CIWP Team & Schedules

Resources 🚀

CIWP Team Guidance

Name ✍	Role ✍	Email ✍
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Ann Dahl	Curriculum & Instruction Lead	amdahl@cps.edu
Frances Izzi	Other [Type In] Case Manager	fmtovar@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	6/1/23	9/15/23
Reflection: Curriculum & Instruction (Instructional Core)	6/1/23	6/10/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/1/23	6/10/23
Reflection: Connectedness & Wellbeing	6/1/23	6/10/23
Reflection: Postsecondary Success	6/1/23	6/10/23
Reflection: Partnerships & Engagement	6/1/23	6/10/23
Priorities	7/15/23	8/1/23
Root Cause	7/15/23	8/1/23
Theory of Acton	8/1/23	8/15/23
Implementation Plans	8/1/23	8/15/23
Goals	8/1/23	8/15/23
Fund Compliance	8/1/23	9/15/23
Parent & Family Plan	8/1/23	9/15/23
Approval	8/30/23	9/15/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates ✍	
Quarter 1	12/22/2023
Quarter 2	10/1/2023
Quarter 3	03/30/2023
Quarter 4	06/10/2024

Indicators of a Quality CIWP: Reflection on Foundations

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

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

Stakeholders are consulted for the Reflection of Foundations.

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

Resources 🚀

Reflection on Foundations Protocol

Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References
Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document

What are the takeaways after the review of metrics?

K-2: As a whole we demonstrated adequate growth for our students. Our attainment is still not at 85% for all of K-2 in Reading and Math and we noticed that our students on the higher end are not performing as well as our students in the lower tier. We looked at how students are performing who received intervention support through the Tutor Corps and their growth is also flat.
Reading:
Kinder: 86% Early On-Grade-Mid/Above Grade level, EL's outperform all other subgroups. Special Ed still lags behind the overall
1st Grade: 41% Early On-Grade-Mid Above Grade level. EL's are significantly behind the non-EL's, Students with IEP's are significantly below non-special Ed peers
2nd Grade: 43% Early On-Grade-Mid/Above Grade level

Math:
Kinder: 50% Early On-Grade-Mid/Above Grade level
1st Grade: 34% Early On-Grade-Mid Above Grade level
2nd Grade: 47% Early On-Grade-Mid/Above Grade level

When looking at subgroups, our El students are slightly higher than their counterparts and our African American students are slightly below their counterparts.

What is the feedback from your stakeholders?

Student: In general students feel challenged in their classes. They would like to see more of the STEM pieces integrated and would like more opportunities for things like field trips. Students feel that there is an adequate amount of work for classwork and homework.

Teacher: Teachers feel that, especially coming back from the pandemic, they have had to move a little slower through the curriculum Time comes up often as the commodity that there is just not enough of Teachers expressed concerns of students having gaps in learning and are working to ensure that students are given the support they need to be successful.

Parent: In general, parents feel that students are pushed in the classroom. they would like see more of the STEM theme come through in the classes that their students participate in. Parents report a good rapport with teachers.

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

We are currently working with a Magnet School Assistance Program grant to become a STEM Magnet school. While much of the work that we do within the grant is also reflective in the CIWP, there are other professional learning opportunities and opportunities for students that might not be reflected in this CIWP.

Metrics

IAR (Math)

IAR (English)

Rigor Walk Data (School Level Data)

PSAT (EBRW)

PSAT (Math)

STAR (Reading)

STAR (Math)

iReady (Reading)

iReady (Math)

Cultivate

Grades

ACCESS

TS Gold

Interim Assessment Data

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

Students are not having full access to the core curriculum. This is due to teachers not getting through the program materials in a timely manner. Data suggests that the instruction that students is experiencing is rigorous and aligned, however there are real academic gaps that our teachers are trying to fill while moving forward. While teachers have planned engaging units, a common conversation was around the deficits experienced as a result of the pandemic. As a result, we have identified key strategies and school structures to support teachers in the delivery of core instruction, and a systemic MTSS program.

Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?		References
Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey
Yes	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo

What are the takeaways after the review of metrics?

The gaps in learning exist across the grade levels, especially in the middle grades and through the sub groups. As a result, the teaching staff has been trying to mitigate intervention for most with core content. This past year, we piloted the Tutor Corp program and while there were some gains within the platform they were using, we were not seeing the return on our core assessments.

