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 ✍
Charnette House	Principal	cmmarshall@cps.edu
Michelle Henderson	Curriculum & Instruction Lead	mlhenderson2@cps.edu
Taniko Miller Davis	Curriculum & Instruction Lead	tsmiller1@cps.edu
Ima Brown	Postsecondary Lead	ibrown@cps.edu
Jayne Storr	Inclusive & Supportive Learning Lead	jmstorr@cps.edu
Kelly Farrell	Teacher Leader	kariodan@cps.edu
John Smith	Teacher Leader	jhsmith1@cps.edu
Yolanda Porter	Teacher Leader	yporter@cps.edu
	Select Role	
	Select Role	
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	7/10/23	7/11/23
Reflection: Curriculum & Instruction (Instructional Core)	7/14/23	7/14/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/14/23	7/14/23
Reflection: Connectedness & Wellbeing	7/14/23	7/14/23
Reflection: Postsecondary Success	7/14/23	7/14/23
Reflection: Partnerships & Engagement	7/14/23	7/14/23
Priorities	7/17/23	7/28/23
Root Cause	7/17/23	7/28/23
Theory of Acton	7/17/23	7/28/23
Implementation Plans	7/31/23	8/4/23
Goals	8/14/23	8/18/23
Fund Compliance	8/18/23	9/1/23
Parent & Family Plan	8/18/23	9/1/23
Approval	9/4/23	9/15/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates ✍️

Quarter 1	10/13/2023
Quarter 2	12/14/2023
Quarter 3	03/15/2023
Quarter 4	5/23/2023

Jump to...   Curriculum & Instruction   Inclusive & Supportive Learning   Connectedness & Wellbeing   Postsecondary   Partnerships & Engagement

Indicators of a Quality CIWP: Reflection on Foundations

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

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

Stakeholders are consulted for the Reflection of Foundations.

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

Resources 🚀

Reflection on Foundations Protocol

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	Math K-2 growth was at 37%. We have 68% of students one or two grade levels below. Kdg has 33% one grade level below. 1st grade has 88% of students one or two grade levels below. 2nd grade has 84% of students one or two grade levels below. Star Math showed an overall decline in the number of students at or above benchmark level. It also showed an increase in the number of students in the Urgent Intervention level. 4 out of 6 classrooms had an increase in the number of students in Urgent Intervention. 3 out of 6 classrooms had a decrease in the number of students at or above benchmark level. In grades 3-5, there were 17% of students in Urgent intervention (low achievement/low growth); 10% of students in Intervention (low achievement/low growth); 2% of students in On Watch (low achievement/low growth); 8% of students At/Above Benchmark (high achievement/low growth); 1% of students in Urgent Intervention (low achievement/high growth); 3% of students in Intervention (low achievement/high growth); 5% of students in On Watch (low achievement/high growth); 13% of students At/Above Benchmark (high achievement/high growth). In grades 6-8, there were 25% of students in Urgent intervention (low achievement/low growth); 11% of students in Intervention (low achievement/low growth); 6% of students in On Watch (low achievement/low growth); 6% of students At/Above Benchmark (high achievement/low growth); 8% of students in Urgent Intervention (low achievement/high growth); 14% of students in Intervention (low achievement/high growth); 7% of students in On Watch (low achievement/high growth); 15% of students At/Above Benchmark (high achievement/high growth). "	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading) STAR (Math)
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric; Teacher Team Learning Cycle Protocols; Quality Indicators Of Specially Designed Instruction		
	Schools and classrooms are focused on the Inner Core	Powerful Practices Rubric		

What is the feedback from your stakeholders?

Partially	(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.	[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](#)
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	[Assessment for Learning Reference Document](#)

"Teachers lack confidence in the content and the ask of the standards. Instruction is often disrupted by off task, repetitive misbehaviors. ✏️

Students are not often engaged by content, level of rigor, or delivery methods. Learning styles and connectedness to the content is lacking.

Parents want to trust that the teachers have the knowledge base, training, and resources that are needed to ensure student success. "

[iReady (Reading)](#)

[iReady (Math)](#)

[Cultivate](#)

[Grades](#)

[ACCESS](#)

[TS Gold](#)

[Interim Assessment Data](#)

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) Streamlined ELA Curriculum and Instruction 2) Streamlined SEL programming 3) Providing full time interventionist and coach to support students and teachers 4) Utilize Tutor Corps to maximize student support. 5) Newly adopted partnership with Leading Educators 6) Newly adopted flex schedule for protected school pd to promote instructional alignment and collective efficacy. ✏️

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

1) Setting clear instructional goals 2) Logical sequence of knowledge and skills 3)Strong grade level, standards-aligned instruction 3) Teaching clear classroom management routines and procedures 4) Utilization of SEL programming as a proactive practice 5)Utilizing balanced assessments, daily checks for understanding 6) cultural and relatable materials to engage the learner ✏️

