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).

Name ✍️	Role ✍️	Email ✍️
Smith, Lauren	Teacher Leader	llsmith3@cps.edu
White, Larnce	LSC Member	lwhite1@cps.edu
Powell, Randall	Teacher Leader	rpowell4@cps.edu
Wyatt, Christine	Other: Arts Lead	crwyatt@cps.edu
Mitchell, Johnetha	Inclusive & Supportive Learning Lead	jfmitchell@cps.edu
Ball, John	LSC Member	mrjball21@yahoo.com
Bishop, LaWanda	Principal	lmbishop@cps.edu
Kessinger, Laura	AP	lkessinger@cps.edu
Kelley, Megan	Teacher Leader	mmkelley@cps.edu
Steider, Anna	Teacher Leader	asteider@cps.edu
Brown, Dymica	Connectedness & Wellbeing Lead	dlbrown57@cps.dry
Tyson-Watson, Janique	Other - Paraprofessional	jrtyson@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍️	Planned Completion Date ✍️
Team & Schedule	6/8/23	6/8/23
Reflection: Curriculum & Instruction (Instructional Core)	6/8/23	7/19/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/8/23	7/19/23
Reflection: Connectedness & Wellbeing	7/19/23	7/19/23
Reflection: Postsecondary Success	7/19/23	7/19/23
Reflection: Partnerships & Engagement	7/19/23	7/19/23
Priorities	6/8/23	9/9/23
Root Cause	7/19/23	9/9/23
Theory of Acton	6/8/23	9/9/23
Implementation Plans	6/8/23	9/9/23
Goals	6/8/23	9/9/23
Fund Compliance	9/9/23	9/11/23
Parent & Family Plan	9/9/23	9/11/23
Approval	9/14/23	9/14/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates ✍️	
Quarter 1	October 27, 2023
Quarter 2	December 22, 2023
Quarter 3	April 1, 2024
Quarter 4	June 6, 2024

Indicators of a Quality CIWP: Reflection on Foundations

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

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

Stakeholders are consulted for the Reflection of Foundations.

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

Resources 🚀

Reflection on Foundations Protocol

Curriculum & Instruction

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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
Partially	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
No	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness / Distributed Leadership
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan / ES Assessment Plan Development Guide / HS Assessment Plan Development
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document

What are the takeaways after the review of metrics?

While high quality curricula are available in each classroom, teachers discussed needing revised scope and sequence across all content areas. Teachers submitted five week plans that are data driven, but only addressed the needs of the whole class. Teachers discussed what small group instruction should look like and how it should be implemented. The small group instruction must be data driven, aligned to core standards, rigorous, and offers regular feedback that will help students encourages students to think critcally.

What is the feedback from your stakeholders?

Stakeholders found a large need for phonic and vocabulary instruction. They requested trainings, supplies, and curriculua related to these literacy needs. Even math literacy agrreed that a better foundation in these would add to additional math competency.

Additional feedback included pockets where academic press was inconsistent. We need all students to feel challenged and engaged.

Students mentioned often making connections between texts and real life. They also mentioned having very few opportunities to practice writing, revise writing, or respond to feedback in both ELA and Math.

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?

All ELA teachers will receive professional development on EL Education curriculum and its connection to the Science of Reading components.

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.

We need all students to feel challenged and engaged.
They also mentioned having very few opportunities to practice writing, revise writing, or respond to feedback in both ELA and Math.

Inclusive & Supportive Learning Environment

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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
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page

What are the takeaways after the review of metrics?

MTSS has in the passed fallen upon Admin shoulders when this is the job and responsibility of everyone shared commitment.

There is a lot of grey misunderstanding still in our building of what MTSS should look like, does look like, and will look like.

What is the feedback from your stakeholders?

Insufficient training for BM. There are concerns about time related to both giving interventions and progress monitoring and ownership.

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

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual	Students who are being pulled are not always aware of why they are being pulled or how that aplies helps or extends their classroom learning.
No	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	
No	There are language objectives (that demonstrate HOW students will use language) across the content.		

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?

Plans for time to log BM interventions, time distribution sheets identifying small group expectations and conferencing, training for all staff for BM is already on the calendar. ✍️

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 unaware of why they are pulled for T2 and 3. Students aren't owning their data in a reflective manner. Small group instruction was one size fits all and not targeted to student actual needs. ✍️

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Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
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	SEL referral form in full effect. This creates a structue of teams and supports. Restorative justice practices are very evident in Aspen and BM. For the first time this year we have had OST access down to kinder. Opportunities: chronic attentance issues that we are thinking about in terms of inclusivity and supportive environment. ✍️	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			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?** Parents agreed that the communication provided to them has significantly increased. The Cultivate survey shows that students are requesting individualized feedback. Students also reported that them are not regularly required to write using the writing process. ✍️	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.