We implemented Branching Minds and spent time doing professional development on how to use the program, however, after looking at the Branching Minds data what we noticed is that we need a better system in place to review the groups and their progress. In addition, in looking at our student referrals, we noticed that students have progress monitoring data, but in looking at our referrals we wondered if we engaged in processes that also included the BHT, would we see fewer referrals move to IEP's.

Metrics

Unit/Lesson Inventory for Language Objectives (School Level Data)

MTSS Continuum

Roots Survey

ACCESS

MTSS Academic Tier Movement

Annual Evaluation of Compliance (ODLSS)

		References		Metrics
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page		Quality Indicators of Specially Designed Curriculum

EL Program Review Tool |

What is the feedback from your stakeholders?

EL's: We have implemented QTEL strategies to help our EL's access academic language. This past year, we have spent time with our parents of ELLs through the BAC helping them to better understand our TBE program as well as help them to understand the ACCESS assessment given to students. Parents are looking for ways to help their children at home learn English but would also like their children to maintain their native language. Teachers are looking for support to benchmark students towards higher proficiency on ACCESS.

DL's: Teachers are concerned about caseloads that cross many different grade levels and feel that we need to strengthen collaboration during grade level time. While collaboration is scheduled during PD days, more of the day to day planning could be better with common planning. Parents of DL's in the middle grades are looking for support on the GoCPS process for high schools. They are worried that options are limited and looking for support to find a good placement for their child.

Interventions: As we rolled out Branching Minds and s systematic MTSS program, we identified areas where we are strong and places where we can improve. In terms of places to improve we identified our communication home, goal setting with students and sharing progress monitoring data with students would help make the process more transparent.

| Yes | 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 I instructional services. | EL Placement Recommendation Tool ES / EL Placement Recommendation Tool HS |

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

We are continuously refining our MTSS and BHT processes to streamline and improve the work of these teams. In planning and scheduling this year, we are able to support a follow up conversations with monthly focused meetings for the Behavioral Health Team, student level data analysis and curriculum planning. In addition we have established our PLC's each quarter to plan standards aligned instruction and at the trimester to analyze student progress.

Interventions: As we rolled out Branching Minds and a systematic MTSS program, we identified areas where we are strong and places where we can improve. In terms of places to improve we identified our communication home, goal setting with students and sharing progress monitoring data with students would help make the process more transparent.

| Yes | There are language objectives (that demonstrate HOW students will use language) across the content. |

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

Students need access to rigorous Core (Tier 1) instruction and also need support for intervention and acceleration to ensure we are not stalling their academic growth and opportunity. As we grow our MTSS program we need to ensure students are getting the additional supports clearly defined as part of our MTSS program.

Connectedness & Wellbeing
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Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes — Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment / SEL Teaming Structure	We have most components of SEL in place for Tier 1. We need to expand our support for tier 1 and create a stronger tier 2 and 3 plan for our students that is systematic.

Since the pandemic, we have have seen a marked decrease in our attendance. In thinking about how to best support students and families, we want to take this to student voice for ideas and through the design process better understand the barriers our families are facing when it comes to students being on-time and ready to learn on a regular basis. | % 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

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 |
| Yes — Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices. |
| Yes — All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs. |

What is the feedback from your stakeholders?

Parents: Parents identified incentives for both parents and students. They also thought that connecting for walking "busses" or setting up a directory of parent information that could help parents troubleshoot pickups and drop offs. Parents also complimented our school's After Care program as an essential for them as working parents.

Students: Students have enjoyed the after school electives. When asked about attendance, things that have come up: Issues in the neighborhood; no transportation, tiredness

Teachers: Teachers are concerned with attendance. When students are absent they are missing instruction and that creates gaps. While most students have attendance >94%, those that have attendance less than 94% are showing a decline in their test scores and grades. Teachers are also concerned with tardies. The students showing up late are missing lessons and those students chronically tardy are adding up many minutes of lost instruction. Teachers are excited to hear what students have to say about attendance.

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

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

Attendance especially since the pandemic has been declining. Our Student Voice Committee will be helping a team of staff members troubleshoot this issue.

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?