[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
Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey	Students identified as diverse learners and/ or requiring Tier 2 or Tier 3 support may not have continuous access to grade-level texts, tasks, and materials on a consistent basis. Additional support is needed as teachers modify grade-level standards to ensure these learners have equitable access to high-quality instruction, grade-level instruction level and opportunities for re-engagement. ✍	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS) Quality Indicators of Specially Designed Curriculum EL Program Review Tool
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo		
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page	**What is the feedback from your stakeholders?**	
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual	Diverse learners feel isolated and not included. Teachers are working to establish an academic culture where all students receive grade-level instruction with appropriate accommodations and modifications. We are working to follow an inclusion model to support diverse learners. ✍	
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?**	
No	There are language objectives (that demonstrate HOW students will use language) across the content.		We are working to establish more inclusive practices for diverse learners. We are working to provide professional development for teachers around trauma-informed instructions, teaching students who live in urban settings with high exposure to violence. ✍	

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.

ALL students do not feel supported individually, intellectually, or academically. Some students lack a s sense of belonging in their classrooms with instruction that neglects their personal experiences and interests. ✍️

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	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	_____% of students receiving tier 2/3 interventions meeting target. SY22-23 daily attendance was 89.9%, and the new goal for SY23-24 is 90.6% with an HCA goal of 95% for SY23-24. Higgins has an established MTSS, and BHT and is newly establishing a culture and climate team. The teams meet on a weekly basis. Partnerships with CIS are new to SY23-24 and will continue to support student connectedness and well-being within the school environment. Both male and female mentoring groups will be active along with the Professional Theater Dance Youth Academy encouraging and building on student connectedness and well-being within the school environment. ✍️	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			

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

What is the feedback from your stakeholders?

To create and offer hands on engaging lessons both in school and during OST to support and encourage academic growth, with programs that align with the students daily learning while in class. To increase the personal connection between students and staff, allowing for students to feel safe and connected to at least one safe person in the school building, allowing students a more productive support system. To create a more conducive learning environment that encourages academic struggle allowing for student growth, opening a space for open discussions amongst students and connect all learning to real life experiences. ✍️

Reconnected by 20th Day, Reconnected after 8 out of 10 days absent

Cultivate (Belonging & Identity)

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

Enrichment Program Participation: Enrollment & Attendance

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.

According to student surveys students are not engaged during instruction. ✍️

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?

Efforts include an increased adult/admins/support staff presence in the classroom during instruction time to support the positive connections within the learning environment. An increase in staff/admin/support in areas such as recess, hallways and communal areas to increase the connectedness and overall well being of students through creating meaningful relationships and safe spaces. By providing the resources that families need through partnerships such as Cradles to Crayons, CIS, CRED and City of Chicago to help remove barriers and provide the support both students and families need inside and outside of the school building. ✍️

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Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)		References	What are the takeaways after the review of metrics?	Metrics
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)	College and Career Competency Curriculum instruction is provided weekly through Advisory for grades 6th-8th and 3rd-5th. The pacing of the Success Bound Curriculum is divided into 4 to 5 units per grade level. Within each unit, there are 4-6 lessons. This is being implemented. Students receive support for postsecondary Individualized Learning Plans through Advisory Class once a week for one hour. Higgins will develop an annual plan for implementation. ✍️	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track
Partially	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
No	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit	**What is the feedback from your stakeholders?** Work-Based Learning activities are planned in the areas of Career Day, Guest Speaker, and Interview. For the 2023 school year , students participated in the Algebra Access Hub for the 1st time. Students will participate in the program for the 2024 school year. Students earned a credit in Algebra for high school. A partnership has been developed with Leo High School for high school selection. ✍️	9th and 10th Grade On Track 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
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?

Planning will be done to expose our students to Career Day at ✍️ least twice a year, having guest speakers speak to our students quarterly, schedule a shadow day for a high school tour, college tour, and /work visit tour. Students will gain knowledge and true hands-on experiences of post-secondary work-based experiences for future career choice decision-making.

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

Students have limited opportunities for exposure to College and Career Readiness ✍️ events/activities.

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	We proactively seek and partner with various community ✍️ partners such as CIS, Beverly Arts Center, Metropolitan family services, CRED, City of Chicago to increase positive relationships with families, students and the community surrounding the school. The school has a well-established PAC (Parent Advisory Committee), LSC (local school council) where student and parent voice are leveraged to contribute to the schools overarching goals. The school proactively provides the resources and time to establish a school student council as well as an HBC to allow students the opportunities to contribute to the school connectedness and engagement. The school regularly partners with resourceful non-profit organizations such as Cradles to Crayons to remove every day barriers that families may face so that we can better allow students and parents to actively engage in the learning environment of the	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment
		Reimagining With Community Toolkit		

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

actively engage in the learning environment of the school.

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

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

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

What is the feedback from your stakeholders?