We would like more student level feedback related to teacher relationships and performance. ✍️

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 following plans will address highlighted teachers would love to have a SEL curriculum, implementing systems for regular feedback to students/parents, utiliizing various staff members to support students academically and social-emotionally. ✍️

Postsecondary Success

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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)	There are a lot of opportunities to grow in Postsecondary. We have not implemented any of the programs listed here. 🖊	Graduation Rate

Program Inquiry: Programs/participation/attainment rates of % of ECCC

3 - 8 On Track

Learn, Plan, Succeed

% of KPIs Completed (12th Grade)

College Enrollment and Persistence Rate

9th and 10th Grade On Track

Cultivate (Relevance to the Future)

Freshmen Connection Programs Offered (School Level Data) |
| 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 | | |
| No | Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th). | Work Based Learning Toolkit | **What is the feedback from your stakeholders?**

Parent feedback was aligned to the ratings to the left. They are expecting some specific improvements specifically for the younger kids. Teachers needed professional development on BrM and ILPs. 🖊 | |
| N/A | Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th). | | | |
| N/A | Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th). | ECCE Certification List | | |
| N/A | There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th). | PLT Assessment Rubric | **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 adjusting our field trip to highlight which career path the trip would align. Develop a career exploration program that offers guest speakers, a career bulletin board monthly, and a big-buddy program that will have older students volunteer to support the younger students. Address the grade recovery policy. Develop a student/parent contract that will solve for the abuse of the grade recovery policy. 🖊 | |
| 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.

Several students in each grade level abused the grader recovery policy. 🖊

Partnership & Engagement

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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	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	We are currently effectively meeting the needs of our familiy and community. 🖊	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) |
| Yes | Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate. | Reimagining With Community Toolkit | | |

			Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
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	Formal and informal family and community feedback received locally. (School Level Data)

What is the feedback from your stakeholders?

Parent feedback supports the current ratings. ✍️

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.

None ✍️

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?

Building a more robust PAC for next year that includes stakeholders from ALL grade levels. ✍️

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

While high quality curricula are available in each classroom, teachers discussed needing revised scope and sequence across all content areas. Teachers submitted five week plans that are data driven, but only addressed the needs of the whole class. Teachers discussed what small group instruction should look like and how it should be implemented. The small group instruction must be data driven, aligned to core standards, rigorous, and offers regular feedback that will help students encourages students to think critcally.

What is the feedback from your stakeholders?

Stakeholders found a large need for phonic and vocabulary instruction. They requested trainings, supplies, and curriculua related to these literacy needs. Even math literacy agrreed that a better foundation in these would add to additional math competency.
Additional feedback included pockets where academic press was inconsistent. We need all students to feel challenged and engaged.
Students mentioned often making connections between texts and real life. They also mentioned having very few opportunities to practice writing, revise writing, or respond to feedback in both ELA and Math.

What student-centered problems have surfaced during this reflection?

We need all students to feel challenged and engaged.
They also mentioned having very few opportunities to practice writing, revise writing, or respond to feedback in both ELA and 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?

All ELA teachers will receive professional development on EL Education curriculum and its connection to the Science of Reading components.

Determine Priorities

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

Students...

in all subjects, lack the foundational skills to and, do not have the opportunity to think deeply and metacognatively about their problem solving processes in writing and/or orally.

Additionally, students lead with a mindset that if they complete an assignment that is an automatic A. As if everything is graded for completion and not mastery. Students are unaware what grade level performance should look like.

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...

have failed to give fully integrate foundational skills including phonics, phenemic awareness, and vocabulary.

Believe there is not time to fully integrate oral and written content.

Lack the skill to effectively facilitate and teach metacognative thought usage.

Not fully communicated to students and families what mastery is.

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....

Support teachers in growing their knowledge base of ELA strategies, time , deep dives into data analysis related to the science of how reading is learned.

then we see....

Teachers who are empowered with and using everyday research based strategies that increase mastery of both foundational reading skills and advanced reading skills.

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.

which leads to...

Increased growth and attainmnet in reading screener data as well as IAR across all tiers. ✋

    Implementation Plan

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.