Key areas of Connectedness and Wellbeing are addressed through our systems of support for students and staff. Our BHT team lead is meeting monthly with teachers and through our programs such as PBIS, Sanford Harmony, 7 Habits,

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Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Partially — 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)	This is an area we need to improve upon for all of our students. Additional professional development opportunities as well as planned opportunities for our students needs to be implemented as part of our school systems.	Graduation Rate
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		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
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?** Parents would like to have involvement about sharing their careers with the school community. Teachers would like the opportunity to plan strategically around this foundation with the support of the counselor.	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		
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?** As a STEM Magnet School, we want to implement career studies programs that especially highlights how the STEM habits of thinking and problem solving relate in all fields. This is something our counselor will be leading with our STEM Specialists.	
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.

Students need exposure to multiple job fields to begin to understand the opportunities for a good career.

Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes — The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	As a whole, we have many partnerships with many organizations, but that partnership list and a formal way to keep communication open with partners needs to grow. Communication with families is available through Remind and is accessible through Remind via the translation feature and the ease of useability. We need to better ground our Student Voice Committee so that it stands on it's own and not requiring "adult" leadership	Cultivate
			5 Essentials Parent Participation Rate

that it stands on it's own and not requiring "adult" leadership to start if off.

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)

| Yes | Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate. | Reimagining With Community Toolkit |

| Yes | School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP). | Student Voice Infrastructure Rubric |

What is the feedback from your stakeholders?

Educators would like include partners in our Problem Based Project Learning

Parents would appreciate more communication about what is happening in the classroom so they can support it at home and also have meaningful conversations with their children about what they are learning.

Student Voice needs a "restart" every year and with staffing changes that makes it difficult. Student Voice needs adults to monitor, and needs to become more independent with a transition plan in place before the school year is over to bring more members on as 8th graders transition out.

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 will benefit from learning from partners and experts in the field especially when they are doing their Problem Based Project Learning. Student Voice would be a great opportunity for students to demonstrate independence

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

We are working to build a strategic partnership list and offer an end of the year celebration of all of our partners. This celebration will also include next year's plans and way for them to find more ways to help us with their resources.

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

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

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

K-2: As a whole we demonstrated adequate growth for our students. Our attainment is still not at 85% for all of K-2 in Reading and Math and we noticed that our students on the higher end are not performing as well as our students in the lower tier. We looked at how students are performing who received intervention support through the Tutor Corps and their growth is also flat.
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Math:
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What is the feedback from your stakeholders?

Student: In general students feel challenged in their classes. They would like to see more of the STEM pieces integrated and would like more opportunities for things like field trips. Students feel that there is an adequate amount of work for classwork and homework.

Teacher: Teachers feel that, especially coming back from the pandemic, they have had to move a little slower through the curriculum Time comes up often as the commodity that there is just not enough of. Teachers expressed concerns of students having gaps in learning and are working to ensure that students are given the support they need to be successful.

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What student-centered problems have surfaced during this reflection?

Students are not having full access to the core curriculum. This is due to teachers not getting through the program materials in a timely manner. Data suggests that the instruction that students is experiencing is rigorous and aligned, however there are real academic gaps that our teachers are trying to fill while moving forward. While teachers have planned engaging units, a common conversation was around the deficits experienced as a result of the pandemic. As a result, we have identified key strategies and school structures to support teachers in the delivery of core instruction, and a systemic MTSS program.

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

We are currently working with a Magnet School Assistance Program grant to become a STEM Magnet school. While much of the work that we do within the grant is also reflective in the CIWP, there are other professional learning opportunities and opportunities for students that might not be reflected in this CIWP.

Determine Priorities

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

Students...

Will experience a full slate of standards that are mapped from the beginning of the year to the last day of school, through the use of quality teaching practices and the ability to showcase their learning through multiple means.

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

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

As adults in the building, we...

Teachers are trying to engage and grow students from where they are at as a whole, which is including large gaps in learning from previous year's standards. Moving forward on rigorous standards with missing foundational pieces has been difficult.

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

What is your Theory of Action?

If we....

Strategically plan, implement and reflect on our culturally responsive core curriculum and instructional strategies through the use of formative and summative assessments

then we see....

students engaging in a full year's worth of standards aligned core curriculum program in each core content area

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.

