CIWP Team & Schedules

Indicators of Quality CIWP: CIWP Team
The CIWP team includes staff reflecting the diversity of student demographics and school programs.
The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.
The CIWP team includes leaders who are responsible for implementing Foundations, those with institutional memory and those most impacted.
The CIWP team includes parents, community members, and LSC members.
All CIWP team members are meaningfully involved in the planning process for CIWP components and include other stakeholders, as appropriate for their role, with involvement along the CPS Spectrum of Inclusive Partnerships (from the CPS Equity Framework).

CIWP Team Guidance

Name ✍️	Role ✍️	Email ✍️
Derrick Kimbrough	Principal	dkimbrough@cps.edu
Sarah Chambers	Interventionist	sachambers@cps.edu
Eva Corona	ELPT	ecorona@cps.edu
Janet Walsh	Teacher Leader	jmwalsh2@cps.edu
Carol Buhler	Teacher Leader	cabuhler@cps.edu
Sarah Jacox	Teacher Leader	sljacox@cps.edu
Maddy Olm-Shipman	Teacher Leader	mrolmshipman@cps.edu
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍️	Planned Completion Date ✍️
Team & Schedule	4/28/23	4/28/23
Reflection: Curriculum & Instruction (Instructional Core)	6/14/23	8/14/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/14/23	8/14/23
Reflection: Connectedness & Wellbeing	6/14/23	8/14/23
Reflection: Postsecondary Success	6/14/23	8/14/23
Reflection: Partnerships & Engagement	6/14/23	8/14/23
Priorities	6/14/23	8/14/23
Root Cause	6/14/23	8/14/23
Theory of Acton	6/14/23	8/14/23
Implementation Plans	6/14/23	9/13/23
Goals	6/14/23	9/13/23
Fund Compliance	8/30/23	9/13/23
Parent & Family Plan	8/30/23	9/13/23
Approval	8/30/23	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	10/21/23
Quarter 2	12/23/23
Quarter 3	2/3/24
Quarter 4	6/8/24

Indicators of a Quality CIWP: Reflection on Foundations

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

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

Stakeholders are consulted for the Reflection of Foundations.

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

Resources 🚀

Reflection on Foundations Protocol

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	[takeaways reflecting most students; takeaways reflecting specific student groups] ✏️ Math Reflection from ILT Institute: I-Ready Math: 27% mid/above grade 16% early on grade 51% 1 grade level below 6% 2 grade levels below Geometry is lowest K has most students on grade level 2nd grade 65% NOT on grade level Growth Target 55%-K, 50%-1st, 19%-2nd Star Math 43% are at or above grade level 57% performing below level 21% need urgent intervention	IAR (Math) IAR (English) Rigor Walk Data (School Level Data)
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction	IAR Math 11% exceed/meet 29% Did not meet ELA. Reflection: ELA I-Ready: students are stronger in PA, phonics and high freq. then comprehension 61% early-on level, 37% 1 grade level below 1st grade has the most need 39% met typical growth K,44% 1st grade, 70% 2nd grade ELA Star About 50% are at or above grade level 26% need urgent intervention ELA IAR 7% exceeding 29% meeting 20% Did not meet	PSAT (EBRW) PSAT (Math) STAR (Reading)
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions	**What is the feedback from your stakeholders?** 5 Essentials Survey data: Supportive Environment - 24% disagree that teachers keep promises; 13% disgree that they are treated with respect; Student/Teacher Trust decrease from 48% to 40%; Peer Support for Academic Work decreased 10 percentage points from 53 to 43%. ✏️	STAR (Math) iReady (Reading) iReady (Math)
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		Cultivate Grades ACCESS
No	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development		TS Gold Interim Assessment Data
No	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** [impact on most students; impact on specific student groups] ✏️ -Adopted SKyline 3rd-8th ELA -Adopted Skyline Science and Social Studies K-8th -PD For Envision math happened in summer - ILT led work on Learning Targets and standards alignment last year	

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 do not have access to grade level content consistently
Students are not making adequate growth in reading or math ✏️

Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?		References
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.	[MTSS Integrity Memo](#) [MTSS Continuum](#) [Roots Survey](#)
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	[MTSS Integrity Memo](#)
Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	[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](#)
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier 1 instructional services.	[EL Placement Recommendation Tool ES](#) [EL Placement Recommendation Tool HS](#)
No	There are language objectives (that demonstrate HOW students will use language) across the content.	

What are the takeaways after the review of metrics?