Students want more engaging hands on activities to help improve the learning and growth of students academically. The overall rating of student academic engagement decreased with areas of looking forward to class decreasing. ✍️

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 in the community are not exposed to instructional connection opportunities and/or culminating activities that bring their learning experiences to life. ✍️

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

To build a strong partnership with our newest partner Communities in schools to increase programs and exposure to more engaging experiences both academically and socially emotionally for our students and parents. ✍️

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

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
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?

Math K-2 growth was at 37%. We have 68% of students one or two grade levels below. Kdg has 33% one grade level below. 1st grade has 88% of students one or two grade levels below. 2nd grade has 84% of students one or two grade levels below. Star Math showed an overall decline in the number of students at or above benchmark level. It also showed an increase in the number of students in the Urgent Intervention level. 4 out of 6 classrooms had an increase in the number of students in Urgent Intervention. 3 out of 6 classrooms had a decrease in the number of students at or above benchmark level. In grades 3-5, there were 17% of students in Urgent intervention (low achievement/low growth); 10% of students in Intervention (low achievement/low growth); 2% of students in On Watch (low achievement/low growth); 8% of students At/Above Benchmark (high achievement/low growth); 1% of students in Urgent Intervention (low achievement/high growth); 3% of students in Intervention (low achievement/high growth); 5% of students in On Watch (low achievement/high growth); 13% of students At/Above Benchmark (high achievement/high growth). In grades 6-8, there were 25% of students in Urgent intervention (low achievement/low growth); 11% of students in Intervention (low achievement/low growth); 6% of students in On Watch (low achievement/low growth); 6% of students At/Above Benchmark (high achievement/low growth); 8% of students in Urgent Intervention (low achievement/high growth); 14% of students in Intervention (low achievement/high growth); 7% of students in On Watch (low achievement/high growth); 15% of students At/Above Benchmark (high achievement/high growth).
"

What is the feedback from your stakeholders?

"Teachers lack confidence in the content and the ask of the standards. Instruction is often disrupted by off task, repetitive misbehaviors.

Students are not often engaged by content, level of rigor, or delivery methods. Learning styles and connectedness to the content is lacking.
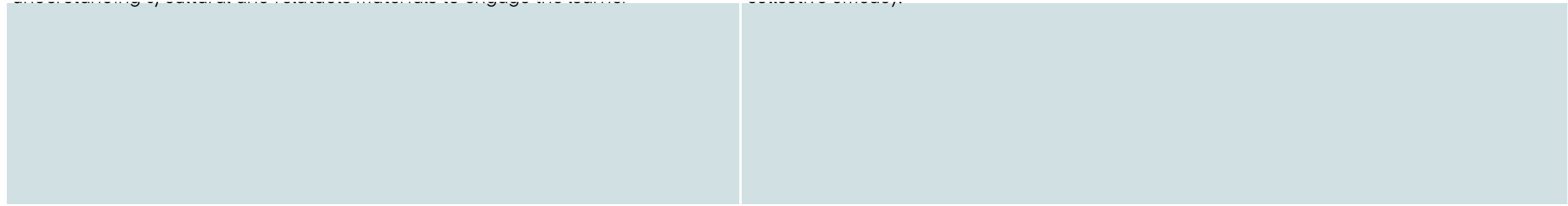
Parents want to trust that the teachers have the knowledge base, training, and resources that are needed to ensure student success. "

What student-centered problems have surfaced during this reflection?

1) Setting clear instructional goals 2) Logical sequence of knowledge and skills 3)Strong grade level, standards-aligned instruction 3) Teaching clear classroom management routines and procedures 4) Utilization of SEL programming as a proactive practice 5)Utilizing balanced assessments, daily checks for understanding 6) cultural and relatable materials to engage the learner

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?

1) Streamlined ELA Curriculum and Instruction 2) Streamlined SEL programming 3) Providing full time interventionist and coach to support students and teachers 4) Utilize Tutor Corps to maximize student support. 5) Newly adopted partnership with Leading Educators 6) Newly adopted flex schedule for protected school pd to promote instructional alignment and collective efficacy.

understanding of cultural and relatable materials to engage the learner.   collective officacy).

Determine Priorities

Resources: 🚀

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

Determine Priorities Protocol

Students...

Our goal is to ensure students are receiving high-quality tier-1 instruction. We plan to ensure the breath of all grade-level standards is addressed within the grade level. We will ensure that teachers are able to align assessments with the ask of the standards and differentiate instruction for timely support. We will ensure that students receive second chance opportunities to master standards. ✍️

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

Resources: 🚀

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

5 Why's Root Cause Protocol

As adults in the building, we...

focused on addressing learning loss and ensuring students receive instruction on standards missed in previous years. We are learning the importance of addressing grade-level standards and providing interventions using small-group instruction to address learning lost and unfinished learning. ✍️

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

What is your Theory of Action?