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

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

which leads to...

closing of gaps in learning and increase in both growth and attainment as measured by IAR. ✍️

Return to Top   **Implementation Plan**

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍️

Ms. Tobiason and Ms. Dahl

Dates for Progress Monitoring Check Ins

Q1	12/22/2023	Q3	03/30/2023
Q2	10/1/2023	Q4	06/10/2024

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	Curriculum Planning System: Professional Development & Planning	Ms. Dahl and Ms. Tobiason		*Select Status*
Action Step 1	Plan Curriculum Scope and Sequence for all Core Content areas	Ms. Tobiason	09/30/2023	*Select Status*
Action Step 2	Q2: Quarterly Curriculum Planning Day to review, revise and collaborate on upcoming quarter Core Curriculum ensuring our STEM Standards for Success are reflected in the instructional plans	Ms. Tobiason/Ms. Dahl	10/30/2023	*Select Status*
Action Step 3	Q3: Quarterly Curriculum Planning Day to review, revise and collaborate on upcoming quarter Core Curriculum ensuring our STEM Standards for Success are reflected in the instructional plans	Ms. Tobiason/Ms. Dahl	12/22/2023	*Select Status*
Action Step 4	Q4: Quarterly Curriculum Planning Day to review, revise and collaborate on upcoming quarter Core Curriculum ensuring our STEM Standards for Success are reflected in the instructional plans	Ms. Tobiason/Ms. Dahl	03/30/2024	*Select Status*
Action Step 5	Monthly Grade Band Meetings focused on the work of the ILT, Curriculum and Instruction ensuring our STEM Standards for Success are reflected in the instructional plans	Ms. Tobiason/Ms. Dahl	06/01/2024	*Select Status*
Implementation Milestone 2	Curriculum Planning System: Data Analysis			*Select Status*
Action Step 1	Monthly Grade Band Meetings focused on the formative assessment review and scope and sequence check in during principal directed prep	Ms. Dahl, Ms. McKittrick, Ms. Izzi	06/01/2023	*Select Status*
Action Step 2	BOY data release days to analyze data by sub groups, plan intervention groups, build interventions in Branching Minds and goal set with coaches/administration	Ms. Dahl, Ms. McKittrick, Ms. Valenciana, Ms. Izzi	09/30/2023	*Select Status*
Action Step 3	MOY data release days to analyze data by sub groups, plan intervention groups, build interventions in Branching Minds and goal set with coaches/administration	Ms. Dahl, Ms. McKittrick, Ms. Valenciana, Ms. Izzi	01/31/2024	*Select Status*
Action Step 4	EOY data release days to analyze data by sub groups, reflect on interventions, complete Branching Minds and have a "step-up" conference with the next year's teachers	Ms. Dahl, Ms. McKittrick, Ms. Valenciana, Ms. Izzi	06/10/2024	*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 3	Instructional Practices Professional Learning Communities			*Select Status*
Action Step 1	Based on a staff needs assessment, provide support through a PLC for our identified instructional practices of: Gradual Release of Responsibility, QTEL strategies, Kagan Strategies and DOK	Ms. Valenciana	10/01/2023	*Select Status*
Action Step 2	PLC's meet 1-2 times per month to provide additional learning on strategies. That will be followed up with support from the leader that included observation and coaching.	Ms. Valenciana, Ms. Dahl, Ms. Tobiason, Ms. McKittrick, Ms. Izzi	06/01/2024	*Select Status*
Action Step 3	Create an after school PLC to support the implementation of Problem Based Project Learning quarterly for student that aligns to the Content Standards and the STEM Standards for Success	Ms. Tobiason, Ms. McKittrick.	06/10/2024	*Select Status*
Action Step 4	Provide follow up professional development for staff that can include visits to classrooms, gallery walks of the classroom projects and coaching support	Ms. Tobiason, Ms. McKittrick.	06/10/2024	*Select Status*
Action Step 5	Develop staff capacity through professional learning as it relates the teaching and learning of diverse learners including students in the low incidence cluster program.	Ms Schubert, Mrs Izzi	06/10/2024	*Select Status*
Implementation Milestone 4	Program Implementation in grades K-8 including Algebra	Ms. McKittrick	6/10/2024	*Select Status*
Action Step 1	Professional development led by the publisher on program materials with follow-up coaching supports for Year 1 implementation	Ms. McKittrick	6/10/2024	*Select Status*
Action Step 2	After School PLC to provide planning time for implementation of new math materials	Ms. McKittrick	6/10/2024	*Select Status*
Action Step 3	Professional development led by the publisher on program materials with follow-up coaching supports for Year 1 implementation	Ms. Orta	6/10/2024	*Select Status*
Action Step 4	After School PLC to provide planning time for implementation of new math materials	Ms. Orta	6/10/2024	*Select Status*
Action Step 5	Implement inclusive student driven elective choices for 3rd-8th to provide opportunities in STEM, competative sports, fine and performing arts, SEL, coding and other high interest programs.	Ms. McKittrick, Ms. Tobiason	6/10/2024	*Select Status*