Roots survey indicated that the MTSS team should focus on establishing a coherent team with systems and structures that are consistent across the entire school.   Therefore, the team has been working to establish these systems and structures as well as setting up clear and explicit next steps toward utilizing Branching Minds and tiering our students.
Branching Minds implementation is a priority for our school in the SY 2023-2024. ✏️

What is the feedback from your stakeholders?

5 essentials survey data: English instruction- 24% of students feel it is not strong. Math instruction- 37% feel it is not strong. 91% of teachers are not deeply committed to the school. ✏️

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?

MTSS Team is in its second year of implementation with support from teachers and administration. Branching Minds training is being provided to all staff. Professional Development has been provided to all staff on co-teaching. Multiple teachers in the building are working toward their EL endorsement. ✏️

Metrics

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](#)

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

Students are struggling to make progress through the Tiers of Intervention.
-Some EL students (especially those with low ACCESS scores) have difficulty accessing the content.
- DL students with IEPs across grade levels experience inconsistency when their IEPs are not implemented with fidelity.
-Students don't have clarity regarding the language demands across the content areas.
-Some students are not getting enough support to be successful in the least restrictive environment. ✏️

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		References
Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	[BHT Key Component Assessment](#) [SEL Teaming Structure](#)
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	

What are the takeaways after the review of metrics?

Red for collaborative teachers
yellow for supportive environment ✏️

Metrics

[% 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	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.	**What is the feedback from your stakeholders?** teachers need more collaboration ✏️	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)
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		Enrichment Program Participation: Enrollment & Attendance
			Student Voice Infrastructure
			Reduction in number of students with dropout codes at EOY

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

Programs are not in place to support students with chronic absenteeism or truancy. As a school, we could increase our supports around Tier 1 SEL curricula (Skyline) ✏️

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?

As a school, we are in the beginning stages of developing a school-wide PBIS program. We are developing school-wide pillars to support character education. As a middle school, we have developed a student leadership program and enrichment offerings for all students. Last year, we implemented a school-wide Student of the Month program, as well as a Student Advisory Council (Grades 1st-8th). ✏️

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
No	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)	Currently, we do not see any student-centered problem with reg ✏️	Graduation Rate
				Program Inquiry: Programs/participation/attainment rates of % of ECCC
				3 - 8 On Track
Yes	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		Learn, Plan, Succeed
				% of KPIs Completed (12th Grade)
				College Enrollment and Persistence Rate
Partially	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?** Currently, we do not see any student-centered problem with reg ✏️	9th and 10th Grade On Track
				Cultivate (Relevance to the Future)
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).			Freshmen Connection Programs Offered (School Level Data)
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		

		References		

| N/A | There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th). | PLT Assessment Rubric | | |

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

Currently, we are starting the College and Career Competency Curriculum (C4) for 6th-8th grade students. The Naviance tasks are assigned monthly by the school counselor with follow-up by classroom teachers during advisory. ✏️

| N/A | Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni). | Alumni Support Initiative One Pager | | |

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

Currently, we do not see any student-centered problem with regards to the Postsecondary pillar. ✏️

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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
Partially	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	Groups that involve parents include Local School Council, Friends of Jahn, Parent Advisory Committee, Bilingual Advisory Committee, Anti-Bias Anti-Racist, Diverse Learner Committee, Jahn Arts Council. Several school events proactively invite the broader school community such as Pumpkin Patch, Winter Wonderland, Spring Arts Showcase. Jahn also opens up outdoor space to a weekly farmers market. Other events include churros con chocolate, back to school bash, the Give to Grow fundraiser, the Husky Hustle, el Dia del nino parade, the Fine Arts Festival, Open House, and Faces of Jahn. There is parent participation at the events, but only a portion of the school's parents participate in the events. More is needed to draw in a larger number of families and community members. Involved familes is yellow ✏️	Cultivate

5 Essentials Parent Participation Rate

5E: Involved Families

5E: Supportive Environment

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

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

Formal and informal family and community feedback received locally. (School Level Data) |
| Partially | Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate. | Reimagining With Community Toolkit | | |
| Partially | School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP). | Student Voice Infrastructure Rubric | **What is the feedback from your stakeholders?**

5 Essentials parent participation rate
Involved familes is yellow ✏️ | |

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.

More collaboration is needed to explicit seek student feedback and hear student concerns. There has not been a means to gather data from PreK and Kdg. ✏️

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 school is brainstorming working to include students and families that do not directly live in the community. Student Council and Student Advisory Council are each in place but there is room for further collaboration and voice in each. ✏️

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

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

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially — All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.

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.

No — School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.

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

What are the takeaways after the review of metrics?