If we....   Resources: 🚀

engage in ongoing professional development focused on learning cycles that include coaching support, protected practice time, reflection opportunities, data-driven best practices and feedback for growth ✍️

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

then we see....

teachers providing texts, tasks, and instructional material aligned to appropriate grade level standards, consistent implementation of the ELA/ Math curriculum with fidelity, instructional coaches providing timely support to assist teachers with planning high-quality lessons at high taxonomy levels, aligned to standards while promoting agency and engagement. ✍️

which leads to...

students engaging in high-quality tasks that allow the productive struggle to increase the number of students with academic growth from 34% to 63% (Primary Reading), from 37% to 65%(Primary Math), from 38% to 63% (Upper Reading) and 37% to 61% (Upper Math) on iREADY and Star 360 growth markers, over 2 years. ✍️

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/ Leading Educators (Partnership)/ Admin

Dates for Progress Monitoring Check Ins

Q1	10/13/2023	Q3	03/15/2023
Q2	12/14/2023	Q4	5/23/2023

SY24 Implementation Milestones & Action Steps ✍️	**Who** ✍️	**By When** ✍️	**Progress Monitoring**
Implementation Milestone 1 — By EOY of SY 24 teachers will implement ELA and Math curriculums with fidelity to address all grade-level standards.	LE/ Coaches/ Admin	Q1	In Progress

Action Step 1	Provide professional development aligned with implementing curricular resources with fidelity.	LE/ Coaches/ Admin	Q1	In Progress
Action Step 2	Strategically scaffolding curricula to enable learners to access and excel in rigorous, grade level content.	LE/ Coaches/ Admin	Q1	In Progress
Action Step 3	Develop and/or ensure pacing guides align with the completion of all grade-level standards.	LE/ Coaches/ Admin	Q1	In Progress
Action Step 4	Unpacking the ask of the standards	LE/ Coaches/ Admin	Q1	In Progress
Action Step 5	Conduct Rigor Walks, collect data, provide feedback	LE/ Coaches/ Admin	Q1	In Progress
Implementation Milestone 2	By EOY of SY24 teachers will accurately unpack standards to develop student-centered learning objectives.	LE/ Coaches/ Admin	Q1 and Q2	In Progress
Action Step 1	Ensure teachers are able to determine action items required to address the breadth of a standard.	LE/ Coaches/ Admin	Q1 and Q2	In Progress
Action Step 2	Teachers will calibrate with grade-level teams around the standard and objective alignment.	LE/ Coaches/ Admin	Q1 and Q2	In Progress
Action Step 3	Ensure students effectively utilize a high-quality curriculum that uses rigorous, complex, and rich tasks to students.	LE/ Coaches/ Admin	Q1 and Q2	Completed
Action Step 4	Teacher will engage in a professional read. Building Thinking Classrooms.	LE/ Coaches/ Admin	Q1 and Q2	Not Started
Action Step 5	Instructional strategies will be shared weekly via the Staff Newsletter	LE/ Coaches/ Admin	Q1 and Q2	In Progress
Implementation Milestone 3	All teachers effectively implement core curriculum and create learning experiences that promote agency and allow students opportunities to focus on the process over the product.	LE/ Coaches/ Admin	Q2	Not Started
Action Step 1	All teacher attend ongoing professional development offered through bi-monthly flex scheduling and bi-weekly teacher team meetings.	LE/ Coaches/ Admin	Q2	In Progress
Action Step 2	Instructional coaches and admin monitor and provide feedback on teacher lesson plans .	LE/ Coaches/ Admin	Q2	Not Started
Action Step 3	Conduct rigor walks to ensure lesson plans are implemented and create opportunities for students to engage in student-to-student discourse.	LE/ Coaches/ Admin	Q2	Not Started
Action Step 4	Tier teachers to provide intensive support as needed.	LE/ Coaches/ Admin	Q2	In Progress
Action Step 5	ILT will review data from rigor walks and progress monitor and create action items.	LE/ Coaches/ Admin	Q2	In Progress
Implementation Milestone 4	All teachers will ensure the ask of the task is designed to promote student-to-student discourse.	LE/ Coaches/ Admin	Q3	In Progress
Action Step 1	All teacher attend ongoing professional development offered through bi-monthly flex scheduling and bi-weekly teacher team meetings.	LE/ Coaches/ Admin	Q3	Not Started

Action Step 2	Conduct rigor walks to ensure lesson plans are implemented and create opportunities for students to engage in student-to-student discourse.	LE/ Coaches/ Admin	Q3	Not Started
Action Step 3	Conduct Rigor Walks, collect data, provide feedback	LE/ Coaches/ Admin	Q3	Not Started
Action Step 4	Teachers will model lesson execution to provide feedback for growth to peers.	LE/ Coaches/ Admin	Q3	Not Started
Action Step 5	ILT will review data from rigor walks and progress monitor and create action items.	LE/ Coaches/ Admin	Q3	Not Started

SY25-SY26 Implementation Milestones

| SY25 Anticipated Milestones | In SY25, Teachers will move toward more differentiated instructional practices. Offer students options to choose from a variety of task that meet the same objective. Provide multiple texts , (video, audio, pictures, pod casts etc) and types of learning materials. Utilize a variety of student assessments both formative and summative. Teach to include multiple forms of intelligence. | ✍️ |
| SY26 Anticipated Milestones | In SY26, Teachers will implement instructional learning opportunities that include an arts integration. Each teacher will plan one unit with the art teacher | ✍️ |

