

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 
Kimbreana Taylor-Goode	Principal	kltaylor-goode@cps.edu
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Latasha Robinson	Youth Interventionist/ Dean	lrobinson10@cps.edu
Tracy Sevier	STEM Coach	tlsevier@cps.edu
Latina Booker-Taylor	STEM Coach	lbooker-taylor@cps.edu
	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	7/13/23	7/20/23
Reflection: Curriculum & Instruction (Instructional Core)	7/25/23	7/28/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/25/23	7/28/23
Reflection: Connectedness & Wellbeing	7/25/23	7/28/23
Reflection: Postsecondary Success	7/25/23	7/28/23
Reflection: Partnerships & Engagement	7/25/23	7/28/23
Priorities	7/31/23	8/4/23
Root Cause	7/31/23	8/4/23
Theory of Acton	7/31/23	8/4/23
Implementation Plans	7/31/23	8/11/23
Goals	8/1/23	8/11/23
Fund Compliance	9/4/23	9/8/23
Parent & Family Plan	9/4/23	9/8/23
Approval	9/11/23	9/13/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates 📅

Quarter 1	October 25, 2023
Quarter 2	January 31, 2024
Quarter 3	March 20, 2024
Quarter 4	May 29, 2024

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[Inclusive & Supportive Learning](#)

[Connectedness & Wellbeing](#)

[Postsecondary](#)

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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

<p>Yes</p>	<p>All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</p>	<p>CPS High Quality Curriculum Rubrics</p>	<p>-We have access to high quality curriculum, but are we using it with fidelity? -Based on the collaborative walk data, at EOY, in 92% of our classes the lesson addressed the standard & in 57% of our classes the task was aligned to the learning target. -Powerful practices data (cultivate survey, SEL lessons) -Based on the Continuum of ILT effectiveness, we rated ourselves as developing based on the rubric criteria. -We need school wide (grade level) alignment to for creating checkpoint assessments, and share student work at vertical team meetings. -Use of scope and sequence to create evidence based assessments (informal, formative, timely feedback, and reflection.</p> <p>What is the feedback from your stakeholders?</p> <p>Based on the 5E survey, the parent/ teacher partnership is strong. Families are able to discuss instructional practices with staff to support student learning. ILT members support instructional improvement through distributed leadership by disseminating school information at grade level meetings, by leading professional development for teacher/staff and giving individual support to teachers. Students have opportunities to engage in a variety of assessment tools outlined within our assessment plan.</p>	<p>IAR (Math)</p> <p>IAR (English)</p> <p>Rigor Walk Data (School Level Data)</p> <p>PSAT (EBRW)</p> <p>PSAT (Math)</p> <p>STAR (Reading)</p> <p>STAR (Math)</p> <p>iReady (Reading)</p> <p>iReady (Math)</p> <p>Cultivate</p> <p>Grades</p>
<p>Partially</p>	<p>Students experience grade-level, standards-aligned instruction.</p>	<p>Rigor Walk Rubric</p> <p>Teacher Team Learning Cycle Protocols</p> <p>Quality Indicators Of Specially Designed Instruction</p>		
<p>Partially</p>	<p>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.</p>	<p>Powerful Practices Rubric</p> <p>Learning Conditions</p>		
<p>Partially</p>	<p>The ILT leads instructional improvement through distributed leadership.</p>	<p>Continuum of ILT Effectiveness</p> <p>Distributed Leadership</p>		

			ACCESS
Partially	<p>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.</p>		TS Gold
Partially	<p>Evidence-based assessment for learning practices are enacted daily in every classroom.</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>The improvement efforts are, Hughes students have access to an interventionist, and tutor corps. The following interventions are available Amira, Freckles, IXL, Reading A-Z, LLI, i-Ready pathways and Khan Academy. Students are making small gains towards academic goals. Yes, our efforts support our tier 2 and 3 students., providing differentiated instruction.</p>	Interim Assessment Data
<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>Students have access to high quality curriculum, however the lack of fidelity and not teaching to the whole standard hinders students meeting and exceeding grade level standards.</p>			


[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
<p>School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and</p>	<p>MTSS Integrity Memo</p>	<p>Hughes is beginning to implement a MTSS team that supports the implementation, communication and fidelity of our tiered interventions. Hughes is developing communication tools for parents about MTSS supports available at the school.</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p>

No	implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Continuum Roots Survey
No	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
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.	