[takeaways reflecting most students; takeaways reflecting specific student groups]

Math Reflection from ILT Institute:

I-Ready Math:
27% mid/above grade
16% early on grade
51% 1 grade level below
6% 2 grade levels below
Geometry is lowest
K has most students on grade level
2nd grade 65% NOT on grade level
Growth Target 55%-K, 50%-1st, 19%-2nd

Star Math
43% are at or above grade level
57% performing below level
21% need urgent intervention

IAR Math
11% exceed/meet
29% Did not meet

ELA. Reflection:

ELA I-Ready:
students are stronger in PA, phonics and high freq. then comprehension
61% early-on level, 37% 1 grade level below
1st grade has the most need
39% met typical growth K,44% 1st grade, 70% 2nd grade

ELA Star
About 50% are at or above grade level
26% need urgent intervention

ELA IAR
7% exceeding
29% meeting
20% Did not meet

What is the feedback from your stakeholders?

5 Essentials Survey data: Supportive Environment - 24% disagree that teachers keep promises; 13% disagree that they are treated with respect; Student/Teacher Trust decrease from 48% to 40%; Peer Support for Academic Work decreased 10 percentage points from 53 to 43%.

What student-centered problems have surfaced during this reflection?

Students do not have access to grade level content consistently
Students are not making adequate growth in reading or math

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?

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Determine Priorities

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

Students...

Students do not have consistent access to rigorous standards aligned curriculum. ✏️

Resources: 🚀

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

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Root Cause

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

As adults in the building, we...

-lack consistent curriculum from grade to grade. ✏️
- need training on new curriculum and instructional practices aligned to those curricula

Resources: 🚀

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

Indicators of a Quality CIWP: Root Cause Analysis

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

Curriculum & Instruction

- need training on new curriculum and instructional practices aligned to those curricula.

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....

adopt and implement a high quality curriculum with materials that are standards-aligned and culturally responsive with rigorous, meaningful tasks, with arts infused and common assessments,

then we see....

Students experience grade-level, standards-aligned instruction and increaisng their control over grade level competenices

which leads to...

more students performing at or above grade level on curriculum based assessments (iready k-2 and Star360 3-8) and IAR by the end of the 3 year CIWP cycle.

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

Return to Top   Implementation Plan

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍️

Dates for Progress Monitoring Check Ins

Q1	10/21/23	Q3	2/3/24
Q2	12/23/23	Q4	6/8/24

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1 Consistent professional learning on curricular and instructional materials	ILT		*Select Status*
Action Step 1 Have all teachers complete Skyline Badging	admin/ILT		*Select Status*
Action Step 2 Lead teacher teams through unpacking curriculum for Skyline to review scope and sequence	ILT		*Select Status*
Action Step 3 Plan gradebooks based on skyline assessmetns	ILT		*Select Status*
Action Step 4 Monthly collaborative unit planning/looking at data	ILT		*Select Status*
Action Step 5 Attend CPS Skyline PDS			*Select Status*
Implementation Milestone 2 Administer and review end of unit grade level assessments to better track student mastery of grade level standards	ILT/GLT/Admin		*Select Status*
Action Step 1 PD on checkpoint and looking at unit assessment data			*Select Status*
Action Step 2 Establish cadence of GLTs focused on reviewing checkpoint item analysis			*Select Status*
Action Step 3 year 3 - begin to administer Interim assesments for IAR predictor			*Select Status*
Action Step 4 Create reteach and small group plans based on assessment data			*Select Status*
Action Step 5			*Select Status*
Implementation Milestone 3 Teachers will begin implementing Marzano stratgies	ILT		*Select Status*
Action Step 1 ILT attend Marzano science of teaching strategies			*Select Status*
Action Step 2 Develop plan to teach back strategies			*Select Status*
Action Step 3 develop walk/peer observation protocol to observe others			*Select Status*
Action Step 4 collaborate with other Marzano schools in n4			*Select Status*
Action Step 5			*Select Status*
Implementation Milestone 4 Create clear scope and sequence to align grading and infuse the arts (Arts Integration)	ILT /FAW		*Select Status*
Action Step 1 Identify areas within your curriculum where Arts Intergration can be incorporated to drive learning.			*Select Status*

Curriculum & Instruction

Action Step 2	Collaboratively create units that speak to Arts Integration (minimium of twice a year).			*Select Status*
Action Step 3	Create asssessments that align with both the Arts and non-Arts content areas.			*Select Status*
Action Step 4	Create an all-school repository to house Art Integration units to be implemented annually.			*Select Status*
Action Step 5				*Select Status*