Resources: 🚀

Team/Individual Responsible for Implementation Plan ✋

Dates for Progress Monitoring Check Ins			
Q1	October 27, 2	Q3	April 1, 2024
Q2	December 22	Q4	June 6, 2024

SY24 Implementation Milestones & Action Steps ✋	Who ✋	By When ✋	Progress Monitoring
Implementation Milestone 1 — All time related concerns are addressed and systems and structures related are running effeciently	Admin	End of Q4	In Progress
Action Step 1 — Create Time Distribution for all content areas.	Admin	August 2023	Completed
Action Step 2 — Create schedule for subject writing and accountability check ins	Admin	August 2023	In Progress
Action Step 3 — Progress Monitor	Admin	Throughout	In Progress
Action Step 4 — Reflect	All	End of each Quarter	Not Started
Action Step 5 —			Select Status
Implementation Milestone 2 — Supports for Reading and Writing instruction in all subjects	ILT team + Admin		Not Started
Action Step 1 — Co-creation of rubrics for all GL and subjects	All	August 2023	Delayed
Action Step 2 — Continuous training related to writing	Admin	PD Days throughout	Not Started
Action Step 3 — Continuous training related to SoR.	Admin	PD Days throughout	Not Started
Action Step 4 —			Select Status
Action Step 5 —			Select Status
Implementation Milestone 3 — Consistent Coaching on Implementation of PD strategies			Select Status
Action Step 1 — Coaching time is allotted in every teacher's schedule.	Admin	August 2023	Completed
Action Step 2 — BOY coaching conversations are had by every coach and coachee	Admin	August - September 2023	Completed
Action Step 3 — Regular coaching cadence is held.	Admin	All year	In Progress
Action Step 4 — Coach the coach meetings to push one another	Admin to Admin w/ ILT	Monthly	In Progress
Action Step 5 —			Select Status
Implementation Milestone 4 — Data deep Dives			Not Started
Action Step 1 — ILT supports whole school literacy strategy implementation	ILT	Monthly	Not Started
Action Step 2 — Regular DDI cycle with individual teachers	Admin	Weekly	Not Started
Action Step 3 — Progress monitoring of class/teacher goals	Admin	Weekly	Not Started
Action Step 4 —			Select Status
Action Step 5 —			Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones — Implement a 2 tier system of support designed to increase teacher capacity of ELA strategies. The first tier will offer opportunities for distributive leadership. Teachers with strong instructional practices aligned to the REACH Framework for Teaching will be paired with their peers to offer coaching and support toward increasing their instructional capacity. The second tier will create a support model whereby teachers needing intensive support, as identified by the REACH Framework for Teaching, will receive weekly coaching directly from administration. ✋

SY26 Anticipated Milestones — Contract with outside content consultants to support individual teachers needing intensive instructional coaching and support. ✋

    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

Numerical Targets [Optional] ✋

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

Curriculum & Instruction

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍	SY24	SY25	SY26
All students will exceed typical growth on iReady Reading	Yes	iReady (Reading)	Overall	Currently	60%	65%	75%
			Select Group or Overall				
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍	Specify your practice goal and identify how you will measure progress towards this goal. ✍		
	SY24	SY25	SY26
C&I:2 Students experience grade-level, standards-aligned instruction.	80% students are exposed to GL material on a daily basis in reading and math. Exceptions are students who are staffed for full minutes in reading and math.	90% students are exposed to GL material on a daily basis in reading, math, and science. Exceptions are students who are staffed for dull minutes in reading, math, and science. Students with full reading/math minutes still recieve exposure in pull out to GL material.	100% students are exposed to GL material on a daily basis.
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	One teacher is fully grading using standards based practices. Rubrics are created for SBG in math.	All math teachers are fully grading using standards based practices and aligned rubrics. Rubrics are created for SBG in ELA.	All teachers math and ELA are grading using a standards based methoed with a rubric for each grade level standard.
Select a Practice			

Return to Top   **SY24 Progress Monitoring**

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
All students will exceed typical growth on iReady Reading	iReady (Reading)	Overall	Currently	60%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals   Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	80% students are exposed to GL material on a daily basis in reading and math. Exceptions are students who are staffed for full minutes in reading and math.	Select Status	Select Status	Select Status	Select Status
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	One teacher is fully grading using standards based practices. Rubrics are created for SBG in math.	Select Status	Select Status	Select Status	Select Status
Select a Practice		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?

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
No	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?

MTSS has in the passed fallen upon Admin shoulders when this is the job and responsibility of everyone shared commitment.

There is a lot of grey misunderstanding still in our building of what MTSS should look like, does look like, and will look like.

What is the feedback from your stakeholders?

Insufficient training for BM. There are concerns about time related to both giving interventions and progress monitoring and ownership.

Students who are being pulled are not always aware of why they are being pulled or how that applies helps or extends their classroom learning.

What student-centered problems have surfaced during this reflection?