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Based on our successes of 2023-2024, we will continue our systems for our Tier 1 and build our supports around student, parent and staff needs.	✍️

<div align="right">Curriculum & Instruction</div>

SY26 Anticipated Milestones	Based on our successes of 2023-2024, we will continue our systems for our Tier 1 and build our supports around student, parent and staff needs.	✏️

Goal Setting

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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)	Numerical Targets [Optional] ✏️			
				Baseline ✏️	SY24	SY25	SY26
On the IAR Assessment for Reading, overall growth goal of 70% as measured by ISBE	Yes	IAR (English)	Overall	45	55	63	70
			African American				
On the IAR Assessment for Math, overall growth goal of 70% as measured by ISBE	Yes	IAR (Math)	Overall	57	63	67	70
			African American				

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.	Tier 1 instruction followed up with monthly to ensure that teachers are on track to complete a full scope and sequence of standards in each core content area that includes cross curricular STEM integration.

Students below the 50% percentile in Reading and Math will meet the target of at at least the 60th percentile in terms of growth on Star 360 and I-Ready Students at or above the 50th percentile in Reading and Math will meet the target of at least the 50th percentile in terms of growth on Star 360 and i-Ready | Tier 1 instruction followed up with monthly to ensure that teachers are on track to complete a full scope and sequence of standards in each core content area that includes cross curricular STEM integration.

Students below the 50% percentile in Reading and Math will meet the target of at at least the 60th percentile in terms of growth on Star 360 and I-Ready Student at or above the 50th percentile in Reading and math will meet the target of at least the 50th percentile in terms of growth on Star 360 and i-Ready | Tier 1 instruction followed up with monthly to ensure that teachers are on track to complete a full scope and sequence of standards in each core content area that includes cross curricular STEM integration.

Students below the 50% percentile in Reading and Math will meet the target of at at least the 60th percentile in terms of growth on Star 360 and I-Ready Student at or above the 50th percentile in Reading and math will meet the target of at least the 50th percentile in terms of growth on Star 360 and i-Ready |
| C&I:2 Students experience grade-level, standards-aligned instruction. | 100% implementation of teacher designed scope and sequence of standards aligned units with corresponding professional learning

Overall increase of 10 percentage points of students at the 50th percentile for Reading and Math on Star 360 and i-Ready. Increase of 15 percentage points of EL's and African American students at the 50th percentile for Reading and Math on Star 360 and i-Ready | 100% implementation of teacher designed scope and sequence of standards aligned units with corresponding professional learning

Overall increase of 10 percentage points of students at the 50th percentile for Reading and Math on Star 360 and i-Ready. Increase of 15 percentage points of EL's and African American students at the 50th percentile for Reading and Math on Star 360 and i-Ready | 100% implementation of teacher designed scope and sequence of standards aligned units with corresponding professional learning

Overall increase of 10 percentage points of students at the 50th percentile for Reading and Math on Star 360 and i-Ready. Increase of 15 percentage points of EL's and African American students at the 50th percentile for Reading and Math on Star 360 and i-Ready |
| C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom. | Monthly review of student progress towards standards utilizing classroom assessments aligned to instruction

At least 75% of students meeting or exceeding grade level expectations on unit assessments. | Monthly review of student progress towards standards utilizing classroom assessments aligned to instruction

At least 75% of students meeting or exceeding grade level expectations on unit assessments. | Monthly review of student progress towards standards utilizing classroom assessments aligned to instruction

At least 75% of students meeting or exceeding grade level expectations on unit assessments. |

SY24 Progress Monitoring

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Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4