Teachers lack the understanding and struggle with implementation of MTSS within Branching Minds. Professional Development will be offered to teachers to support adding goals and documenting progress monitoring data. Some teachers are utilizing the Branching Minds to input the data but where is the oversight and follow through. Staff would benefit from review of the IEP components and review of the procedural manual to assist with support of all students.

What is the feedback from your stakeholders?

Teachers requested more opportunities for student support and professional development. Students indicate on the cultivate survey they needed additional support and feedback from teachers. Parents requested on-going communication to support their children to meet their academic and social emotional needs 

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

Improvement efforts that are in progress are functioning MTSS team that meets bi-weekly. MTSS is ongoing topic for VTMS to support teachers/staff implementation. Case Manager will provide professional development, training and coaching to staff on how to review IEP and support our diverse learner population. ELPT has provided professional development, training and coaching to support our EL population. The efforts implemented at Hughes support out Tier 2 students, Tier 3 students, Diverse Learner and English Language Learners 

- [MTSS Continuum](#)
- [Roots Survey](#)
- [ACCESS](#)
- [MTSS Academic Tier Movement](#)
- [Annual Evaluation of Compliance \(ODLSS\)](#)
- [Quality Indicators of Specially Designed Curriculum](#)
- [EL Program Review Tool](#)

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.

Our teachers require additional training and support in branching minds, MTSS problem solving process, implementation of IEPs and supporting our EL students which hinders our tier 2 and 3 students as well as our DLs and ELS making progress towards grade level standards

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Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
<p>Yes</p>	<p>Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.</p> <p>BHT Key Component Assessment</p> <p>SEL Teaming Structure</p>	<p>We have a BHT that meets regularly to review data for students. Our counselor is the lead for BHT. Our school has an established administrator to oversee our multi-tiered system of support..Successes (Grade Level & Race) Least amount of group 2 & 3 misconducts in grades K,1, and 4 No misconducts for students receiving EL services or of Hispanic Heritage in Groups 2 & 3 Challenges (Grade Level & Race) Upward trend last school year, .increase from .19% to 37% of students with serious misconducts Highest number of misconducts in Groups 2 & 3 Majority of misconducts in grades 6-8 No misconducts of group 2 & 3 for other races, only African American Students qualified as FRM and with IEPs had the highest suspensions of all priority groups. Attendance Data is as follows for SY23: Successes (Grade Level & Race) Grades 2, 4, and 5 ; Gender: African American Female 87% Male: 89%LatinX Female: 86% Male: 85%,EL & DL: 77% & STLS: 83%.Challenges (Grade Levels) Grades K, 1, 3, 6-8. Based on our data we have formed an attendance team and Culture and Climate Leadership Team.</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> <p>Access to OST</p> <p>Increase Average Daily Attendance</p> <p>Increased Attendance for Chronically Absent Students</p>
<p>Partially</p>	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>		

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?

Student experience Tier 1 Healing Centered supports are needed. Here are some strategies we plan to implement: Implementation of evidenced based SEL curriculum: Second Step Themes, Calm Classroom, Space for Reflection and Morning Meeting Evidence of MTSS Tier 2 and 3 interventions for behavior for students-Connect and collaborate with the Dean & SEL Specialist to improve both preventive and restorative practices. The BHT will provide wrap arounds supports and resources. PBIS-Safe and orderly school and classroom environment: Classroom Rules, Incentives and Consequences, Level 0 Hands Up &, HALLS Expectations (CHAMPS) Strong classroom management through structured routines and procedures; Behavior Management Cycle-1. Explicit Clear Directions 2. Behavioral Narration 3. Corrective Actions Student Voice Input: Feedback for Growth Learning Conditions Supports After School/Out-of School Time Programs - Focused on reading and mathematics support, SEL (i.e. cooking courses) and academic enrichment (i.e. STEM engagement programming-robotics, ChiS&E, etc.) Students with chronic absenteeism currently need a point person to do help monitor reasons why absences are occurring and and create a plan to address and improve attendance for individual students. Re-entry plans should include goals, missed assignments, parent contract and possibly check-ins with students based on goals, home visits, services and supports needed.

[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.

