p> <p>Reduction in OSS per 100</p> <p>Reduction in repeated disruptive behaviors (4-6 SCC)</p>
Partially	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>	<p>Access to OST</p> <p>Increase Average Daily Attendance</p> <p>Increased Attendance for Chronically Absent Students</p>

What are the takeaways after the review of metrics?

Our overall attendance was 92.4% for the SY23. We had a chronic absenteeism rate of 23%. Over half of the students displaying chronic absenteeism were K-3rd graders, typically more dependent on others for attendance. The average daily attendance decreased from October to December, paralleling CDC's "flu season."

Teachers attempted to facilitate connectedness during instruction by providing academic interventions in class. Overall, the Branching Mind platform data suggests that teachers delivered 90% of Tier 1 supports with fidelity. Tier 2 and Tier 3 percentages dropped as the student's academic needs intensified, with Tier 2 support delivered with fidelity at 89% and 82% for Tier 3 support delivery.

The CPS-OST data spoke to student connectedness and well-being as we offered thirteen programs (academic and interest-based) averaging an event attendance rate of 72.52% overall and 56.84% for district-identified priority group participation.

Over time, the misconducts reported decreased, with 66% of incidents identified as group 3 category, which are teacher/classroom-managed behaviors. Over 66% of the responses to infractions were restorative conversations. A restorative justice orientation to behavioral infractions exemplifies the BHT and SEL team's efforts to support connectedness and well-being. Lastly, the student's perception of their school experience expressed connectedness, identity, and well-being as they felt supported and welcomed in their classes. Areas for improvement are a growth mindset and academic risk-taking, which correlate directly to improved comfort in their classroom environments and building classroom community.

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.	<p>What is the feedback from your stakeholders?</p> <p>Students engaged in monthly culturally relevant and sensitive curated events. OST provided enrichment for students academically and socially. Our Family Focus partners used vendors to support the interests of students. Again, cultivate data speaks to students' feelings of connectedness, and their participation rate in OST supports the need for programming.</p>	<p>Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</p> <p>Cultivate (Belonging & Identity)</p> <p>Staff trained on alternatives to exclusionary discipline (School Level Data)</p>
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		<p>Enrichment Program Participation: Enrollment & Attendance</p> <p>Student Voice Infrastructure</p> <p>Reduction in number of students with dropout codes at EOY</p>
<p>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.</p>		<p>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?</p>	
<p>Students with the highest needs of support meaning students in need of moderate support are likely to not get it. Absences and Aspen entries keep rising for priority groups. We need to focus on core mindfulness, distress tolerance, emotional regulation, and interpersonal effectiveness which oftentimes affect their learning experience.</p>	<p>A new School Culture Coordinator position was created to elevate student voice and engage students in appropriate advocacy skills. The work also caters to building relational trust between students and staff to support an inclusive environment. Significant efforts include ensuring the LSC has a vocal student representative. The student rep will communicate with class presidents about school wide concerns. We will also develop a student voice committee to parallel the student council's work.</p>		

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

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>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).</p> <p>College and Career Competency Curriculum (C4)</p>	<p>100% completion rate for all ILP tasks (6th, 7th, 8th) in alignment with completion target dates, successful integration of Success Bound curriculum into Language Arts and Social Studies coursework. 100% of 8th-grade students graduated without having to attend summer school. 41.2% of 6th, 7th, & 8th grade students ended the school year off-track indicating that students could benefit from additional academic support in grade level instruction.</p>	<p>Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECCC</p> <p>3 - 8 On Track</p>
Yes	<p>Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).</p> <p>Individualized Learning Plans</p>		<p>Learn, Plan, Succeed</p> <p>% of KPIs Completed (12th Grade)</p>
Partially	<p>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).</p> <p>Work Based Learning Toolkit</p>	<p>What is the feedback from your stakeholders?</p> <p>We will continue to assess and communicate student progress and identify students who may need additional resources or intervention to succeed academically. Our school counselor has supported students in individualized learning plans, goal setting, college, career readiness through Naviance, and early intervention by adjusting the plans based on five-week interval KPI metrics (on/off-track). Students have to be responsive to the counselor. Cultivate and 5 Essentials data found our student's perception of the relevance of their current learning paths to their future was strong. Teacher feedback from the five essentials suggests parents' influences on decision-making in Foster Park are strong. Teachers perceive 61% trust with parents. Teachers reported parental involvement at school at 51%, which has historically been ranked lower.</p>	<p>9th and 10th Grade On Track</p> <p>Cultivate (Relevance to the Future)</p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
N/A	<p>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).</p>		
N/A	<p>Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).</p> <p>ECCE Certification List</p>		
	<p>There is an active Postsecondary Leadership Team (PLT)</p> <p>PLT Assessment Rubric</p>		