Curriculum & Instruction

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

On the IAR Assessment for Reading, overall growth goal of 70% as measured by ISBE	IAR (English)	Overall	45	55	Select Status	Select Status	Select Status	Select Status
		African American			Select Status	Select Status	Select Status	Select Status
On the IAR Assessment for Math, overall growth goal of 70% as measured by ISBE	IAR (Math)	Overall	57	63	Select Status	Select Status	Select Status	Select Status
		African American			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.	Tier 1 instruction followed up with monthly to ensure that teachers are on track to complete a full scope and sequence of standards in each core content area that includes cross curricular STEM integration.	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	100% implementation of teacher designed scope and sequence of standards aligned units with corresponding professional learning Overall increase of 10 percentage points of students at the 50th percentile for Reading and Math on Star 360 and i-Ready. Increase of 15 percentage points of EL's and African American students at the 50th percentile for Reading and Math on Star 360 and i-Ready	Select Status	Select Status	Select Status	Select Status
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Monthly review of student progress towards standards utilizing classroom assessments aligned to instruction At least 75% of students meeting or exceeding grade level expectations on unit assessments.	Select Status	Select Status	Select Status	Select Status

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

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	Tier 1 instruction followed up with monthly to ensure that teachers are on track to complete a full scope and sequence of standards in each core content area that includes cross curricular STEM				

| 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?

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

What are the takeaways after the review of metrics?

The gaps in learning exist across the grade levels, especially in the middle grades and through the sub groups. As a result, the teaching staff has been trying to mitigate intervention for most with core content. This past year, we piloted the Tutor Corp program and while there were some gains within the platform they were using, we were not seeing the return on our core assessments.

We implemented Branching Minds and spent time doing professional development on how to use the program, however, after looking at the Branching Minds data what we noticed is that we need a better system in place to review the groups and their progress. In addition, in looking at our student referrals, we noticed that students have progress monitoring data, but in looking at our referrals we wondered if we engaged in processes that also included the BHT, would we see fewer referrals move to IEP's.

What is the feedback from your stakeholders?

EL's: We have implemented QTEL strategies to help our EL's access academic language. This past year, we have spent time with our parents of ELLs through the BAC helping them to better understand our TBE program as well as help them to understand the ACCESS assessment given to students. Parents are looking for ways to help their children at home learn English but would also like their children to maintain their native language. Teachers are looking for support to benchmark students towards higher proficiency on ACCESS.

DL's: Teachers are concerned about caseloads that cross many different grade levels and feel that we need to strengthen collaboration during grade level time. While collaboration is scheduled during PD days, more of the day to day planning could be better with common planning. Parents of DL's in the middle grades are looking for support on the GoCPS process for high schools. They are worried that options are limited and looking for support to find a good placement for their child.

Interventions: As we rolled out Branching Minds and s systematic MTSS program, we identified areas where we are strong and places where we can improve. In terms of places to improve we identified our communication home, goal setting with students and sharing progress monitoring data with students would help make the process more transparent.

What student-centered problems have surfaced during this reflection?

Students need access to rigorous Core (Tier 1) instruction and also need support for intervention and acceleration to ensure we are not stalling their academic growth and opportunity. As we grow our MTSS program we need to ensure students are getting the additional supports clearly defined as part of our MTSS program.

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

We are continuously refining our MTSS and BHT processes to streamline and improve the work of these teams. In planning and scheduling this year, we are able to support a follow up conversations with monthly focused meetings for the Behavioral Health Team, student level data analysis and curriculum planning. In addition we have established our PLC's each quarter to plan standards aligned instruction and at the trimester to analyze student progress.

Interventions: As we rolled out Branching Minds and a systematic MTSS program, we identified areas where we are strong and places where we can improve. In terms of places to improve we identified our communication home, goal setting with students and sharing progress monitoring data with students would help make the process more transparent.

Determine Priorities

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

Students...

will have a strategic system of supports to build their academic and social emotional skills.

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...

need to establish a clear system and routine for evaluating students' needs and identify programs to support those needs. As adults we also have to be trained to implement the systems and programs and need time to digest student progress and craft learning plans.

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....

