CIWP Team & Schedules

Indicators of Quality CIWP: CIWP Team

The CIWP team includes staff reflecting the diversity of student demographics and school programs.

The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.

The CIWP team includes leaders who are responsible for implementing Foundations, those with institutional memory and those most impacted.

The CIWP team includes parents, community members, and LSC members.

All CIWP team members are meaningfully involved in the planning process for CIWP components and include other stakeholders, as appropriate for their role, with involvement along the CPS Spectrum of Inclusive Partnerships (from the CPS Equity Framework).

CIWP Team Guidance

Name ✏️	Role ✏️	Email ✏️
Dr. Fay	Principal	ejfay@cps.edu
Merikim Hime	Teacher Leader	MHime@cps.edu
		ebrummitt@cps.edu
Caroline Roberts	Teacher Leader	ceroberts2@cps.edu
Marty Kalas	Teacher Leader	mpkalas@cps.edu
Therese Plunkett	AP	teplunkett@cps.edu
Carmen Gioiosa	LSC Member	cmgioiosa@gmail.com
Catherine Koseki	Other- Counselor	ckoseki1@cps.edu
Amy Wallerstedt	Other - Case Manager	alwallersted@cps.edu
Nada Riley	LSC Member	nadahockeymom@aol.com
Alec Jensen	Teacher Leader	apjensen@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	1/18/23	2/1/23
Reflection: Curriculum & Instruction (Instructional Core)	2/8/23	2/22/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	3/1/23	3/22/23
Reflection: Connectedness & Wellbeing	4/5/23	4/23/23
Reflection: Postsecondary Success	8/30/23	9/6/23
Reflection: Partnerships & Engagement	8/30/23	9/6/23
Priorities	8/30/23	8/30/23
Root Cause	8/30/23	8/30/23
Theory of Acton	8/30/23	8/30/23
Implementation Plans	8/30/23	8/30/23
Goals	9/6/23	9/8/23
Fund Compliance	9/8/23	9/8/23
Parent & Family Plan	9/8/23	9/8/23
Approval	9/12/23	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	11/1/23
Quarter 2	1/17/24
Quarter 3	4/17/24
Quarter 4	6/10/24

Indicators of a Quality CIWP: Reflection on Foundations	Resources 🚀
Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.	Reflection on Foundations Protocol
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.	

Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	Upon reviewing our Understanding Student Perspective survey (created by the ILT and given to students in grades 4-8), we learned that 50% of our students agreed with the statement "I've learned some of the same things over and over again in different grade levels". Also, "41% of students "strongly agreed" to the statement "Classwork is consistently more challenging each year." This demonstrates that generally, students perceive that the level of higher order thinking, complexity of texts, and novelty of concepts increases from year to year. However, there is much room for improvement. In a Schoolwide Trends survey, most teachers expressed strong interest in developing a consistently aligned K-8 curriculum. Examples are below. ✏️	IAR (Math)
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric / Teacher Team Learning Cycle Protocols / Quality Indicators Of Specially Designed Instruction		IAR (English) / Rigor Walk Data (School Level Data) / PSAT (EBRW) / PSAT (Math) / STAR (Reading)
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric / Learning Conditions	**What is the feedback from your stakeholders?**	STAR (Math) / iReady (Reading)
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness / Distributed Leadership	In a Schoolwide Trends survey, the teachers, most teachers expressed strong interest in developing a consistently aligned K-8 curriculum. Teachers especially reported a need for more communication about curriculum across grade levels. For example, 2nd grade teachers reported, "In 3 years, vertical alignment will look like... each grade level knowing the expectations for the grades previous and after." 4th grade reported, "In 3 years, vertical alignment will look like to see curriculum transparency across grade levels (tangible curriculum maps, inter-grade level meetings)." Departmentalized courses in the Upper Grades reported the same: "Fully aligned scope and sequence by grade level and whole school that is fully aligned to NGSS and Amplify Science [is needed]" and "In 3 years, vertical alignment will look like... we will have a shared document or folder where we all share the main themes, units of study, and historiographical skills being built." In the Student Perspectives survey, students comments included: "In classes, we repeat some things we did last year and I don't think that is super challenging". ✏️	iReady (Math) / Cultivate / Grades / ACCESS / TS Gold
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		Interim Assessment Data
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** We currently use Great Minds Eureka Math in grades K-5. Grades K-2 began using Fundations and Wonders as a common Reading and Phonics curriculum. Several grades use Amplify Science. All of these provide an aligned curricular experience for students, with a consistent progression and common vocabulary and background knowledge. Classroom teachers and DL teachers can create small group opportunities, differentiation, and modification to reach student groups furthest from opportunity. Grades 6-8 have access to an aligned series of Prentice Hall Literature textbooks and Perfection Learning Writing/Grammar textbooks. However, teachers use these texts for only parts of their curriculum, and the level of usage in each grade level varies greatly. ✏️	