We noticed from our data DL, ELL and STLS students had the lowest attendance for our school and therefore we should have the attendance team identify student who need attendance interventions to improve attendance which directly impacts social, emotional and academic outcomes. The Case Manager, ELPT Liaison and STLS Advocate should monitor effectiveness of interventions and provide supports for making adjustments to attendance interventions and supports. For example, reach out to families, initiate home visits, and solicit teacher input to identify root causes and address issues to problem solve.

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 ELPT Lead and STLS Advocate have facilitated professional development to staff and teachers that provided staff with a high overview of strategies and resources on how to support students and families and how to remove obstacles and barriers. The STLS and team members are currently identifying barriers by making phone calls, meeting with families, providing essentials like bus cards for transportation, uniform/clothing, food, and essentials for hygiene, school supplies, etc. ELPT provides targeted supports for ELL learners like professional development for teachers and providing iPads for each ELL student for communication.

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)
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
Yes	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).	
	Industry Recognized Certification Attainment is	ECCE Certification List

Success Bound scheduling during the 2022-23 school year was implemented across grades 6-8; Success Bound focused students on their grades, GPAs and attendance. Success Bound also focused students High school exploration. B.A.G. reports were shared with students and parents in grades 3-8 during weeks 3 and 7 of each quarter. Teachers teams and ILT analyzed and shared on-track data. Hughes implemented student led parent conferences during the 3rd quarter to support student ownership of their academic and SEL growth, progress, and areas to work on. 📌

What is the feedback from your stakeholders?

Parents really enjoyed the student led parent conferences. They listened and asked their child questions about their learning, what they could improve on, and how they were going to end the school year. Students also enjoyed working on their student-led parent conference in class. They chose artifacts to present to their parents that they were proud of, work they needed to improve on, and additional learning they were interested in. They were so happy to facilitate their parent conference. Because of this, our spring parent/teacher conference turnout was about 75%. 📌

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

N/A	Industry recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	
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?

100% of our students applied to high school through GoCPS during SY 22-23. Counselors from various high schools came in to speak to the students. Students the annual High School Fair held by the Network. Parents are also invited to 8th grade parent meetings to support them high school selections and results.

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.

There were 35% parent participation in student high school selection process.

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Partnership & Engagement

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

No	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
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Hughes facilitated two district teacher/parent conferences; the 3rd quarter conferences were facilitated by students. The student voice committee began in the 2nd semester. Student voice roles, responsibilities, and calendar of events needs to be published school wide. Student voice needs to begin the first quarter of the school year and calendar events and activities. - Establish relationships with community organization; use current partnerships to support the activities of the SVC. Establish quarterly student and parent

[Cultivate](#)

[5 Essentials Parent Participation Rate](#)

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

surveys

What is the feedback from your stakeholders?
 Work on ways to improve the Culture for Learning by working on student-teacher/staff, student/student, and staff/staff relationships and build partnerships with activities for our school community (students and staff) and Feedback for Growth. 📝

[5E: Involved Families](#)

[5E: Supportive Environment](#)

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

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

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

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.

SY 23 attendance rate was 85%; attendance is low in academic based after school programming; DL and STLS participation and engagement; Aspen discipline data: DL students and black males 📝

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?

For SY24 continue SLCs and facilitate monthly PAC meetings; in addition, parent/ student activities; quarterly celebrations for students (academics and enrichment participation); SY24 📝

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extended day programming includes community partnerships with Urban Initiatives (soccer), Beverly Arts Center, iCook, Chess, tutoring, Choir)

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

-We have access to high quality curriculum, but are we using it with fidelity?
 -Based on the collaborative walk data, at EOY, in 92% of our classes the lesson addressed the standard & in 57% of our classes the task was aligned to the learning target. -Powerful practices data (cultivate survey, SEL lessons) -Based on the Continuum of ILT effectiveness, we rated ourselves as developing based on the rubric criteria. -We need school wide (grade level) alignment to for creating checkpoint assessments, and share student work at vertical team meetings. -Use of scope and sequence to create evidence based assessments (informal, formative, timely feedback, and reflection.

What is the feedback from your stakeholders?

Based on the 5E survey, the parent/ teacher partnership is strong. Families are able to discuss instructional practices with staff to support student learning. ILT members support instructional improvement through distributed leadership by disseminating school information at grade level meetings, by leading professional development for teacher/staff and giving individual support to teachers. Students have opportunities to engage in a variety of assessment tools outlined within our assessment plan.

What student-centered problems have surfaced during this reflection?