Goal Setting

Return to Top

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

IL-EMPOWER Goal Requirements

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

Performance Goals

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

By EOY SY24, there will be a 20% increase in the number of students meeting/exceeding standards on Star360 ELA for grades 3-8 (ELA)	No	IAR (English)	Overall	34%	44%	54%	63%
			Select Group or Overall				
By EOY SY24, there will be a 20% increase in the number of students meeting/exceeding standards on Star 360 ELA for grades 3-8 (Math)	No	IAR (Math)	Overall	37%	45%	57%	65%
			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:2 Students experience grade-level, standards-aligned instruction.	BY EOY SY24, teachers will be proficient at providing texts, tasks and materials aligned to appropriate grade-level standards. ILT Team, Leading Educator, and Admin will provide professional development, coaching support and classroom observations to ensure the curriculum is implemented with fidelity and all students have access to grade-level instruction.	By EOY of SY25, teacher will effectively provide instruction that promotes student agency and ownership of learning, which includes high-level student-to-student discourse.	n/a
Select a Practice			
Select a Practice			

SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
By EOY SY24, there will be a 20% increase in the number of students meeting/exceeding standards on Star360 ELA for grades 3-8 (ELA)	IAR (English)	Overall	34%	44%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
By EOY SY24, there will be a 20% increase in the number of students meeting/exceeding standards on Star 360 ELA for grades 3-8 (Math)	IAR (Math)	Overall	37%	45%	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:2 Students experience grade-level, standards-aligned instruction.	BY EOY SY24, teachers will be proficient at providing texts, tasks and materials aligned to appropriate grade-level standards. ILT Team, Leading Educator, and Admin will provide professional development, coaching support and classroom observations to ensure the curriculum is implemented with fidelity and all students have access to grade-level instruction.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

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

Partnership & Engagement

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

We proactively seek and partner with various community partners such as CIS, Beverly Arts Center, Metropolitan family services, CRED, City of Chicago to increase positive relationships with families, students and the community surrounding the school. The school has a well-established PAC (Parent Advisory Committee), LSC (local school council) where student and parent voice are leveraged to contribute to the schools overarching goals. The school proactively provides the resources and time to establish a school student council as well as an HBC to allow students the opportunities to contribute to the school connectedness and engagement. The school regularly partners with resourceful non-profit organizations such as Cradles to Crayons to remove every day barriers that families may face so that we can better allow students and parents to actively engage in the learning environment of the school.

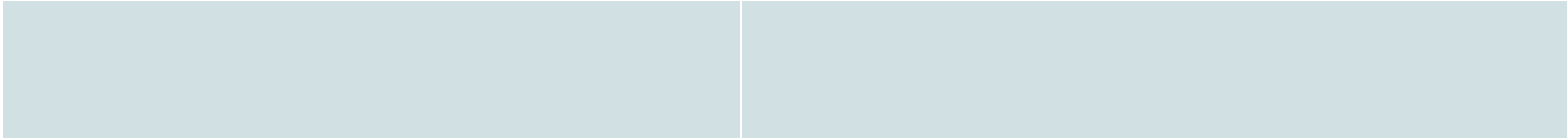### What is the feedback from your stakeholders?

Students want more engaging hands on activities to help improve the learning and growth of students academically. The overall rating of student academic engagement decreased with areas of looking forward to class decreasing.

What student-centered problems have surfaced during this reflection?

Students in the community are not exposed to instructional connection opportunities and/or culminating activities that bring their learning experiences to life.

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

To build a strong partnership with our newest partner Communities in schools to increase programs and exposure to more engaging experiences both academically and socially emotionally for our students and parents.

Determine Priorities

Resources: 🚀

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

[Determine Priorities Protocol](#)

Students...

Students need engagement opportunities that enrich their learning experiences and allow them to learn outside of the classroom structure. Students lack opportunities in the community that allow them to connect with the content.

✍️ Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

Resources: 🚀

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

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

As adults in the building, we...

have limited resources to expose students to experiences that align with the lessons of the curriculum.

✍️ Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

What is your Theory of Action?

If we....