N/A	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).
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, 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?

Integrated Success Bound/SchoolLinks with core curriculum (Social Studies/Language Arts) utilizing Skyline curriculum. Students will understand the interconnectedness of their current on track data with their post secondary planning and pathways as it aligns with CPS LPS. Targeted data groups (off track, closing the gap and data groups) will receive targeted interventions quarterly

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

We must seek ways to motivate students around postsecondary success as representation matters. Students need to see more college and career-centered activities that pique and are relevant to their interests.

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	Spectrum of Inclusive Partnerships	We have a full-functioning LSC with a student representative member and PAC, and both meet regularly. The data suggests a perceived gap in understanding partnership from a school's perspective. As a school, we communicate with families through various mediums (the school website, social media, the school marquee, a monthly newsletter and calendar, Robocalls, the Remind App, and flyers). Our Robocall data suggests we need more updated contact information from families to get 100% accuracy in reaching intended targets.	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families
Partially	Reimagining With Community Toolkit	Students responded to the 5 Essentials survey with a 98.3% rate. Students reported they were satisfied with their level of involvement and felt comfortable and welcome. However, our school-level data reflects low family attendance for events like Family Literacy Night, STEM Night, parent-teacher conferences, and our annual open house. Conversely, parents have the highest attendance for events like the Grandparents Day celebration, student performances, chaperoning field trips, and sporting games. Navigating partnerships and engagement activities has been difficult post-COVID. However, we continue planning events outside of regular school hours to accommodate our families and encourage their support.	5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
Partially	Student Voice Infrastructure Rubric		Formal and informal family and community feedback received locally. (School Level Data)

What is the feedback from your stakeholders?

Please see above (data from 5E embedded in answer)

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?

Branching Minds has been a catalyst for improving and capturing the communication between the school and families. During each GLT, we capture parental interactions in the BrM platform, and the nature of the contact (as we want to eliminate only communicating with parents about negative student behavior). Teachers are also more visible, daily at AM entry and PM dismissal, although these are not opportune times to engage with parents. Whereas, the paraprofessional staff are available daily to speak to families and also to inform them of updates and upcoming events as we provide QR codes to various events. The culture shift for SY24 includes routine, positive messaging home with the intent of enhancing partnerships and engagement from 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.

We want to ensure our work is student-centered so students feel a sense of connectedness, especially for middle school

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

No	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Yes	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

Curriculum materials for ELA, Math, & Social Studies were no longer identified as 'high-quality' though at grade level and standards-aligned. Curricular materials may not have been as culturally responsive or offered the rigors of current trends and practices where students acquire and develop knowledge, skills, and values associated with 21st-century competencies.

Using the I-Ready diagnostic for grades K-2, 98% of students grew in Reading, while 85% of students in grades 3-8 grew using the Star 360 diagnostic. In math, 94% of K-2 students showed growth in the I-Ready diagnostic, while 85% of 3rd- 5th grade students showed growth with the Star360 diagnostic.

However, IAR data suggests a need to shift curriculum and instruction, as 14% of students met Illinois benchmark expectations in ELA, while only 3% met benchmark expectations in math.

What is the feedback from your stakeholders?

Data from the N11 Rigor Walks suggested trends with MBC were aligned with school expectations and heightened student discourse during whole-class engagement. Culturally responsive work catering to the "whole child" was posted around the room and hallways. Students in the primary cluster had numerous access points to the curriculum. However, they suggested more substantial standard-task alignment with applications of more purposeful tasks that maintain the integrity of curricular-based questions to enhance rigor.