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

Students do not have a cohesively aligned K-8 curricular experience. ✏️

Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo / MTSS Continuum / Roots Survey	Teachers and clinicians need to collborate on expectations, goals, and progress monitoring for interventions (academic and social emotional). Additional training on Branching Minds platform may be needed to support teacher implementation. ✏️	Unit/Lesson Inventory for Language Objectives (School Level Data) / MTSS Continuum / Roots Survey / ACCESS
		MTSS Integrity Memo		

		References		Metrics
No	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.			MTSS Academic Tier Movement
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page	**What is the feedback from your stakeholders?** Lincoln has a part-time MTSS provider and works exclusively with students needing Tier 2 and Tier 3 academic interventions. Teachers may need additional training on how to support Tier 2 students within classrooms. ✏️	Annual Evaluation of Compliance (ODLSS) Quality Indicators of Specially Designed Curriculum EL Program Review Tool
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual		
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS	**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?** Sent DL teachers to Wilson Reading training which will impact ✏️ fluency comprehension make growth within these areas. 6 DL teachers trained in Wilson. DL teachers are reflective and data driven and are able to make changes in LRE if needed. Dedicated time for grade-levels to meet and review student IEP"s and 504's.	
Partially	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.

Wraparound services and supports for students may be isolated and may not be aligned with individual classroom ✏️ community practices and expectations. A Whole Child framework/perscpective is needed.

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment SEL Teaming Structure	Branching Minds was not used to document Tier 2 & Tier 3 ✏️ SEL interventions in SY 23, so the response to interventions is not currently available. In SY 24, we will use Branching Minds to capture this information and staff will receive training on documenting SEL interventions in Branching Minds. The number of incidents that resulted in an in-school or out of school supension increased from 4.35% in SY 22 to 24.24% SY 23. One takeaway on this is that Aspen was mostly used to document more serious events, but should also be used to document more of the minor incidents to receive a more accurate picture. Perhaps staff can use Branching Minds to document minor incidents? Also, this increase was significant, nontheles, and improved use of Restorative Practices could decrease the number of incidents where a suspension was the outcome. Mentoring programs could also be valuable to students with repeat suspensions. OST- 84.19% of students served were in a priority group during SY 23. This shows significant involvement in OST from those in priority groups and we'd like to continue to maintain this involvement. Our average daily attendance drops significantly before holiday breaks (Thanksgiving, Winter & Summer). The week prior to Winter Break in SY 22. our attendance rate dropped from an overall average of 94% to 81% and in SY 23 this rate was at 85%. Increased messaging to students and families about the importance of attending schools before breaks could improve this metric.	% 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
Partially	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?** In Spring 2023 Cultivate Survey, students in grades 5-8 reported lower ✏️ mindsets and stratgeies in the areas of agency, belonging, and identity safety. Given that information, Lincoln will focus on the following learning conditions in 23-24SY: increasing student voice, improving classroom community, and affirming identities.	Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance

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

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?

Wraparound services and supports for students may be isolated and may not be aligned with individual classroom community practices and expectations. A Whole Child framework/perscpective is needed. ✏️

The staff need to develop an intervention toolbox for commonly agreed upon interventions (acadmic and social emotional). The staff will utilize Branching Minds to track use of restorative practices and interventions and progress monitor toward reduced incidents and closing academic and social emotional gaps. ✏️

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Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Yes — An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	Lincoln's PTA provides students with a "Career Day" that invites families and community members to share with students their careers. ✏️	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)
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		
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?** Lincoln may consider inviting students in middle grades to Career Day or consider a different format. Teachers will discuss and document how they introduces students to careers within content fields. ✏️	
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?**	
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	Lincoln has a student represenative on the LSC and is a conduit for student concerns and needs. Establishing an internal student government may be instrumental in giving more students access and a voice. Lincoln does have an establsighed student focus group to address diversity, equity, and inclusion; the group needs more support to elevate and highlight needs. ✏️	

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.