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Evidence of Skyline ELA in every 3rd-8th classroom on RigorWalks	✍️
SY26 Anticipated Milestones	Teachers will know how to implement ELA Skyline curriclum and use end of unit assessments in checkpoint to create small groups and differentiate instruction.	✍️

Return to Top   **Goal Setting**

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	Numerical Targets [Optional] ✍️		
					SY24	SY25	SY26
Increase number of students reading above the 40th percentile (district) on Star 360 reading	Yes	STAR (Reading)	Overall	47	52	57	65
			Select Group or Overall				
More students will be meeting/exceeding on IAR	No	IAR (English)	Overall	36	40	45	50
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍️	Specify your practice goal and identify how you will measure progress towards this goal. ✍️		
	SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Teachers will complete badging and attend skyline pd for units. teacher will implment unis and unpack them in GLTS	Teachers will administer summative assessments for data reviews. Teachers will get through entire skyline curriculum	Use curriculum and assesments to adapt and differentiate
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Give end of unit assessmments	Use checkpoint to administer end of unit assesmsent to create small group plans	Administer district screeners, end of unit assesmsents and create targeted plans
C&I:4 The ILT leads instructional improvement through distributed leadership.	Lead GLTS in unpacking skyline. ILT attends marzano and teaches strategies	teachers impelment curriulum and ILT attends and reflects on Rigorwalks	teachers look for skyline in classrooms/attends rigorealks and reviews level of tasks and evidence of strategies

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Return to Top   **SY24 Progress Monitoring**

Resources: 🚀

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

Curriculum & Instruction

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 number of students reading above the 40th percentile (district) on Star 360 reading	STAR (Reading)	Overall	47	52	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
More students will be meeting/exceeding on IAR	IAR (English)	Overall	36	40	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Identified Practices	SY24	Progress Monitoring			
		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.	Teachers will complete badging and attend skyline pd for units. teacher will implment unis and unpack them in GLTS	Select Status	Select Status	Select Status	Select Status
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Give end of unit assessmments	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	Lead GLTS in unpacking skyline. ILT attends marzano and teaches strategies	Select Status	Select Status	Select Status	Select Status

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

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

Inclusive & Supportive Learning Environment

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.
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.
Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
No	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

Roots survey indicated that the MTSS team should focus on establishing a coherent team with systems and structures that are consistent across the entire school. Therefore, the team has been working to establish these systems and structures as well as setting up clear and explicit next steps toward utilizing Branching Minds and tiering our students. Branching Minds implementation is a priority for our school in the SY 2023-2024.

What is the feedback from your stakeholders?

5 essentials survey data: English instruction- 24% of students feel it is not strong. Math instruction- 37% feel it is not strong. 91% of teachers are not deeply committed to the school.

What student-centered problems have surfaced during this reflection?

Students are struggling to make progress through the Tiers of Intervention.
-Some EL students (especially those with low ACCESS scores) have difficulty accessing the content.
- DL students with IEPs across grade levels experience inconsistency when their IEPs are not implemented with fidelity.
-Students don't have clarity regarding the language demands across the content areas.
-Some students are not getting enough support to be successful in the least restrictive environment.

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?

Determine Priorities

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

Students...

Students that need interventions are not always receiving them
Studnets are not reading/doing math on grade level

Resources: 🚀

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

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

As adults in the building, we...

Lack clarity about what data to track, how to track it and where
-lack clear interventions/assessments school-wide

Resources: 🚀

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

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What is your Theory of Action?

If we....

effectively implement Tier I curriculum, develop high quality Tier II and Tier III intervention plans, progress monitor supports and interpret data to tailor instruction

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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then we see....

students engaged in differentiated core curriculum and data informed, evidence-based interventions ✍️

which leads to...