The results of the rigor walk paralleled the ILT's reflection of curriculum and instruction expertise as performing, based on the continuum of ILT effectiveness rubric regarding instructional focus. While students experienced grade-level standards, aligning instructional tasks to a more focused, balanced assessment was necessary. Task assessments were less high-quality, with lower DOK levels than teachers initially thought.

Through distributed leadership, the ILT surveyed and collected data from grade-level teachers to triangulate the three data points from stakeholders to address instructional implementation and improvement of curriculum.

What student-centered problems have surfaced during this reflection?

Students need access to grade level standards based learning opportunities daily. The cultivate survey shows that our students desire a higher nature and quality of teacher feedback to improve their student work. Students reported the fear of making mistakes in class, implicating lower motivation for productive struggle with more rigorous tasks.

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

The implementation of the school-wide Skyline curriculum took effect after the Network Instructional Walk mid-year. Staff received Skyline materials and support from training. SPED teachers are struggling with providing an entry point for students who are so far below grade level using Skyline. However, some barriers include low comfort levels with the materials, and more specifically, SPED teachers need help to provide appropriate just-in-time scaffolding at a pace that honors students' needed accommodations and modifications. We have made schoolwide improvements, building a master schedule around SPED schedules to promote LRE and continual exposure to grade-level materials integration with appropriate resource minutes.

Return to Top Determine Priorities

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

Students... need to acquire risk taking skills that will allow them to engage in productive struggle.

Resources:

[Determine Priorities Protocol](#)



Indicators of a Quality CIWP: Determine Priorities

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

Return to Top Root Cause

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

As adults in the building, we... Need to fully implement high-quality curriculum across all subjects to strengthen Tier 1 instruction for all students

Resources:

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



Indicators of a Quality CIWP: Root Cause Analysis

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

Return to Top Theory of Action

What is your Theory of Action?

If we....
 If we implement a high quality curriculum (Skyline) across all subject areas, plan for daily rigorous tasks, allow for students to engage in productive struggle, and attend professional development

then we see....
 students participating in rigorous tasks and various engagement strategies through curriculum embedded protocols and routines.

which leads to...
 an increase of students being at or above grade level and meeting benchmark on summative assessments and increasing teachers' capacity to plan and implement high quality curriculum with fidelity.

Resources:

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

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

Resources:

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan
 ILT

Dates for Progress Monitoring Check Ins

Q1 **October 20, 2** Q3 **March 23, 202**
 Q2 **December 22** Q4 **June 6, 2024**

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Teacher preparation for the implementation for Skyline	Admin Team	August 21, 2023	Select Status
Action Step 1	Skyline adopted and materials requested	Dr. Young	July 2023	Select Status
Action Step 2	All teachers will earn all Skyline badges	All Teachers	October 19	Select Status
Action Step 3	Teachers will attend Skyline Summer PD	Dr. Young	July 31	Select Status
Action Step 4	Teachers will attend Skyline unit launches for each unit for Reading, Math, and Social Science along with other PD provided by the district	ILT Team	Unit End (continuous)	Select Status
Action Step 5	Daily check to ensure materials are available and copying needs	Ms. Soni and Ms. A. Smith	August 25th	Select Status
Implementation Milestone 2	Supporting Skyline Implementation in the Classroom	Admin/Instructional Coach	Ongoing	Select Status
Action Step 1	Provide internal professional development during Teacher Tune Ups	ILT Team	weekly	Select Status
Action Step 2	Planning support tailored for annotating the TFG (teachers receive individual coaching)	Administration Team/Instructional Coach	Weekly	Select Status
Action Step 3	Daily informal pop ins conducted and feedback given on Skyline usage and implementation,	Administration Team/Instructional Coach	Daily for the year	Select Status
Action Step 4	Annotated TFG submitted weekly (Thursday) for feedback and planning	Dr. Young, Mrs. Alexander, Ms. Soni	Weekly starting August 17	Select Status
Action Step 5				
Implementation Milestone 3	Progress Monitoring students achievement after each unit	ILT Team	On going	Select Status
Action Step 1	Analyze data and student performance using checkpoints	ILT Team	every 5 weeks	Select Status
Action Step 2	Teachers present assessment window data presentations for student achievement and progress monitor cycles	Teacher Teams	Assessment Windows (BOY, MOY, EOY)	Select Status
Action Step 3	Teachers will strengthen Tier 1 instruction by using assessment data including formative and summative assessment to make just in time adjustments	Teacher Teams	Quarterly	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Not Started