Resources: 🚀

Capitalize on the resources provided by our partnership with Communities in School and effectively communicate our school-wide needs

✍️ Indicators of a Quality CIWP: Theory of Action

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

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

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

then we see....

and increase the number of opportunities students have to enrich their learning by scheduling field learning experiences, in-school performances, and guest speakers and allowing students to deepen their by culminating activities.　　✍️

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

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

which leads to...

students being surrounded by a community of support needed to strengthen their mental health and overall well-being, empowering them to stay in school and achieve in life.　　✍️

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 and Community In School Team

Dates for Progress Monitoring Check Ins

Q1	10/13/2023	Q3	03/15/2023
Q2	12/14/2023	Q4	5/23/2023

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1 The CIS team and school admin will attend all meetings and engage in professional development related to the logistics of the partnership.	Admin/ CIS Team	Q1	*Select Status*
Action Step 1 Team will review school data in order to create a priority list of 8 focus area that require engagement support.	Admin/ CIS Team	Q1	*Select Status*

Action Step 2	The team will meet bi-weekly to discuss referrals and referral completion rates.	Admin/ CIS Team	Q1	*Select Status*
Action Step 3	Team will create and complete a needs assessment to identify potential barriers.	Admin/ CIS Team	Q1	*Select Status*
Action Step 4	Team will goal set on exposure opportunites needed by content grade-band indicated by	Admin/ CIS Team	Q1	*Select Status*
Action Step 5	The team will progress monitor the completion rates of action items.	Admin/ CIS Team	Q1	*Select Status*
Implementation Milestone 2	The CIS Team will develop stakeholder surveys to gauge needs from different perspectives.	Admin/ CIS Team	Q1 and Q2	*Select Status*
Action Step 1	As a team, develop a comprehensive survey to capture stakeholder needs.	Admin/ CIS Team	Q1 and Q2	*Select Status*
Action Step 2	Distribute the comprehensive survey to stakeholders for completion	Admin/ CIS Team	Q1 and Q2	*Select Status*
Action Step 3	As a team analyzie the data of the comprehensive survey	Admin/ CIS Team	Q1 and Q2	*Select Status*
Action Step 4	The team will meet bi-weekly to discuss referrals and referral completion rates.	Admin/ CIS Team	Q1 and Q2	*Select Status*
Action Step 5	The team will progress monitor the completion rates of action items.	Admin/ CIS Team	Q1 and Q2	*Select Status*
Implementation Milestone 3	The CIS TEAM will secure 1-2 on site partnerships that enhance our Fine Arts Status or provide SEL support for students and/or adults.	Admin/ CIS Team	Q3	*Select Status*
Action Step 1	Team will collaborate with grade bands to discuss current curriculum content so team can search onsite partnerships that will best enhance student learning experience aligned with content area	Admin/ CIS Team	Q3	*Select Status*
Action Step 2	Team will collaborate with CIS coordinator to reaserch and secure appropriate on site partnerships	Admin/ CIS Team	Q3	*Select Status*
Action Step 3	Team will develop a post survey for stakeholders discussing the onsite programs provided	Admin/ CIS Team	Q3	*Select Status*
Action Step 4	The team will meet bi-weekly to discuss referrals and referral completion rates.	Admin/ CIS Team	Q3	*Select Status*
Action Step 5	The team will progress monitor the completion rates of action items.	Admin/ CIS Team	Q3	*Select Status*
Implementation Milestone 4	The CIS Team will secure at least 1 partnership that focuses on parent development and/or increase overall parent engagement.	Admin/ CIS Team	Q4	*Select Status*
Action Step 1	Team will develop a survey for parents requesting information on areas of need for parent engagement	Admin/ CIS Team	Q4	*Select Status*
Action Step 2	Team will distribute the survey to parents	Admin/ CIS Team	Q4	*Select Status*
Action Step 3	Team will analyze the data collected from the survey	Admin/ CIS Team	Q4	*Select Status*
Action Step 4	Team will collaborate with CIS coordinator to secure apporiate and requested parent engagement programs	Admin/ CIS Team	Q4	*Select Status*
Action Step 5	Team will create, distribute and analyze a comprehensive post survey for parents to complete after each parent program	Admin/ CIS Team	Q4	*Select Status*

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	IN SY25, Higgins will work to enhance parent engagement from 10% to 40%. ✍️
SY26 Anticipated Milestones	In SY26, Higgins will work to create a system that increases partnerships with local community organizations and builds parent capacity. ✍️

Goal Setting

Return to Top

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)	Numerical Targets [Optional] ✍️			
				Baseline ✍️	SY24	SY25	SY26
By the end of SY24, Higgins Community Academy will complete 6 successful referrals that align to instructional planning for students.	Yes	Select Metric	Select Group or Overall				
			Select Group or Overall				

Select Answer   *Select Metric*   *Select Group or Overall*

Select Group or Overall

Practice Goals

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

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

	SY24	SY25	SY26
Select a Practice			
Select a Practice			
Select a Practice			

Return to Top   **SY24 Progress Monitoring**

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
By the end of SY24, Higgins Community Academy will complete 6 successful referrals that align to instructional planning for students.	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		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?

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

What are the takeaways after the review of metrics?

Students identified as diverse learners and/ or requiring Tier 2 or Tier 3 support may not have continuous access to grade-level texts, tasks, and materials on a consistent basis. Additional support is needed as teachers modify grade-level standards to ensure these learners have equitable access to high-quality instruction, grade-level instruction level and opportunities for re-engagement.

What is the feedback from your stakeholders?