Supports for students may be isolated and may not be aligned with individual classroom community practices and expectations. A Whole Child framework/perscpective is needed. ✏️

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	In Spring 2023 Cultivate Survey, students in grades 5-8 reported lower mindsets and strategeies in the areas of agency, belonging, and identity safety. Given that information, Lincoln will focus on the following learning conditions in 23-24SY: increasing student voice, improving classroom community, and affirming identities.	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data) Formal and informal family and community feedback received locally. (School Level Data)
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		
Partially	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric	**What is the feedback from your stakeholders?** A professional development calendar needs to be developed with agendas for each meeting.	

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.

Lincoln needs to elevate and find more partnership aooprtunities that involve students. Establishing an internal student government may be instrumental in giving more students access and a voice. Lincoln does have an establsighed student focus group to address diversity, equity, and inclusion; the group needs more support to elevate and highlight needs.

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

Staff are seeking and researching professional development providers to support both academic and social emotional needs of all students.

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
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.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

Upon reviewing our Understanding Student Perspective survey (created by the ILT and given to students in grades 4-8), we learned that 50% of our students agreed with the statement "I've learned some of the same things over and over again in different grade levels". Also, "41% of students "strongly agreed" to the statement "Classwork is consistently more challenging each year." This demonstrates that generally, students perceive that the level of higher order thinking, complexity of texts, and novelty of concepts increases from year to year. However, there is much room for improvement. In a Schoolwide Trends survey, most teachers expressed strong interest in developing a consistently aligned K-8 curriculum. Examples are below.

What is the feedback from your stakeholders?

In a Schoolwide Trends survey, the teachers, most teachers expressed strong interest in developing a consistently aligned K-8 curriculum. Teachers especially reported a need for more communication about curriculum across grade levels. For example, 2nd grade teachers reported, "In 3 years, vertical alignment will look like... each grade level knowing the expectations for the grades previous and after." 4th grade reported, "In 3 years, vertical alignment will look like to see curriculum transparency across grade levels (tangible curriculum maps, inter-grade level meetings)." Departmentalized courses in the Upper Grades reported the same: "Fully aligned scope and sequence by grade level and whole school that is fully aligned to NGSS and Amplify Science [is needed]" and "In 3 years, vertical alignment will look like... we will have a shared document or folder where we all share the main themes, units of study, and historiographical skills being built." In the Student Perspectives survey, students comments included: "In classes, we repeat some things we did last year and I don't think that is super challenging".

What student-centered problems have surfaced during this reflection?

Students do not have a cohesively aligned K-8 curricular experience.

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 currently use Great Minds Eureka Math in grades K-5. Grades K-2 began using Fundations and Wonders as a common Reading and Phonics curriculum. Several grades use Amplify Science. All of these provide an aligned curricular experience for students, with a consistent progression and common vocabulary and background knowledge. Classroom teachers and DL teachers can create small group opportunities, differentiation, and modification to reach student groups furthest from opportunity. Grades 6-8 have access to an aligned series of Prentice Hall Literature textbooks and Perfection Learning Writing/Grammar textbooks. However, teachers use these texts for only parts of their curriculum, and the level of usage in each grade level varies greatly.

Determine Priorities

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

Students...

do not have a cohesively aligned K-8 curricular experience

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 more communication and collaboration between and among grade level teams to develop a clear academic K-8 scope and sequence

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....

clearly define our expectations for our academic curriculum and overall Lincoln experience

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.

then we see....

increased teacher capacity to build a rigorous, uninterrupted scope and sequence, better aligned practices in the classroom, and a more consistent student experience from grades K to 8 ✍️

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...