Students have access to high quality curriculum, however the lack of fidelity and not teaching to the whole standard hinders students meeting and exceeding grade level standards.

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 improvement efforts are, Hughes students have access to an interventionist, and tutor corps. The following interventions are available Amira, Freckles, IXL, Reading A-Z, LLI, i-Ready pathways and Khan Academy. Students are making small gains towards academic goals. Yes, our efforts support our tier 2 and 3 students., providing differentiated instruction.

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

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Determine Priorities

Resources: 

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

[Determine Priorities Protocol](#)

Students...

are 1 to 3 grade levels below grade level in reading and math



Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

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Root Cause

Resources: 

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

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

As adults in the building, we...

- have access to high quality curriculum, however we are not using the curriculum with fidelity -lack opportunities to review and analyze assessment data to guide instructional practices



Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

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Theory of Action

What is your Theory of Action?

If we....

Resources: 

Implement our high quality curriculum with fidelity and analyze assessment data to guide instructional practices

then we see....
instructional gaps closing

which leads to...
strong instructional practices in the classroom which leads to student achievement

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.

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Resources: 

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.




Team/Individual Responsible for Implementation Plan 

ILT/ Coaches/ Admin

Dates for Progress Monitoring Check Ins

Q1 October 25, 2 Q3 March 20, 202


Q2 January 31, 2 Q4 May 29, 2024


	SY24 Implementation Milestones & Action Steps 	Who 	By When 	Progress Monitoring
Implementation Milestone 1	100% of of teachers will implement with core curriculum with fidelity	Teachers, Coaches,	May 29, 2024	Select Status

Jump to... Reflection	Priority Root Cause	TOA Implementation Plan	Goal Setting Implementation Plan	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>	Curriculum & Instruction	
Action Step 1	ILT and Peer members will conduct rigor Walks Monthly during GLT mtgs. to observe, collect data, and to analyze evidence of the core curriculums being implemented, then share analysis and instructional implications [My View, My Perspectives, LLI, Eureka, Skyline Science and Social Science].			ILT, Coaches, Teachers	Begin October 18, 2023 GL VTMs	<i>Select Status</i>	
Action Step 2	100% Teachers will plan effectively utilizing the scope and sequence for the core curriculum			ILT, Coaches, Teachers	October 2023 -May 2024	<i>Select Status</i>	
Action Step 3	Teachers will be provided time to attend core curriculum training			ILT, Coaches, Teachers	Beginning 8/14 through May 2024	<i>Select Status</i>	
Action Step 4	Targeted teacher support with implementation of core curriculum			ILT, Coaches, Admin	September 2023-May 2024	<i>Select Status</i>	
Action Step 5	100% of instructional learning targets will align to the learning tasks			Teachers, Coaches, Admin, ILT	Beginning Aug 2023 and ongoing	<i>Select Status</i>	
Implementation Milestone 2	Teacher teams will analyze data every 4 weeks to drive instruction			Teachers, Instructional Coach, Interventionist, STEM Coaches, and Admin	Every 4-weeks beginning Sept. 12	<i>Select Status</i>	
Action Step 1	ILT will analyze BOY, MOY, EOY iReady and Star data			ILT	BOY- Week of 9/25, MOY- Week of 2/15 EOY- Week of 5/27	<i>Select Status</i>	
Action Step 2	Admin will conduct 1:1 data discussions and planning w/ teachers (Interim and Diagnostic)			Admin and Coaches	monthly/quarterly per calendar	<i>Select Status</i>	
Action Step 3	Teachers will analyze their classroom and interim data, conduct student data goal setting discussions			Teachers, MTSS Lead, and Interventionist	Oct 2023 - May 2024	<i>Select Status</i>	
Action Step 4	Provide professional learning on analyzing iReady and Star360 data to inform instructional practices			ILT, instructional Coach, STEM Coaches	Oct 2023 - May 2024	<i>Select Status</i>	
Action Step 5	Teachers will review and analyze ACCESS data			ELPT Teacher	Oct 2023 - April 2024	<i>Select Status</i>	
Implementation Milestone 3	100% of teachers will implement all the components of the Instructional Block across content areas with fidelity			Teachers, Instructional and STEM Coaches, Admin.	May 2024	<i>Select Status</i>	
Action Step 1	ILT and Peer Members will conduct a learning walk focused on the implementation of the 4 components DO Now, Whole Group, Small Group, Closing of the Instructional Block			ILT, Instructional Coach, STEM Coaches, Admin	October 2023 - May 2024	<i>Select Status</i>	
Action Step 2	Targeted teacher support with implementation of the instructional block			ILT, Instructional Coach, STEM Coaches, Admin	Oct 2023 - May 2024	<i>Select Status</i>	
Action Step 3	K-5 will participate in Learning Cycles that support the implementation of Daily 5 and Daily 3			Instructional Coach, STEM Coaches	May 2024	<i>Select Status</i>	
Action Step 4						<i>Select Status</i>	
Action Step 5						<i>Select Status</i>	
Implementation Milestone 4	Teachers will provide on time supports, by conducting informal assessments and providing student feedback			Teachers	Oct 2023 - May 2024	<i>Select Status</i>	