Diverse learners feel isolated and not included. Teachers are working to establish an academic culture where all students receive grade-level instruction with appropriate accommodations and modifications. We are working to follow an inclusion model to support diverse learners.

What student-centered problems have surfaced during this reflection?

ALL students do not feel supported individually, intellectually, or academically. Some students lack a s sense of belonging in their classrooms with instruction that neglects their personal experiences and interests.

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 working to establish more inclusive practices for diverse learners. We are working to provide professional development for teachers around trauma-informed instructions, teaching students who live in urban settings with high exposure to violence.
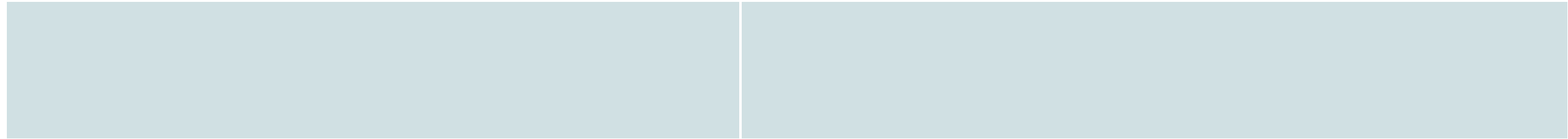
Determine Priorities

Resources: 🚀

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

[Determine Priorities Protocol](#)

Students…

are not performing at meets or exceeds category in IAR in ELA and Math nor making adequate growth on IAR, Star360 and iReady. ✍️

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

Resources: 🚀

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

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

As adults in the building, we…

did not utilize the data to create, plan and ensure that small groups were happening to meet the needs of our students for various reasons. ✍️

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

What is your Theory of Action?

If we….

Resources: 🚀

implement with fidelity a school-wide MTSS framework that provides tiered support to students' academic and social-emotional needs, analyze data to identify opportunities to ✍️

Indicators of a Quality CIWP: Theory of Action

improve instruction, guide restorative practices and protocols, and monitor and analyze student responses to intervention

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

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

then we see....

teachers/MTSS team tracking the growth of all students receiving Tier 2 and Tier 3 supports in Branching minds. The staff will make instructional adjustments required to support students' differentiated needs and overall school-wide improvements to the MTSS implementation cycle. ✍️

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...

an increase in the number of students in the meets/exceeds category from 24 to 44 in ELA and 10 to 24 in Math on IAR and decrease the number of students in the Does Not Meet category from 49 to 25 in ELA and 50 to 25 in Math on IAR ✍️

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 ✍️

MTSS/BHT/Interventionist/Admin

Dates for Progress Monitoring Check Ins

Q1	10/13/2023	Q3	03/15/2023
Q2	12/14/2023	Q4	5/23/2023

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1 By EOY of SY 24 teachers will have implemented ELA and Math small groups with fidelity to address gaps in students learning	Interventionist/Instructional Coach/Admin	May 2024	In Progress
Action Step 1 Review and provide feedback on teachers small group plans to ensure intentionality of small groups	Interventionist/Instructional Coach/Admin	October 2023	In Progress
Action Step 2 Observe small groups and intervention block and provide feedback for growth	Interventionist/Instructional Coach/Admin	Q1 and Q2	In Progress

Action Step 3	Provide PD on planning for small groups using BOY data	MTSS Team/Interventionist	September 2023	Completed
Action Step 4	Tier 2 teachers identified, assigned supports for small group implementation	Interventionist/Admin	October 2023	In Progress
Action Step 5	Tier 3 teachers identified, assigned supports for small group implementation	Interventionist/Admin	October 2023	In Progress
Implementation Milestone 2	100% of teachers will utilize Branching Minds to create groups, plans, and log progress in ELA; Math; and SEL for their Tier 2 and Tier 3 students with fidelity to document the intervention supports.	MTSS Team/Interventionist	May 2024	In Progress
Action Step 1	Provide PD on creating groups and plans in BrMs	MTSS Team/Interventionist	September 2023	Completed
Action Step 2	Provide PD on logging progress monitioring in BrMs	MTSS Team/Interventionist	October 2023	In Progress
Action Step 3	Check BrMs for progress monitoring data bi-weekly on a Tuesday	MTSS Team/Interventionist	Ongoing	In Progress
Action Step 4	Provide PD on utilizing CBM for progress monitoring for ELA and Math	MTSS Team/Interventionist	October 2023	In Progress
Action Step 5	Provide PD on the flow chart for MTSS	MTSS Team/Interventionist/BHT	September 2023	Completed
Implementation Milestone 3	Meets DEVELOPED components for high quality, well-documented student support & support plan on MTSS Continuum	MTSS Team/Interventionist	May 2024	In Progress
Action Step 1	Support plans for interventions are developed and documented within BM	Interventionist	October 2023	In Progress
Action Step 2	Ensure staff regularly interacting with students are providing interventions through documentation and observation	MTSS Team/Interventionist	Q1 and Q2	In Progress
Action Step 3	Plans are being updated and shared with stakeholders	Interventionist/Teacher	Q1 and Q2	In Progress
Action Step 4	Intervention resources include math, literacy, SEL, and behavior health	MTSS Team/Interventionist	Ongoing	In Progress
Action Step 5	Provide PD on documenting interventions in BMs	MTSS Team/Interventionist	Ongoing	In Progress
Implementation Milestone 4	MTSS Team meets FULLY OPERATIONAL components for Supplemental Intervention: Progress Monitoring on MTSS Continuum	MTSS Team/Interventionist	May 2024	In Progress
Action Step 1	Provide PD on progress monitoring interventions in BMs	MTSS Team/Interventionist	Q1 and Q2	In Progress
Action Step 2	Lead GLTs on progress monitoring CBMs aligned to student skill deficits	MTSS Team/Interventionist	Q1 and Q2	In Progress
Action Step 3	GLTs review BMs data monthly	MTSS Team/Interventionist	Ongoing	In Progress
Action Step 4	BMs data is widely shared in weekly staff newsletter	Interventionist	Ongoing	Not Started
Action Step 5	Observe progress monitoring for CBMs and highlight teacher use aligned to student skill deficits	MTSS Team/Interventionist	Ongoing	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	an increase in the number of students in the meets/exceeds category from 24 to 34 in ELA and 10 to 17 in Math on IAR and decrease the number of students in the Does Not Meet category from 49 to 39 in ELA and 50 to 37 in Math on IAR	✍️
SY26 Anticipated Milestones	an increase in the number of students in the meets/exceeds category from 34 to 44 in ELA and 17 to 24 in Math on IAR and decrease the number of students in the Does Not Meet category from 39 to 25 in ELA and 37 to 25 in Math on IAR	✍️