Establish supports for students that meet their needs in Tier 1 by utilizing the principles of Universal Design for Learning and best practices for our English Language Learners as well as systematic and strategic supports for Tier 2 and 3 interventions for academic and social emotional needs...

then we see....

students engaging in lessons that meet their learning needs while also closing their individual gaps,

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)"

Inclusive & Supportive Learning Environment

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

which leads to...

higher student growth and attainment on IAR that will be benchmarked through i-Ready and Star360. ✍️

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 ✍️
Sarah Van Wolvelear, Annie Dahl, Cynthia Valenciana, Fran Izzi

Dates for Progress Monitoring Check Ins
Q1	12/22/2023	Q3	03/30/2023
Q2	10/1/2023	Q4	06/10/2024

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	Implement MTSS plan for grades K-8 for Academics	Annie Dahl	06/10/2024	Select Status
Action Step 1	Based on needs assessment of staff, students and parents, revise/create the intervention plan including the systems and structures	Ann Dahl, Fran Izzi	09/30/2023	Select Status
Action Step 2	Establish BOY, MOY and EOY data days to review screening data, establish intervention groups and schedule additional supports for the classroom	Ann Dahl, Cynthia Valenciana, Colleen McKittrick	09/30/2023	Select Status
Action Step 3	Establish monthly agenda for grade band meetings to revisit groupings and student progress and make adjustments as needed	Ann Dahl, Fran Izzi	09/30/2320	Select Status
Action Step 4	Identify and provide professional development for teachers on best practices for Universal Design for Learning and strategies to support English Language Learners build their academic language.	Ann Dahl, Cynthia Valenciana	09/30/2023	Select Status
Action Step 5	Evaluate MTSS plan for academic supports to determine overall success of plan	Ann Dahl, ILT team, Admin	6/10/2024	Select Status
Action Step 6	Establish targeted after school programming to implement Tier 2 and Tier 3 academic intereventions.	Ann Dahl, Colleen McKittrick	6/10/2024	Select Status
Action Step 7	Establish targeted after school programming for EL students	Cynthia Valenciana, Colleen McKittrick	6/10/2024	Select Status
Implementation Milestone 2	Implement MTSS plan for grades K-8 for Social Emotional Learning.	Sarah Van Wolvelear	06/10/2024	Select Status
Action Step 1	Based on a needs assessment of staff, students and parents, revise/create the intervention plan including the systems and structures for Social, Emotional and Crisis response	Sarah Van Wolvelear, Frances Izzi	09/30/2023	Select Status
Action Step 2	Establish a monthly agenda for grade band meetings to revisit the plans, review referrals and address student/parent/staff concerns.	Sarah Van Wolvelear, Frances Izzi	09/05/2023	Select Status
Action Step 3	Implement a comprehensive PBIS program to address reinforcement of Jungman's Core Values	Sarah Van Wolvelear	09/30/2023	Select Status
Action Step 4	Implement a Behavioral Health Team to support students needing crisis support or Tier 2/3 behavior interventions	Sarah Van Wolvelear	09/30/2023	Select Status
Action Step 5	Implement a Student Voice Committee to help address school	Sarah Van Wolvelear,	09/30/2023	Select Status
Action Step 6	Train staff (and students) on peer conferences for launch in the 2024-2025 school year	Sarah Van Wolvelear	06/10/2024	Select Status
Action Step 7	Create student driven, after school enrichment programming, that includes but is not limited to: competitive sports, STEM, SEL support, culturally responsive program	Ms. Tobiason and Ms. McKittrick	06/10/2024	Select Status
Implementation Milestone 3	Culture and Climate Team	Heidi Schubert, Karen Ferreira, Sarah Van Wolvelear	06/10/2024	Select Status
Action Step 1	Create quarterly character themes and identify culturally relevant persons and events to highlight those themes. Create teacher friendly materials that can be shared in classes	Heidi Schubert, Karen Ferreira	06/10/2024	Select Status
Action Step 2	Create quarterly family engagement opportunities that showcase our culturally responsive curriculum and quarterly themes while also highlighting how our STEM Magnet program is integrated into this work.	Sarah Van Wolvelear, Heidi Schubert, Admin Team, Classroom teachers	06/10/2024	Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Based on our successes of 2023-2024, we will continue our work to build an inclusive and supportive school environment. We anticipate launching Peer Conferences and introducing additional outside agencies to support our students working through emotional needs and trauma.	✍️

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

SY26 Anticipated Milestones	Based on our successes of 2023-2024, we will continue our work to build an inclusive and supportive school environment. We anticipate additional outside agencies to support our students working through emotional needs and trauma. ✏️

Goal Setting

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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