Action Step 2				Not Started
Action Step 3				Not Started
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Milestone 2 and Milestone 3 will be worked on throughout to ensure that all teachers and staff are able to plan effectively through the annotation of the TFG. The practice will be shared throughout the building for continuous improvement. Teachers will be paired with an ILT team member for additional support and the instructional coach will offer support throughout the process. Unit assessments, interim assessments, and checkpoints will be used prior to EOY assessments to assess teaching and learning for students. Data will be monitored and progressed through the process. Teachers will participate in BOY, MOY, and EOY data presentations presenting class data and instructional shifts. ILT will deep dive data through 5 week data cycles for whole school analysis.	
SY26 Anticipated Milestones	Teachers will become proficient in delivering grade level instruction through the use of Skyline curriculum.	

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

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

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
60% of all students grades -KDG-8th will be on benchmark on IREADY by EOY SY 26 in reading 50% of DL students grades KDG-8th will be on benchmark on IREADY by EOY SY 26 in reading	Yes	iReady (Reading)	Overall	20.66	30	45	60
			Students with an IEP	3.07	10	40	50
65% of all students grades -KDG-8th will be on benchmark on IREADY by EOY SY 26 in math 30% of DL students will be on benchmark on IREADY by EOY SY 26 in math	Yes	iReady (Math)	Overall	24.39	35	50	65
			Students with an IEP	0	15	25	30

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.	All teachers K-8th and content courses will have access and implement High Quality Curriculum (SKYLINE)	All teachers K-8th and content courses will provide daily teaching and learning with fidelity with continued coaching in planning and annotation of the TFG	All teachers K-8th and content courses will provide daily teaching and learning with fidelity with continued coaching in planning and annotation of the TFG with proficiency. Coaching will still be provided individual teachers based on need at the time.
C&I:2 Students experience grade-level, standards-aligned instruction.	Students will be provided with rigorous and grade level materials and tasks through High Quality Curriculum (SKYLINE)	Students will have access to high quality daily tasks and materials throughout the day. Students will receive more opportunities in more advanced classes including Algebra	Daily, students will have access to rigorous, high quality, grade level tasks, increasing student retainment. Students will continue to receive Algebra and additional methodical and advanced classes. As student data improve, additional scholars will now have access to engage in advanced classes.
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.	Teachers will use unit assessments for mastery of the unit taught, teachers will use checkpoints every 5 weeks for school wide interim progress monitoring. Students grades will be monitored weekly for feedback and progress towards on track. It will analyze school wide data upon interim assessments for school wide shifts and instructional strategies to share with all teachers.	School wide practices will be analyzed and monitored through balanced assessment plan (unit assessments, check points interim, and summative assessments) teachers will utilize student sandbox through I READY for weekly progress monitoring and to determine instructional needs and small groups for daily instruction.	School wide practices will continue to be analyzed and monitored through weekly, interim, and summative balanced assessment plans. Teachers and coaches will continue to utilize student sandbox through I READY to determine rigorous instructional needs and small groups for daily grade level instruction.

[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
60% of all students grades -KDG-8th will be on benchmark on IREADY by EOY SY 26 in reading 50% of DL students grades KDG-8th will be on benchmark on IREADY by EOY SY 26 in reading	iReady (Reading)	Overall	20.66	30	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	3.07	10	Select Status	Select Status	Select Status	Select Status
65% of all students grades -KDG-8th will be on benchmark on IREADY by EOY SY 26 in math 30% of DL students will be on benchmark on IREADY by EOY SY 26 in math	iReady (Math)	Overall	24.39	35	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	0	15	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.	All teachers K-8th and content courses will have access and implement High Quality Curriculum (SKYLINE)	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Students will be provided with rigorous and grade level materials and tasks through High Quality Curriculum (SKYLINE)	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.	Teachers will use unit assessments for mastery of the unit taught, teachers will use checkpoints every 5 weeks for school wide interim progress monitoring. Students grades will be monitored weekly for feedback and progress towards on track. It will analyze school wide data upon interim assessments for school wide shifts and instructional strategies to share with all teachers.	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

Per the MTSS Integrity Memo, our staff established the Interventionist and MTSS Lead, who attended training and familiarize themselves with the Branching Mind platform.