Action Step 1	Professional Learning opportunities on implementation of informal assessments throughout the lesson	ILT, Instructional Coach, STEM Coaches, Admin	Oct 2023 - May 2024	Select Status
Action Step 2	Professional Learning opportunities on providing meaningful feedback for students	ILT, Instructional Coach, STEM Coaches, Admin	Oct 2023 - May 2024	Select Status
Action Step 3	ILT will conduct a Student survey to gather data on teacher feedback and support	ILT, Instructional Coach, STEM Coaches, Admin	Oct 2023 - May 2024	Select Status
Action Step 4	ILT and Peer Members will conduct a learning walk focused on implementation of formal assessments throughout instruction and providing meaningful student feedback	ILT, Instructional Coach, STEM Coaches, Admin	Oct 2023 - May 2024	Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones 100% of teachers will implement the core curriculum with fidelity. Teacher Leaders facilitate Data inquiry cycles at least twice a Quarter. 100% of teachers implement all 4 components of the instructional block for all content areas 

SY26 Anticipated Milestones 100% of teachers will implement the core curriculum with fidelity. Teacher teams will facilitate data inquiry cycles. 100% of teachers will implement all 4 components of the instructional block for all content areas 

[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

Curriculum & Instruction

Numerical Targets [Optional] 📌

Specify the Goal 📌	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 📌	SY24	SY25	SY26
75% of students will make projected growth targets on STAR 360 Math.	Yes	STAR (Math)	Overall	43	50	60	70
			NA				
75% of students will make projected growth targets on STAR 360 Reading	Yes	STAR (Reading)	Overall	40	50	60	70
			NA				

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 are observed during the ILT instructional walk as effectively implementing high quality core curriculum through the Rigorwalk rubric	Most teachers are utilizing instructional materials to implement and adjust instruction to meet student needs	All teachers are utilizing instructional materials to implement and adjust instruction to meet student needs
C&I:2 Students experience grade-level, standards-aligned instruction.	All teachers are observed during ILT instructional walk as effectively implementing the instructional block	Most teachers are providing on-time supports and feedback throughout the instructional block	All teachers are providing on-time supports and feedback throughout the instructional block

[Jump to...](#)
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Select the Priority Foundation to pull over your Reflections here =>

Curriculum & Instruction

C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.

All teachers are observed to during ILT instructional walk as effectively implement informal assessments and checks for understanding to inform instructional opportunities

Most teachers are utilizing evidence-based assessments for learning practices daily

All teachers are utilizing instructional materials to implement and adjust instruction to meet student needs

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SY24 Progress Monitoring

Resources: 

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
75% of students will make projected growth targets on STAR 360 Math.	STAR (Math)	Overall	43	50	Select Status	Select Status	Select Status	Select Status
		NA			Select Status	Select Status	Select Status	Select Status
75% of students will make projected growth targets on STAR 360 Reading	STAR (Reading)	Overall	40	50	Select Status	Select Status	Select Status	Select Status
		NA			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 are observed during the ILT instructional walk as effectively implementing high quality core curriculum through the Rigorwalk rubric	Select Status	Select Status	Select Status	Select Status

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[Reflection](#)
[Root Cause](#)
[Implementation Plan](#)

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

Curriculum & Instruction

<p>C&I:2 Students experience grade-level, standards-aligned instruction.</p>	<p>All teachers are observed during ILT instructional walk as effectively implementing the instructional block</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.</p>	<p>All teachers are observed to during ILT instructional walk as effectively implement informal assessments and checks for understanding to inform instructional opportunities</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

No	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.
No	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.
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

Hughes is beginning to implement a MTSS team that supports the implementation, communication and fidelity of our tiered interventions. Hughes is developing communication tools for parents about MTSS supports available at the school. Teachers lack the understanding and struggle with implementation of MTSS within Branching Minds. Professional Development will be offered to teachers to support adding goals and documenting progress monitoring data. Some teachers are utilizing the Branching Minds to input the data but where is the oversight and follow through. Staff would benefit from review of the IEP components and review of the procedural manual to assist with support of all students.