improved student learning and a stronger school culture ✍️

Return to Top   **Implementation Plan**

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍️

ILT,

Dates for Progress Monitoring Check Ins

Q1	11/1/23	Q3	4/17/24
Q2	1/17/24	Q4	6/10/24

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	K-4 grade level teams and departmentalized ELA/SS teachers will create 38 week plans for their Reading and Writing instruction. Other departmentalized teachers, including Specialty, will create a quarterly plan for their subject.	Teachers and ILT	12/6/23	Not Started
Action Step 1	ILT will create 38 week plan guidelines.	ILT	10/18/23	Select Status
Action Step 2	ILT will create and discuss peer observation plan to be shared with Milestone 2 meeting agendas	ILT	10/18/23	Select Status
Action Step 3	Communicate plan and timeline to teachers at faculty meeting. Guidelines - quarterly units and topics. ILT members will share examples.	Classroom teachers	10/26/23	Select Status
Action Step 4	Teachers create 38-week ELA plans. K-4 teams can collaborate on a single plan.	Classroom teachers	12/6/23	Select Status
Action Step 5				Select Status
Implementation Milestone 2	Understand other grade levels' curriculums	Teachers and ILT	5/17/24	Select Status
Action Step 1	Determine which domains of ELA instruction teachers should compare in meetings (i.e. Literature, Informational Text, Vocabulary, Grammar, and Common Core Standards)	ILT	1/11/24	Select Status
Action Step 2	Create and distribute a uniform agenda for ELA meetings that makes objectives clear	ILT	1/18/24	Select Status
Action Step 3	Teachers will meet in SWS to discuss each grade's 38 week ELA plan. Approx three 30 minute meetings per SWS to present and discuss (one per grade level). Paired grade levels that straddle SWSes (2nd/3rd grade and 5th/6th grade) can also meet during one of these 30 minute meetings. Academic non-ELA and specialty teachers will meet by department to discuss their 38 week plans.	Classroom teachers	1/25/24 - 3/21/24 or longer as needed (at least five 30 min meetings)	Select Status
Action Step 4	Teachers will present K-8 ELA 38 week plan during PD day.	Classroom teachers	4/1/24 or early SY 24-25	Select Status
Action Step 5	Optional peer observations at, above, and below grade level	Classroom teachers	1/25/24 - 5/17/24	Select Status
Implementation Milestone 3	Teacher reflection and plan revision (or ELA teachers will have an aligned K-8 curriculum)	Teachers and ILT	5/22/24	Select Status
Action Step 1	Determine the format and specifications for a universal teacher reflection document or activity.	ILT	1/10/24	Select Status
Action Step 2	Create a timeline for reflection meetings and submission of reflection documents.	ILT	1/17/24	Select Status
Action Step 3	Teachers create reflection or plan revision	Classroom teachers	5/17/24	Select Status
Action Step 4	Collect and review teacher reflections to determine next steps.	ILT	5/22/24	Select Status
Action Step 5				Select Status
Implementation Milestone 4	Collect student baseline data more specifically tailored to vertical alignment (to monitor future progress)	ILT and students	4/22/24	Select Status
Action Step 1	*Select 5 Essentials and Cultivate questions that apply to academic alignment.*	ILT	4/17/24	Select Status
Action Step 2	Use iReady, IAR, and Star360 to evaluate attainment and growth data for grades and priority groups.	ILT		Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

Curriculum & Instruction

| **SY25 Anticipated Milestones** | Continue ELA 38 week plan implementation and continued revision; Determine the next curricular subject in need of alignment and begin alignment process. For SY26, continue the process with further subjects according to greatest need. Look into training staff on equity audits. | ✏️ |
| **SY26 Anticipated Milestones** | | ✏️ |

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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 applicable baselines and trend data).

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

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

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

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

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

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	SY24	SY25	SY26
In a Student Perspectives survey conducted by the school, we will see an increase in the percentage of students who agree or strongly that they "learn more difficult and complex things in different grade levels and it is not repetitive".	Yes	Other	Overall	21.9	22	40	50
			Select Group or Overall				
	No	Other	Overall				
			Select Group or Overall				

(Numerical Targets [Optional] ✏️)

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.	ELA/SS teachers will have a completed 38 week plan that is vertically aligned. All teachers will have access to the 38 week plans.	Teachers will ungergo training to complete equity audits on their 38-week plans.	Teachers will complete equity audits on their 38-week plans.
C&I:4 The ILT leads instructional improvement through distributed leadership.	The ILT will organize 4 meetings for vertical and horizontal alignment.	The ILT will organize quarterly meetings for vertical and horizontal alignment.	
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