Students are unaware of why they are pulled for T2 and 3. Students aren't owning their data in a reflective manner. Small group instruction was one size fits all and not targeted to student actual needs.

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?

Plans for time to log BM interventions, time distribution sheets identifying small group expectations and conferencing, training for all staff for BM is already on the calendar.

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Determine Priorities

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

Students...

Students are not recieveing adequate supports in their defecit areas to overcome and grow at the rate of their peers.

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...

Aren't prioritizing time and resources to service our students.

Resources: 🚀

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

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Theory of Action

What is your Theory of Action?

If we....

Create a strong system of T2 and T3 supports that has multiple stakeholders and safety nets

then we see....

all staff taking accountability for academic growth and social wellness of all students'

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.

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which leads to...

increased attendance, higher ontrack rate, improved 5E and cultivate student data, increased T1 capacity.

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	October 27, 2	Q3	April 1, 2024
Q2	December 22	Q4	June 6, 2024

SY24 Implementation Milestones & Action Steps ✍️ | Who ✍️ | By When ✍️ | Progress Monitoring

	Milestone / Action Step	Who	By When	Progress Monitoring
Implementation Milestone 1	Create and implement academic and social intervention systems.	Admin, Counselor,	BOY	Completed
Action Step 1	Create job descriptions for PL Coordinator, Counselor, and Behavioral Interventionist	Admin	Summer 23	Completed
Action Step 2	Have BOY meetings with new roles to explain expectations and scheduling.	Admin + Teams	BOY	Completed
Action Step 3	Create T3 supports with dedicated time in the schedule.	Admin	BOY	Completed
Action Step 4	Roll out T3 process with all stakeholders	Admin	W0 of PD	In Progress
Action Step 5	Progress monitor systems for holes and breaks	Admin	Throughout Q1	In Progress
Implementation Milestone 2	Academic and Behavioral Intervetions are regularly entered into Branching minds			In Progress
Action Step 1	Training for all stakeholders in useage and best practices for BM.	MTSS	W0	Completed
Action Step 2	Progress Monitoring: Teachers are inacting training.	Admin		In Progress
Action Step 3	Accountability: Reports pulled at the end of each month.	Admin	Monthly	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	There is movement in and within tiers from given interventions.			Not Started
Action Step 1	BHT monitors MTSS implementation of strategies	Admin + BHT	Monthly	Not Started
Action Step 2	ILT reports progress	ILT	Monthly	Not Started
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	[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?] ✍️
SY26 Anticipated Milestones	[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?] ✍️

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

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

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Numerical Targets [Optional] ✍

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍	SY24	SY25	SY26
Students recieve the academic and behavioral supports needed.	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Other [Specify] Benchmark Grades				
			Select Group or Overall				
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍	Specify your practice goal and identify how you will measure progress towards this goal. ✍		
	SY24	SY25	SY26
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT/CCT will meet regularly and make an robust referral system for needed T3 BH concerns. Create a schedule and positon for a Behavioral Interventionist. Additionally, team will consider all stakeholders in the recommendation of changes to culture and climate.	CCT will own 50% all elements of culture and climate from W0. Creating, implementing, and reflecting on systems and structures that create a postive school culture.	CCT will own all elements of culture and climate from W0. Creating, implementing, and reflecting on systems and structures that create a postive school culture.
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.	Admin will create and maintain a cadence for T3 interventions that meets the needs of students. Creation of schedules that allow for ownership of T3 throughout the building.	Committee will create and maintain a cadence for T3 interventions that meets the needs of students. Creation of schedules that allow for ownership of T3 throughout the building.	Committee will create and maintain a cadence for T3 interventions that meets the needs of students. Creation of schedules that allow for ownership of T3 throughout the building.
Select a Practice			

Return to Top | **SY24 Progress Monitoring**

Resources: 🚀

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

Performance Goals

Specify the Metric ✍	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Students recieve the academic and behavioral supports needed.	% of Students receiving Tier 2/3 interventions meeting targets	Other [Specify] Benchmark Grades			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals / Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT/CCT will meet regularly and make an robust referral system for needed T3 BH concerns. Create a schedule and positon for a Behavioral Interventionist.	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.	Admin will create and maintain a cadence for T3 interventions that meets the needs of students. Creation of schedules that allow for ownership of T3 throughout the building.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

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.

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.** **(Continue to Approval)**
No action needed		

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

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

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

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

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

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

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

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

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

SCHOOL & FAMILY COMPACT

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

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

☑ The school will hold parent-teacher conferences.

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

☑ The school will provide parents reasonable access to staff.

☑ The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.

☑ The parents will support their children's learning.

☑ The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

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

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