The initial phase was completing the Root survey, which revealed gaps in our schoolwide MTSS practices. Staff members were confident in the overall MTSS infrastructure but may have needed to familiarize themselves with the process for requesting support for struggling students (academically, more specifically, behaviorally, with SDQs). Planning and implementing interventions were problematic before the introduction of BrM.

However, staff training and utilization of the curated menu of supports aligned to student needs increased teachers' implementation of interventions during small group instruction. They realized the BrM platform captured data collection and progress monitoring. DL teachers initially provided pushback but provided high-quality, well-documented student support and support targeted plans. The consistent data collection at the teacher level continues to be a lift and growth, but the systems and structures supporting them are solid.

What is the feedback from your stakeholders?

100% of IEP evaluations were in compliance and completed on time. Because we are a cluster school, 57% of our DL students are in LRE 3 due to the severity of their disabilities, 15% in LRE 2, and 28% are in LRE 1. The social worker, clinician team, and DL teachers work collaboratively with parents ensuring equitable decisions are made to support the child in creating all IEPs.

What student-centered problems have surfaced during this reflection?

Students lack executive functioning skills such as organization, agency, and self-advocacy to support academic responsibilities.

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?

Improvements include continued support and resources for staff to enhance Tier 1 instruction using Skyline and integrating appropriate MTSS intervention plans and implementation for student success. Takeaways and feedback from stakeholders call our attention to the intentionality of developing inclusive and supportive learning environments, specifically for DL students. The goal is to increase the IAR performance level distribution in ELA above 7% and 3% in math, respectively, which were the approached benchmark expectations percentages for students in LRE 1 and LRE 2.

Return to Top Determine Priorities

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

Students... who are struggling behaviorally, academically, and with poor attendance will receive explicit, tiered interventions to support them as they acclimate to school culture and climate norms.



[Determine Priorities Protocol](#)

Resources:

Indicators of a Quality CIWP: Determine Priorities

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

Return to Top Root Cause

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

As adults in the building, we... will be intentionally self-reflective of our classroom and professional practices affecting students (fluid academic and social) identities, (student-teacher) relationships, and (peer-peer) community by revisiting student data via cultivate survey, 5 essentials survey in alignment with student grade metrics, behavior logs, and attendance data during 5 week intervals.



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

Resources:

Indicators of a Quality CIWP: Root Cause Analysis

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

Return to Top Theory of Action

What is your Theory of Action?

If we... create school wide tiered systems that identify student needs based on support in academics (reading and math), attendance and behavior support, we can organize and group them to provide universally targeted interventions



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

Resources:

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

Inclusive & Supportive Learning Environment

then we see....

accountability of teachers, staff, partners, and leads (i.e. curriculum, interventionists, counselor, culture coordinator, and an effective ILT) who collaborate and cater to the needs of student groups, implements targeted strategies with fidelity, progress monitors, and analyzes the effectiveness of programming and activities



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

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

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

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

which leads to...

a universal menu of interventions potentially leading to a decreased number in major behavior infractions and attendance, an enhanced school experience with wraparound services, increased academics, potentially increasing the number of students performing independent on grade-level material in both math and reading, and improved sense of belongingness and connection to the school.