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

Curriculum & Instruction

In a Student Perspectives survey conducted by the school, we will see an increase in the percentage of students who agree or strongly that they "learn more difficult and complex things in different grade levels and it is not repetitive".	Other	Overall	#REF!	#REF!	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
	Other	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall	21.9	22	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.	ELA/SS teachers will have a completed 38 week plan that is vertically aligned. All teachers will have access to the 38 week plans.	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	The ILT will organize 4 meetings for vertical and horizontal alignment.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Connectedness & Wellbeing

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Partially	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.
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

Branching Minds was not used to document Tier 2 & Tier 3 SEL interventions in SY 23, so the response to interventions is not currently available. In SY 24, we will use Branching Minds to capture this information and staff will receive training on documenting SEL interventions in Branching Minds.   The number of incidents that resulted in an in-school or out of school supension increased from 4.35% in SY 22 to 24.24% SY 23. One takeaway on this is that Aspen was mostly used to document more serious events, but should also be used to document more of the minor incidents to receive a more accurate picture. Perhaps staff can use Branching Minds to document minor incidents? Also, this increase was significant, nonetheles, and improved use of Restorative Practices could decrease the number of incidents where a suspension was the outcome. Mentoring programs could also be valuable to students with repeat suspensions. OST- 84.19% of students served were in a priority group during SY 23. This shows significant involvement in OST from those in priority groups and we'd like to continue to maintain this involvement. Our average daily attendance drops significantly before holiday breaks (Thanksgiving, Winter & Summer). The week prior to Winter Break in SY 22. our attendance rate dropped from an overall average of 94% to 81% and in SY 23 this rate was at 85%. Increased messaging to students and families about the importance of attending schools before breaks could improve this metric.

What is the feedback from your stakeholders?

In Spring 2023 Cultivate Survey, students in grades 5-8 reported lower mindsets and stratgeies in the areas of agency, belonging, and identity safety. Given that information, Lincoln will focus on the following learning conditions in 23-24SY: increasing student voice, improving classroom community, and affirming identities.

What student-centered problems have surfaced during this reflection?

Wraparound services and supports for students may be isolated and may not be aligned with individual classroom community practices and expectations. A Whole Child framework/perscpective is needed.

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

The staff need to develop an intervention toolbox for commonly agreed upon interventions (acadmic and social emotional). The staff will utilize Branching Minds to track use of restorative practices and interventions and progress monitor toward reduced incidents and closing academic and social emotional gaps.

Return to Top — Determine Priorities

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

Students...

may experience wraparound supports in silos and not understand the alignment of services and supports to meet both their academic and social emotional needs.

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.

Return to Top — Root Cause

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

As adults in the building, we...

need more communication and collaboration between and among clinicians and teachers in advocating for a Whole Child framework to support academic and social emotional needs of all 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.

Return to Top — Theory of Action

What is your Theory of Action?

If we....

focus on engaging all students through an equitable, Whole Child Framework

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

Connectedness & Wellbeing

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

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

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

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

then we see....

a culture of learning where students are equipped for success in their academics, behavior, and social emotional skills ✍️

which leads to...

improved academic achievement and social emotional development and growth. (add behavior) ✍️