What is the feedback from your stakeholders?

Teachers requested more opportunities for student support and professional development. Students indicate on the cultivate survey they needed additional support and feedback from teachers. Parents requested on-going communication to support their children to meet their academic and social emotional needs

What student-centered problems have surfaced during this reflection?

Our teachers require additional training and support in branching minds, MTSS problem solving process, implementation of IEPs and supporting our EL students which hinders our tier 2 and 3 students as well as ourDLs and ELS making progress towards grade level standards

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?

Improvement efforts that are in progress are functioning MTSS team that meets bi-weekly. MTSS is ongoing topic for VTMS to support teachers/staff implementation. Case Manager will provide professional development, training and coaching to staff on how to review IEP and support our diverse learner population. ELPT has provided professional development, training and coaching to support our EL population. The efforts implemented at Hughes support out Tier 2 students, Tier 3 students, Diverse Learner and English Language Learners

[Return to Top](#) **Determine Priorities**

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

Resources: 

[Determine Priorities Protocol](#)

Students...

are not receiving intervention instructional support and monitoring with fidelity



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?

Resources: 

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

As adults in the building, we...

are not responding to our students needs by providing high-quality interventions and supports



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....

Resources: 

Inclusive & Supportive Learning Environment

create high quality well documented student support and support plans, progress monitor supports and interpret data to adjust instruction

then we see....

students engaged in targeted interventions. Teachers differentiating instruction, implementing supports and adjusting instruction based off data

which leads to...

growth gap closing for all students and students meeting and moving benchmarks on interventions in Branching Minds

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 

MTSS Lead/ Team

Dates for Progress Monitoring Check Ins

Q1 **October 25, 2** Q3 **March 20, 202**

Q2 **January 31, 2** Q4 **May 29, 2024**

	SY24 Implementation Milestones & Action Steps 	Who 	By When 	Progress Monitoring
Implementation Milestone 1	100% of teachers will implement high-quality, well documented student support and support plan on MTSS Continuum	MTSS Team	June 2024	Select Status

Jump to... [Priority](#) [TOA](#) [Goal Setting](#) [Progress](#) [Reflection](#) [Root Cause](#) [Implementation Plan](#) [Monitoring](#) Select the Priority Foundation to pull over your Reflections here =>

Inclusive & Supportive Learning Environment

Action Step 1	Support plans for interventions are developed and documented within Branching Minds	MTSS Team, Teachers	June 2024	Select Status
Action Step 2	Plans are being updated and shared with stakeholders	MTSS Team, Teachers, Students	Oct 2023-May 2024	Select Status
Action Step 3	Provide PD on Intervention tools V-Math, LLI	MTSS Lead, Instructional Coach, Admin	November 2023	Select Status
Action Step 4	Intervention resources provide to staff include math, literacy, SEL and behavior health	MTSS Lead, Instructional Coach, Admin	November 2023	Select Status
Action Step 5	Provide PD on documenting intervention in Branching Minds	MTSS Lead	October 2023	Select Status
Implementation Milestone 2	Development of a MTSS Team	MTSS Lead	September 2023	Select Status
Action Step 1	Identify teachers within various grade-bands and content area	MTSS Lead	September 2023	Select Status
Action Step 2	Set a schedule for definitive dates	MTSS Lead	September 2023	Select Status
Action Step 3	Set quarterly goals for support and implementation	MTSS Team	Oct 2023-March 2024	Select Status
Action Step 4	Every 5 weeks MTSS focused VTMs	MTSS Team	Sept 2023-May 2024	Select Status
Action Step 5	MTSS team will meet every 5 weeks to monitor implementation,	MTSS Team	Sept 2023-May 2024	Select Status
Implementation Milestone 3	MTSS team meets Fully Operational components for Supplemental Intervention: Progress Monitoring on MTSS Continuum	MTSS Team, School Staff	Oct 2023-March 2024	Select Status
Action Step 1	Teacher team will review/ analyze CPS approved assessment tools	Teachers, Admin	Oct 2023-March 2024	Select Status
Action Step 2	Teacher teams will utilize CPS approved platforms to track student progress	Teachers, Admin	Sept 2023-May 2024	Select Status
Action Step 3	MTSS Interventionist will support intervention implementation for Tier 2 and Tier 3 students	MTSS Interventionists	Sept 2023-May 2024	Select Status
Action Step 4	MTSS team will prioritize students who attended summer school SY23 to review progress based on this measure as well to inform intervention changes	MTSS Team	Sept 2023-May 2024	Select Status
Action Step 5				Select Status
Implementation Milestone 4	100% of teachers implementing small group instruction with fidelity	Teachers, Admin	June 2024	Select Status
Action Step 1	Teachers will use diagnostic, formative, summative assessment to group students	ILT	Ongoing	Select Status
Action Step 2	Teachers will use assessment data to drive small group instruction	Teachers	Ongoing	Select Status
Action Step 3	ILT will establish and communicate a format for small group instruction in which teachers will plan how to choose an objective in small group aligned to the grade level standard	ILT	November 2023	Select Status