[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

Culture Team

Dates for Progress Monitoring Check Ins

Q1 [October 20, 2023](#) Q3 [March 23, 2024](#)
Q2 [December 22, 2023](#) Q4 [June 6, 2024](#)

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Targeted academic and Performing & Fine Arts alignment opportunities	Assistant Principal , Instructional Coach, Fine & Performing Arts Team, and Family Focus Partner	Iterative beginning Week 0	Select Status
Action Step 1	Prior to SY 24 beginning, Identify students who placed in Tier 3 academics based on EOY diagnostics. Identify Tier 3, non-DL students who regularly participate in after-school (athletics, affinity groups, and Family Focus enrichment programs)	Assistant Principal , Instructional Coach & Family Focus Partner	8/4/2023	Select Status
Action Step 2	Analyze EOY data and student grades to create learning goals in reading or math and add an academic requirement to after school programs (requiring participants to spend at least 1 hour per week in 'study hall' after school targeting their high needs areas. Offer a menu of targeted performing arts opportunities for students during their specials. Interest-based arts can be included in afterschool planning.	Instructional Coach, Culture Coordinator, Fine & Performing Arts Team, and Family Focus Partner	8/11/2023	Select Status
Action Step 3	Create plan, distribute to Family Focus coordinator and staff to ensure collaboration aligning after school efforts to student data. Also increase the variety of fine and performing arts opportunities during/after school.	Instructional Coach, Culture Coordinator, Fine & Performing Arts Team, and Family Focus Partner	8/18/2023	Select Status
Action Step 4	Progress monitor (are students making improvements?)	Dr. Washington & Soni	iterative	Select Status
Action Step 5	Reassess and rework the plan until successful	Dr. Washington & Soni	iterative	Select Status
Implementation Milestone 2	Targeted behavioral interventions	Culture Team Collaboration with BHT	On-Going	Select Status
Action Step 1	Prior to SY 24 beginning, Identify students who placed in Tiers 2 behavioral interventions. Because adequate SEL/behavioral data was not maintained, we will check Aspen data, BrM SEL logs, and comprise a list based on teaches referrals for BOY check-ins for students.	BHT & Culture Team	8/7/2023	Select Status
Action Step 2	We will enlist paraprofessional staff, athletic coaches, and IT members on the culture team to provide weekly check-ins for 3-week intervals with this population prior to behavioral issues escalating	Culture Team	8/16/2023	Select Status
Action Step 3	This population will provide feedback about their school experience that will ground our BOY Town Hall meeting with students to provide student voice on equity concerns operating in the school.	BHT & Culture Team	8/21/2023	Select Status
Action Step 4	Students will graduate from check-ins as minimal to no behavior infractions occur.	Culture Team	On-going	Select Status
Action Step 5	Every 4th week, we will progress monitor and reassess to rework behavioral plans for students to be added to the group or more extensive plans for students with escalating behavioral needs. SELF	BHT & Culture Team	on-going	Select Status

Implementation Milestone 3	MTSS Team meets FOUNDATIONAL components for Supplemental Intervention: Progress Monitoring on MTSS Continuum	Interventionist	On- going	Select Status
Action Step 1	Provide PD on progress monitoring interventions in BMs	MTSS Team	October 26th, 2023	Select Status
Action Step 2	Lead GLTs on progress monitoring CBMs aligned to student skill deficits	MTSS Team, respectively for grade levels	November 8th, 2023	Select Status
Action Step 3	Observe progress monitoring for CBMs and highlight teacher use aligned to student skill deficits	MTSS Team, respectively for grade levels	2/9/2024	Select Status
Action Step 4	GLTs review BMs data monthly	MTSS Team, respectively for grade levels	Monthly, beginning October 4th	Select Status
Action Step 5	BMs data is widely shared in weekly staff newsletter	Interventionist	Weekly, Sundays to P	Select Status
Implementation Milestone 4	Cultivating Relational Trust Mini PD sessions with teachers	Assistant Principal, Instructional Coach, Interventionist, & Culture Coordinator	On-going	Select Status
Action Step 1	Identify teams, members and the menu of interventions offered per team to teachers to support student needs	Assistant Principal, Instructional Coach, Interventionist, & Culture Coordinator	8/14/2023	Select Status
Action Step 2	Offer mini PADs on a healing center supports & SEL for teachers	Soni & Dr. Washington	On-Going	Select Status
Action Step 3	Use teacher referral data to target and modify professional practices that may conflict with student identity, relationship, and community	Assistant Principal, Instructional Coach, Interventionist, & Culture Coordinator	On-Going	Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Engage in components of high quality, well-documented student support and support plans: -100% of academic & behavioral interventions are within the CPS curated list -100% of academic and behavioral interventions are documented and monitored within the Branching Minds Platform -100% of students receiving intervention services from the interventionist, tier 2 support from BHT, and After School participants will show EOY academic growth - 60% of student support plans and supports implemented with fidelity -MTSS team and 60% of teachers regularly progress monitor and implement actions in BMs, using multiple data points	
SY26 Anticipated Milestones	Engage in components of high quality, well-documented student support and support plans: -100% of academic & behavioral interventions are within the CPS curated list -100% of academic and behavioral interventions are documented and monitored within the Branching Minds Platform -100% of students receiving intervention services from the interventionist, tier 2 support from BHT, and After School participants will show EOY academic growth - 60% of student support plans and supports implemented with fidelity -MTSS team and 60% of teachers regularly progress monitor and implement actions in BMs, using multiple data points	