| **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 ✍️

CIWP Team

Dates for Progress Monitoring Check Ins

Q1	11/1/23	Q3	4/17/24
Q2	1/17/24	Q4	6/10/24

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	Develop Lincoln's Whole Child Framework.	ILT, CIWP, PPLC teams	end of Q2	*Select Status*
Action Step 1	Review Illinois' SEL standards and performance descriptors.	ILT and DL Team with CPS	end of Q2	*Select Status*
Action Step 2	Review IDEA, Illinois' Special Education codes (23 Illinois Administrative Code 28, 226, 401), and Due Process flowchart.	ILT and DL Team with CPS	end of Q2	*Select Status*
Action Step 3	Define Whole Child (ex.: supporting students social-emotional and neurodiverse needs) and create Lincoln's Framework.	Lincoln teachers with Administrators	end of Q2	*Select Status*
Action Step 4	Create Lincoln's Restorative Discipline Framework (to guide and support CPS' Student Code of Conduct).	ILT, CIWP, PPLC teams	end of Q2	*Select Status*
Action Step 5	Create Intervention Toolbox or Toolkit.	DL and BHT teams	end of Q2	*Select Status*
Implementation Milestone 2	Document practices to support Lincoln's Whole Child Framework.	Lincoln teachers	end of Q3	*Select Status*
Action Step 1	Document established grade level, SWAS, or content area activities in SEL crosswalk.	Lincoln teachers	end of Q3	*Select Status*
Action Step 2	Document established grade level, SWAS, or content area activities in DL crosswalk	Lincoln teachers	end of Q3	*Select Status*
Action Step 3	Engage in peer observations to document and learn about Whole Child practices in classrooms.	Lincoln teachers	end of Q3	*Select Status*
Action Step 4	Build Thursday routine (ex: 3rd Thursday of the month is focused on sharing Whole Child practices and learning from colleagues).	ILT and CIWP Teams with Administrators	end of Q1	*Select Status*
Action Step 5	Sub coverage for Peer Observations	Administrators	end Q2	*Select Status*
Implementation Milestone 3	Establish Data Review Practices	ILT and CIWP Teams with Administrators	end of Q3	*Select Status*
Action Step 1	Principal assigned Whole Child PD during one teacher prep period	Administration	weekly	*Select Status*
Action Step 2	Review student discipline data through an equity lens.	ILT and CIWP Teams with Administrators	end of Q2	*Select Status*
Action Step 3	Review student IEP/504 data through an equity lens.	ILT and DL Teams with Administrators	end of Q2	*Select Status*
Action Step 4	Review BHT data through equity lens.	BHT Team and Administrators	end of Q3	*Select Status*
Action Step 5	Review support students receive (DL teacher, SECA, MTSS, Social Work, OT/PT) through equity lens.	ILT, CIWP, and DL Teams with Administrators	end of Q4	*Select Status*
Implementation Milestone 4	Develop Partnership Opportunities	ILT, CIWP, and DL Teams	end of Q2	*Select Status*
Action Step 1	Plan for professional development opportunities on Thursday mornings.	ILT and CIWP Teams with Administrators	end of Q1	*Select Status*
Action Step 2	Seek and research partnerships in areas of SEL.	ILT, CIWP, and DL Teams	end of Q2	*Select Status*
Action Step 3	Seek and research partnerships in areas of DL.	ILT, CIWP, and DL Teams	end of Q3	*Select Status*
Action Step 4	Evening sessions with parents/families (ex.: Literacy/Math night, SEL night, Sensory Health)	ILT, CIWP, and DL Teams	end of Q3	*Select Status*
Action Step 5				*Select Status*

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	In SY 25, we will work towards continued social emotional development and growth by reviewing data from the 5 Essentials student survey to determine areas still in need of improvement and areas where growth was achieved. We will review standardized testing data from IReady and IAR to monitor academic achievement. In SY 25, we will determine 2 subgroups of students in need of the most support and create action steps to improve gains for			✍️

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

Connectedness & Wellbeing

these students. With SY 24 being more of a focus on Tier 1 supports, SY 25 will move towards focusing on Tier 2 supports and continued improvement and training with documenting these interventions in Branching Minds. Administration's support & leadership will be critical to elevating the importance of SEL at our school so we will need to review this critical piece also. Look at priority group participation in OST and take action to improve involvement.

SY26 Anticipated Milestones

In SY 26, we will review the impacts of our interventions with our student subgroups and refine interventions, if needed. We would like for grade level teams to have a robust collection of SEL lesson plans/ activities that are aligned with State standards, implemented regularly and with fidelity in all core classes. We will continue to provide PD support as needed for teachers, especially newer faculty. Staff should be well-versed in SY 26 with how to document any Tier 2 interventions in Branching Minds.

Return to Top

Goal Setting

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on 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
School-wide adoption of Lincoln's Whole Child Framework.	Yes	Other	Overall				
			Select Group or Overall				
Fidelity of Implementation of Lincoln's Whole Child Framework.	Yes	Other	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.	syllabus, meeting minutes, classroom evidence from peer observations, walkthroughs like rigor walk with heat map (evidence can include calm corner, etc.)		
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Teachers will utilize Branching Minds to show restorative practices implemented to support students with SEL needs and progress monitor growth		

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
School-wide adoption of Lincoln's	Other	Overall			Select Status	Select Status	Select Status	Select Status

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

Connectedness & Wellbeing

					Select Status	Select Status	Select Status	Select Status
Whole Child Framework.	Other	Select Group or Overall						
Fidelity of Implementation of Lincoln's Whole Child Framework.	Other	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.	syllabus, meeting minutes, classroom evidence from peer observations, walkthroughs like rigor walk with heat map (evidence can include calm corner, etc.)	Select Status	Select Status	Select Status	Select Status
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Teachers will utilize Branching Minds to show restorative practices implemented to support students with SEL needs and progress monitor growth	Select Status	Select Status	Select Status	Select Status
		Select Status	Select Status	Select Status	Select Status

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

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

Teachers and clinicians need to collborate on expectations, goals, and progress monitoring for interventions (academic and social emotional). Additional training on Branching Minds platform may be needed to support teacher implementation.