Action Step 4	Teacher leaders will attend CPS training on STAR CBM and Progress Monitoring	ILT, Teacher Leaders	May 2024	Select Status
Action Step 5	PL opportunities will be provided on progress monitoring intervention supports	Admin	May 2024	Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	-100% of teachers implementing small group instruction, Fully Operational components for Supplemental Intervention Progress Monitoring on MTSS Continuum-70% of teachers progress monitoring and adjusting interventions and supports based on data. Fully Operational MTSS Team that supports implementation of MTSS intervention and best practices	
SY26 Anticipated Milestones	-100% of teachers will document high quality of supports to ALL students 100% of student support plans and supports implemented with fidelity. Maintain Fully operational components for Supplemental Intervention Progress Monitoring on MTSS Continuum	

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 percent of students receiving Tier 2/3 interventions with	Yes	% of Students receiving Tier 2/3 interventions	Overall	43	50	60	70

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Inclusive & Supportive Learning Environment				
Reflection	Root Cause	Implementation Plan	Yes	Select the Priority Foundation to pull over your Reflections here =>	Select Group or Overall				
receiving tier 2/3 interventions with 70% of students meeting their targets									
					Overall	72%	75%	80%	85%
Increase the number of students on track by 15%	Yes	3 - 8 On Track			Select Group or Overall				

Practice Goals

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

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

	SY24	SY25	SY26
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Team rates as fully operational in the Foundational in the supplemental intervention: progress monitoring component as measured by the MTSS Continuum	The MTSS team rates as "Developed" or higher in most components as measured by the MTSS Continuum	The MTSS team rates as "Operational" in most components as measured by the MTSS Continuum
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	All teachers are creating and implementing the intervention in the Branch Minds platform	Most teachers are progress monitoring intervention and using multiple types of data	MTSS team and teachers are interpreting data, progress monitoring and adjusting instruction based on success of intervention utilizing multiple types of data
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.	MTSS Team will complete Roots Survey at the beginning of the year and will use those results to prioritize their MTSS strategy improvements	MTSS Team will employ the PSP to identify potential root causes and contributing factors that are impeding the successful learning of grade-level content and standards	MTSS team will employ PSP to determine whether high-quality interventions are needed to address an underlying root cause and contributing factors that are necessary for student progress.

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 percent of students receiving Tier 2/3 interventions with 70% of students meeting their targets	% of Students receiving Tier 2/3 interventions meeting targets	Overall	43	50	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
		<i>Select Group or Overall</i>			<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
Increase the number of students on track by 15%	3 - 8 On Track	Overall	72%	75%	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
		<i>Select Group or Overall</i>			<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
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.	MTSS Team rates as fully operational in the Foundational in the supplemental intervention: progress monitoring component as measured by the MTSS Continuum	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
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 teachers are creating and implementing the intervention in the Branch Minds platform	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
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.	MTSS Team will complete Roots Survey at the beginning of the year and will use those results to prioritize their MTSS strategy improvements	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>

Parent and Family Plan

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



Our school is a Title I school operating a Schoolwide Program

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

If Checked:
No action needed



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

SCHOOL & FAMILY ENGAGEMENT POLICY

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



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



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



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



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



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



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



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



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



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

SCHOOL & FAMILY COMPACT

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



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



The school will hold parent-teacher conferences.