Goal Setting

Return to Top

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	Numerical Targets [Optional] ✍️		
					SY24	**SY25**	**SY26**
a decrease in number of students on ELA in Tier 3 from 37% (80 students) to 25% (50 students) on Star360 and students with an IEP from 14 students to 10 students	Yes	STAR (Reading)	Overall	79 students			
			Students with an IEP	14 students			
a decreasein the number of students on Math in Tier 3 from 36% (78 students) to 25% on Star 360 and	Yes	STAR (Math)	Overall	78 students			

	Yes	STAR (Math)					
students) to 25% on Star 360 and students with an IEP from 18 students to 14 students			Students with an IEP	18 students			

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.	Utilizing the MTSS Continuum assess and measure our progress and implement the necessary changes to move from FOUNDATIONAL LEVEL to DEVELOPED LEVEL	Utilizing the MTSS Continuum assess and measure our progress and implement the necessary changes to move from DEVELOPED LEVEL to FULLY OPERATIONAL LEVEL	
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.	Utilizing the MTSS Continuum assess and measure our progress and implement the necessary changes to move from FOUNDATIONAL LEVEL to DEVELOPED LEVEL	Utilizing the MTSS Continuum assess and measure our progress and implement the necessary changes to move from DEVELOPED LEVEL to FULLY OPERATIONAL LEVEL	
Select a Practice			

Return to Top   **SY24 Progress Monitoring**

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
a decrease in number of students on ELA in Tier 3 from 37% (80 students) to 25% (50 students) on Star360 and students with an IEP from 14 students to 10 students	STAR (Reading)	Overall	79 students		Select Status	Select Status	Select Status	Select Status
		Students with an IEP	14 students		Select Status	Select Status	Select Status	Select Status
a decreasein the number of students on Math in Tier 3 from 36% (78 students) to 25% on Star 360 and students with an IEP from 18 students to 14 students	STAR (Math)	Overall	78 students		Select Status	Select Status	Select Status	Select Status
		Students with an IEP	18 students		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.	Utilizing the MTSS Continuum assess and measure our progress and implement the necessary changes to move from FOUNDATIONAL LEVEL to DEVELOPED LEVEL	Select Status	Select Status	Select Status	Select Status
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Utilizing the MTSS Continuum assess and measure our progress and implement the necessary changes to move from FOUNDATIONAL LEVEL to DEVELOPED LEVEL	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

If Checked:	☐	**Our school receives school improvement funding through Title I, Part A, 1003 (IL-Empower)**
Complete IL-Empower Section below		This CIWP serves as your School Improvement Plan, which is required for schools in school improvement status (comprehensive or targeted) as identified by the Illinois State Board of Education (ISBE). The following section, "IL-Empower," addresses grant requirements, assurances, and alignment across your CIWP, grant budget, and state designation.

If Checked:	☑	**Our school DOES NOT receive school improvement funding through Title I, Part A, 1003 (IL-Empower).**
No action needed		**(Continue to Parent & Family Plan)**

Select a Goal

Select a Goal

Select a Goal

Parent and Family Plan

If Checked:	☑	**Our school is a Title I school operating a Schoolwide Program**
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.
If Checked: 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.

A plan will be developed with the PAC during our organizational meeting and will be updated as needed throughout the school year.

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