What is the feedback from your stakeholders?

Lincoln has a part-time MTSS provider and works exclusively with students needing Tier 2 and Tier 3 academic interventions. Teachers may need additional training on how to support Tier 2 students within classrooms.

What student-centered problems have surfaced during this reflection?

Wraparound services and supports for students may be isolated and may not be aligned with individual classroom

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?

Sent DL teachers to Wilson Reading training which will impact fluency comprehension make growth within these areas. 6 DL teachers trained in Wilson.
DL teachers are reflective and data driven and are able to make changes in LRE if needed.
Dedicated time for grade-levels to meet and review student IEP's and 504's.

Determine Priorities

Return to Top

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

Students...

Lack of academic growth amongst lower performing and diverse learner students.

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

Return to Top

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

As adults in the building, we...

need to provide evidence-based teaching and differentiation strategies to support struggling 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.

Theory of Action

Return to Top

What is your Theory of Action?

If we....

engage in high-quality professional development involving differentiation and co-teaching strategies

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

Inclusive & Supportive Learning Environment

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

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

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

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

then we see....

improved academic growth among lower-performing students ✍️

which leads to...

greater academic success for all students. ✍️

Return to Top   **Implementation Plan**

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍️

Dates for Progress Monitoring Check Ins
Q1 11/1/23   Q3 4/17/24
Q2 1/17/24   Q4 6/10/24

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1 Intervention Curriculum			In Progress
Action Step 1 Research Options			Not Started
Action Step 2 Create an intervention curriculum team			Not Started
Action Step 3 Make a plan to procure resources			Not Started
Action Step 4			Not Started
Action Step 5			Not Started
Implementation Milestone 2 Differentiation			Not Started
Action Step 1 Professional Development (ILT Marzano training)			Not Started
Action Step 2 ILT trains staff in Marzano differentiation strategies			Not Started
Action Step 3 Implement			Not Started
Action Step 4 Track growth			Not Started
Action Step 5 Improve implementation through tracking of growth and peer observation			Select Status
Implementation Milestone 3 Collaboration			Not Started
Action Step 1 Administration creates a schedule of collaboration time			Not Started
Action Step 2 Adopt a staff-wide meeting protocol			Not Started
Action Step 3 Plan to maintain a consistent collaboration team from year to year			Not Started
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 4			Not Started
Action Step 1			Not Started
Action Step 2			Not Started
Action Step 3			Not Started
Action Step 4			Not Started
Action Step 5			Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
Professional development covering co-teaching, intervention curricula, and differentiation. Improvement of implementation of SY24 Milestones. ✍️

SY26 Anticipated Milestones
Finish procuring new intervention curricula and begin implementation in all subjects. Peer observations of co-teaching and differentiation practices. ✍️

| 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

Goal Setting

Return to Top

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
The average growth quotient (target growth) of this subgroup will increase.	Yes	STAR (Reading)	Students with an IEP				
			Other [Specify]				
The average growth quotient of this subgroup will increase.	Yes	STAR (Math)	Students with an IEP				
			Other [Specify]				

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:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.			
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.			
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.	Research based intervention		

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
The average growth quotient (target growth) of this subgroup will increase.	STAR (Reading)	Students with an IEP			Select Status	Select Status	Select Status	Select Status
		Other [Specify]			Select Status	Select Status	Select Status	Select Status
The average growth quotient of this subgroup will increase.	STAR (Math)	Students with an IEP			Select Status	Select Status	Select Status	Select Status
		Other [Specify]			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Inclusive & Supportive Learning Environment

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.		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.		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.	Research based intervention	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

Parent and Family Plan

If Checked:

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

☐ **Our school is a Title I school operating a Schoolwide Program**

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

If Checked:

No action needed

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