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



The school will provide parents reasonable access to staff.

- The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.
- The parents will support their children's learning.
- The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

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

Parent & Family engagement funds will be used to increase parents/guardians knowledge of their child's quarterly learning targets and performance on assessments, while also educating parents on how they can support their child's academic and social-emotional success in school. Funds will also be used to increase parents of Tier 2 and Tier 3 students knowledge of their student's performance and intervention information; improve communication between students receiving interventions and interventionists; create processes for ongoing parent collaboration and involvement (targeting parents of our DL and EL student groups)



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

If Checked:

Complete
IL-Empower
Section below



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

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

If Checked:

No action needed



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

IL-Empower

IL-EMPOWER GRANT ASSURANCES

By checking the boxes below, you indicate that your school understands and complies with each of the grant assurances listed.



The purpose of the IL-Empower grant funds, authorized under Title I, Part A, Section 1003 School Improvement of the Elementary and Secondary Education Act, is to support local education agencies (LEAs), via the Statewide System of Technical Assistance and Support (IL-EMPOWER) to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities. The goal is to provide all children significant opportunity to receive a fair, equitable, and high-quality education by providing adequate resources to substantially raise the achievement of students in lowest and underperforming schools, as defined by the Illinois State Board of Education (ISBE).



The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status.



Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:

- q) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
- b) Contracting for professional services from State-Approved Learning Partners
- c) Conducting school-level needs assessments
- d) Analyzing data
- e) Identifying resource inequities
- f) Researching and implementing evidence-based interventions
- g) Purchasing standards-aligned curriculum and materials
- h) Purchasing and administering local assessments for progress monitoring



Supplement, not supplant is in effect. Schools and LEAs shall use IL-Empower grant funds only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.



Schools designated for comprehensive or targeted support can expect four years of continuation funding from the initial summative designation. Improvement status defines the up-to four-year term that runs concurrently with the IL-EMPOWER grant program. Status and funding begin with an initial summative designation of comprehensive or targeted and continue through the remaining part of the first year in the planning phase of the grant and are followed by three consecutive years of implementation. School Improvement funding is awarded concurrently with improvement status. Improvement status and grant funding continue concurrently for up to four years regardless of positive changes in annual summative designations because IL-EMPOWER is structured to support local efforts with scaffolded support of sufficient size and longevity to improve outcomes for students and exit improvement status within a four-year grant term.



School Improvement Reports (SIR) are due on a triannual basis.



Schools in comprehensive improvement status must work with a State-Approved Learning Partner to address areas identified in the respective school improvement plans. Schools in targeted improvement status may or may not elect to work with a State-Approved Learning Partner. Approved Learning Partners are contracted by ISBE and are authorized to provide direct professional learning services in evidence-based practices to LEAs and comprehensive and targeted schools. Only vendors selected for an executed contract with ISBE may provide services to IL-Empower districts and schools (both comprehensive and targeted) using Title I, Part A, Section 1003 School Improvement funds, and likewise only those subcontractors included in either the executed contract or subsequent written approval by ISBE may provide services to IL-EMPOWER districts and schools.



As a grant recipient, you may be required to participate in program evaluation activities, site monitoring visits, and audit protocols.

As part of annual grant application and amendment processes, you may be asked to submit additional information regarding budget requests and alignment of budget allocations to CIWP.

IL-EMPOWER SMART GOALS

Of the goals developed earlier in this CIWP, please choose at least 2, and up to 3, that will be your focus areas for IL-Empower. These goals should be in alignment with your ISBE designation and reference specific student groups, as applicable. As part of the annual grant application and amendment processes, please be prepared to outline how your IL-Empower grant budgets will support the chosen goal(s).

IL-Empower Goals Must have a Numerical Target

Select a Goal Below

Required Math Goal

STAR (Math): 75% of students will make projected growth targets on STAR 360 Math.

Required Reading Goal

% of Students receiving Tier 2/3 interventions meeting targets: Increase the percent of students receiving Tier 2/3 interventions with 70% of students meeting their targets

Optional Goal

STAR (Reading): 75% of students will make projected growth targets on STAR 360 Reading

Student Groups	Baseline	SY24	SY25	SY26
Overall	43	50	60	70
NA				
Overall	43	50	60	70
Select Group or Overall				
Overall	40	50	60	70
NA				