Return to Top **Goal Setting**

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

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Increase the number of students in grades 3rd - 8th in reading at above grade level from BOY to EOY	Yes	iReady (Reading)	African American	28	35	40	45
			LRE 1	2	7	10	15
Increase the percent of students receiving Tier 2/3 interventions who are meeting targets to 85%.	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall	30	40	50	55
			Other [Students Receiving Tier 2/3 Interventions]	30	40	50	55

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	All teacher and the interventionist are creating and implementing interventions in Branching Minds.	Most teachers are utilizing Skyline instructional materials to implement and adjust instruction, including differentiating based on student needs.	All teachers are utilizing Skyline instructional materials to implement and adjust instruction, including differentiating based on student needs.
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	The MTSS Team will meet monthly to ensure implementation, analyze data to determine level of intervention needed, determine strategies to implement, analyze student response/progress and next steps and review referrals made by teachers to reduce the number of students that are 2 grade below by by 10% at EOY for grades K-8.	The MTSS Leadership Team rates as "Developed" or higher in most components as measured by the MTSS Continuum.	The MTSS Leadership Team rates as "Operational" in most components as measured by the MTSS Continuum.
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	Highly qualified diverse learner teachers deliver quality instruction based on student needs. Diverse lea	MTSS teams and some teachers are progress monitoring interventions using multiple types of data.	MTSS team and all teachers are interpreting data, progress monitoring, and adjusting instruction based on interventions and multiple types of data.

[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
Increase the number of students in grades 3rd - 8th in reading at above grade level from BOY to EOY	iReady (Reading)	African American	28	35	Select Status	Select Status	Select Status	Select Status
		LRE 1	2	7	Select Status	Select Status	Select Status	Select Status
Increase the percent of students receiving Tier 2/3 interventions who are meeting targets to 85%.	% of Students receiving Tier 2/3 interventions meeting targets	Overall	30	40	Select Status	Select Status	Select Status	Select Status
		Other [Students Receiving Tier 2/3 Interventions]	30	40	Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	All teacher and the interventionist are creating and implementing interventions in Branching Minds.	Select Status	Select Status	Select Status	Select Status
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	The MTSS Team will meet monthly to ensure implementation, analyze data to determine level of intervention needed, determine strategies to implement, analyze student response/progress and next steps and review referrals made by teachers to reduce the number of students that are 2 grade below by by 10% at EOY for grades K-8.	Select Status	Select Status	Select Status	Select Status
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	Highly qualified diverse learner teachers deliver quality instruction based on student needs. Diverse lea	Select Status	Select Status	Select Status	Select Status

Parent and Family Plan

If Checked:



Our school is a Title I school operating a Schoolwide Program

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

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

If Checked:



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

No action needed

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

SCHOOL & FAMILY COMPACT

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

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

Academic Priority-Curriculum and Instruction: Parents will receive unit overviews in all content areas. Parents will know what unit of study students will be undergoing. Parent partnerships have been and will continue to be developed through Family Focus and Knights Consulting. Monthly parent workshops will be provided through Family Focus and Knights Consultants on areas to create the school to home connection and offering trainings to support the understanding of how to support students in school. Monthly there will be different topics offered around the priorities, curriculum and instruction and inclusiveness and supportive environment. Parents will be partners in the school with direction access to technology, communication (Parent Portal, Remind), LSC, and PAC meetings.



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