Numerical Targets [Optional] ✏️

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	SY24	SY25	SY26
By SY26 consistently rate "Very Strong" in the area of Supportive Environment by Students and Parents	Yes	5E: Supportive Environment	Overall	Neural	Strong	Very Strong	Very Strong
			Select Group or Overall				
Students below the 50th percentile in Reading and math will meet a growth target of the 60th percentile or higher on i-Ready or Star 360	Yes	Other	Overall				
			English Learners				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✏️	Specify your practice goal and identify how you will measure progress towards this goal. ✏️		
	SY24	SY25	SY26
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	100% implementation of Branching Minds Students below the 50% percentile in Reading and Math will meet the target of at at least the 60th percentile in terms of growth on Star 360 and I-Ready Student at or above the 50th percentile in Reading and math will meet the target of at least the 50th percentile in terms of growth on Star 360 and i-Ready	100% implementation of Branching Minds Students below the 50% percentile in Reading and Math will meet the target of at at least the 60th percentile in terms of growth on Star 360 and I-Ready Student at or above the 50th percentile in Reading and math will meet the target of at least the 50th percentile in terms of growth on Star 360 and i-Ready	100% implementation of Branching Minds Students below the 50% percentile in Reading and Math will meet the target of at at least the 60th percentile in terms of growth on Star 360 and I-Ready Student at or above the 50th percentile in Reading and math will meet the target of at least the 50th percentile in terms of growth on Star 360 and i-Ready
I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	Students below the 50% percentile in Reading and Math will meet the target of at at least the 60th percentile in terms of growth on Star 360 and I-Ready in English Student at or above the 50th percentile in Reading and math will meet the target of at least the 50th percentile in terms of growth on Star 360 and i-Ready in English	Students below the 50% percentile in Reading and Math will meet the target of at at least the 60th percentile in terms of growth on Star 360 and I-Ready in English Student at or above the 50th percentile in Reading and math will meet the target of at least the 50th percentile in terms of growth on Star 360 and i-Ready in English	"Students below the 50% percentile in Reading and Math will meet the target of at at least the 60th percentile in terms of growth on Star 360 and I-Ready in English Student at or above the 50th percentile in Reading and math will meet the target of at least the 50th percentile in terms of growth on Star 360 and i-Ready in English"
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.	Based on the MTSS framework, have 80% of all indicators as Fully Operational	Based on the MTSS framework, have 90% of all indicators as Fully Operational	Based on the MTSS framework, have 100% of all indicators as Fully Operational

SY24 Progress Monitoring

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Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
By SY26 consistently rate "Very Strong" in the area of Supportive Environment by Students and Parents	5E: Supportive Environment	Overall	Neural	Strong	*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Select Group or Overall			*Select Status*	*Select Status*	*Select Status*	*Select Status*
Students below the 50th percentile in Reading and math will meet a growth	Other	Overall			*Select Status*	*Select Status*	*Select Status*	*Select Status*

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

Inclusive & Supportive Learning Environment

target of the 60th percentile or higher on i-Ready or Star 360

Other

English Learners

			Select Status	Select Status	Select Status	Select Status

	Practice Goals			Progress Monitoring		
Identified Practices	**SY24**		**Quarter 1**	**Quarter 2**	**Quarter 3**	**Quarter 4**
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	100% implementation of Branching Minds Students below the 50% percentile in Reading and Math will meet the target of at at least the 60th percentile in terms of growth on Star 360 and I-Ready Student at or above the 50th percentile in Reading and math will meet the target of at least the 50th percentile in terms of growth on Star 360 and i-Ready		Select Status	Select Status	Select Status	Select Status
I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	Students below the 50% percentile in Reading and Math will meet the target of at at least the 60th percentile in terms of growth on Star 360 and I-Ready in English Student at or above the 50th percentile in Reading and math will meet the target of at least the 50th percentile in terms of growth on Star 360 and i-Ready in English		Select Status	Select Status	Select Status	Select Status
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	Based on the MTSS framework, have 80% of all indicators as Fully Operational		Select Status	Select Status	Select Status	Select Status

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: 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.

The funding provided through the Title 1 Parent and Family Engagement will be utilized to provide supplies, vendors presentations and refreshments to our families that are coming to specially designed meetings and conferences focused on our school improvement goal of increasing our student's growth and attainment in Reading and Math through our STEM Magnet theme.

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