a greater number of students on grade level on Star/ IAR. ✍️

Return to Top   **Implementation Plan**

Resources: 🚀

Team/Individual Responsible for Implementation Plan ✍️

Dates for Progress Monitoring Check Ins

Q1	10/21/23	Q3	2/3/24
Q2	12/23/23	Q4	6/8/24

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	Increase teacher, MTSS team, BHT team, ELPT, diverse learner teachers, and instructional coaches collaboration time and support systems	MTSS team		Select Status
Action Step 1	lead teachers through data literacy analysis protocols to identify trends of iReady, STAR, and ACCESS scores	ILT		Select Status
Action Step 2	MTSS team will lead and support teachers in developing goals and plans based on student data for Tier 2 and Tier 3 students including using Amira, and Freckle	MTSS team		Select Status
Action Step 3	Teachers and ELPT will collaborate through coaching and conferencing to discuss language supports and strategies for ELs	ELPT		Select Status
Action Step 4	Diverse learner teachers and general ed teachers will collaborate to develop lesson plans that ensure high quality co-teaching models and inclusive instructional practices using the quality indicators of Specifically Designed Instruction.	SPED team		Select Status
Action Step 5	Create a regular cycle where BHT, MTSS, and ELPT membership are actively involved the in the GLM process.	BHT/MTSS ILT		Select Status
Implementation Milestone 2	Full implementation and teacher training of Branching Minds with a goal of establishing a plan for reading, math, and SEL interventions for all Tier 2 and 3 students	MTSS Team		Select Status
Action Step 1	GLTs wil be dedicated to developing and revisiting plans for Tier 2 students	MTSS		Select Status
Action Step 2	All teachers will receive training on Branching Minds platform from MTSS team and interventionists	MTSS		Select Status
Action Step 3	Teachers and MTSS team will progress monitor in Branching Minds interventions for Tier 2 and 3 students	MTSS		Select Status
Action Step 4	MTSS team will meet in 5 week cycles with teachers to ensure continous accountability and fidelity of tracking data in Branching Minds	MTSS		Select Status
Action Step 5				Select Status
Implementation Milestone 3	Teachers will consistently monitor student progress weekly in Tier 2 and Tier 3 as identified in Branching Minds.	MTSS team		Select Status
Action Step 1	MTSS team will develop an implementation guide for progress monito	MTSS		Select Status
Action Step 2	Teachers and MTSS providers will input data into Branching Minds weekly	MTSS		Select Status
Action Step 3	Revisit GLTS using progress monitoring CBMs aligned to student skill deficits	MTSS		Select Status
Action Step 4	Observe progress monitoring for CBMs and increase alignment between teacher planning for instruction and student skill deficits	MTSS		Select Status
Action Step 5	Use GLTS to review Branching Minds data monthly	MTSS		Select Status
Implementation Milestone 4	Increase teacher capacity to differentiate Tier I curriculum and implement Tier II interventions in small group.	ILT /MTSS		Select Status
Action Step 1	Teachers will attend district led Freckle and Amira PD.	MTSS		Select Status
Action Step 2	Teachers will observe and reflect on the use of Wilson interventions in the classroom.	MTSS		Select Status
Action Step 3	Teachers will observe horizontal and vertical teams to improve data collection on evidence of student learning.	MTSS		Select Status
Action Step 4				Select Status

Inclusive & Supportive Learning Environment

| Action Step 5 | | | | Select Status |

SY25-SY26 Implementation Milestones

| SY25 Anticipated Milestones | Teachers will all know how to administer additional screeners and provide tier 2 interventions as part of a referral process for tier 3. | ✍️ |

| SY26 Anticipated Milestones | Full implementation of branching minds. All studnets that need tier 2 and 3 interventions will receive them. | ✍️ |

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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 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) | Numerical Targets [Optional] ✍️ | | | |
				Baseline ✍️	SY24	SY25	SY26
Increase number of students reading above the 40th percentile (district) on Star 360 reading	Yes	STAR (Reading)	Overall	47%	52%	57%	65%
			Select Group or Overall				
More students will be reading Mid-above grade level	Yes	iReady (Reading)	Overall	37%	45%	50%	55%
			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 will develop referral process and teach teachers secondary assessments to diagnose problem	Teachers will use CBMs and document interventions in brm	High performing MTSS continuum scores
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.	Interventioinsist and teachers will add interventions in BrM and taech teachers to use diagnostics	Progress monitoring will be consistently entered in BRm	
I&S:3 Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	Special education teacher will meet to develop strategies and coteaching	Common planning with coteachers and special educaiton teachers will implemnet instruciotnal strategies	

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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

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

Inclusive & Supportive Learning Environment

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase number of students reading above the 40th percentile (district) on Star 360 reading	STAR (Reading)	Overall	47%	52%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
More students will be reading Mid-above grade level	iReady (Reading)	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
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 develop referral process and teach teachers secondary assessments to diagnose problem	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.	Interventioinsist and teachers will add interventions in BrM and taech teachers to use diagnostics	Select Status	Select Status	Select Status	Select Status
I&S:3 Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	Special education teacher will meet to develop strategies and coteaching	Select Status	Select Status	Select Status	Select Status

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)

Select a Goal

Select a Goal

Select a Goal

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:	☐	**Our school is a non-Title I school that does not receive any Title I funds.**
No action needed		**(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.

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