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 ✍️
Erik Olson	Principal	ejolson@cps.edu
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Matthew Jones-McCann	AP	mmjones28@cps.edu
Irene Antonoglu	IB-PYP Coordinator	iantonoglu@cps.edu
Marianne Turk	IB-MYP Coordinator	mturk@cps.edu
Pamela Barreda	ELPT Bilingual Coordinator	pnbarreda@cps.edu
Kristen Low	RGC Coordinator	kkkolk@cps.edu
Vanessa Pacheco	LSC Member / Teacher	vpacheco3@cps.edu
Ashley Samuelson	LSC Member / Teacher	asamuelson@cps.edu
Nathan Morrissey	LSC Member / Parent	Natemorrissey1@gmail.com
Daniel Stewart	LSC Member / Parent	dantherealtor713@gmail.com
Christina Rivero	LSC Member / Community Member	rivero4lsc@gmail.com

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍️	Planned Completion Date ✍️
Team & Schedule	6/12/23	6/20/23
Reflection: Curriculum & Instruction (Instructional Core)	7/18/23	7/18/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/18/23	7/18/23
Reflection: Connectedness & Wellbeing	7/18/23	7/18/23
Reflection: Postsecondary Success	7/18/23	7/18/23
Reflection: Partnerships & Engagement	7/18/23	7/18/23
Priorities	7/19/23	7/19/23
Root Cause	7/19/23	7/19/23
Theory of Acton	7/19/23	7/19/23
Implementation Plans	7/19/23	7/19/23
Goals	7/19/23	7/19/23
Fund Compliance	7/20/23	7/20/23
Parent & Family Plan	7/20/23	7/20/23
Approval	9/5/23	7/28/23

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	9/28/23
Quarter 2	11/30/23
Quarter 3	2/15/24
Quarter 4	5/9/24

Indicators of a Quality CIWP: Reflection on Foundations

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

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

Stakeholders are consulted for the Reflection of Foundations.

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

Resources 🚀

Reflection on Foundations Protocol

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	High quality curriculum varies per grade and learner. BOY, MOY, EOY Learning Walks showed an inconsistency in standard aligned instruction. Foundational surveys demonstrated that there is a need for student input. Parent input demonstrates care and warmth of the school. Distributed leadership did not enough diversity in teacher input. The goal is for a member of ILT to help and guide weekly grade level meetings. MYP evaluation demonstrated that assessment is a matters to be addressed. -Fidelity of implementation with GoMath -Middle school struggling with math -Strong structures and follow through with tier 2 and tier 3 supports -Need for backwards planning/ scope and sequence -EL/DL supports	IAR (Math)
Partially	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)
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?** -Verical alignment -Bilingual Resources -Student discource	PSAT (Math) STAR (Reading) STAR (Math)
No	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		iReady (Reading) iReady (Math)
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		Cultivate Grades ACCESS TS Gold Interim Assessment Data
No	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** -ELA.SLA curriculum -Prek/K adapting SLA and native instruction -Unique -ILT Learning Cycles and PD -DL schedule revision best practice -Intentional planning with IB Units for intentional vertical planning and fidelity of implementation -Coaching cycles -Morning meetings	

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.

Inner core (Identity, community, relationships) , if students are not feeling safe, learning may not be occurring. Student voice, allowing students more opportunities to voice their concerns. We increased it with student council, student LSC member, and how to increase student input/voice. Assessments, understanding that it does not have to be paper/pencil but can vary to adapt to student interest. Student input voice choice, allow students multiple paths to learning such as manipulatives, dry erase boards or other items. Goal setting, allowing student to participate in goal setting. Communicating with students the standards aligned learning tasks and objectives (langauge/content). Providing students with knowledge of learning and opportunities to reflect on learning. Being intentional with small group planning and grouping

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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	-Need for consistancy and collaboration among teachers and "intervention experts" -Team approach and system in place for MTSS -Implementation and follow through (check for understanding, follow up, support) -A calendar with checkpoints	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS
		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.	
Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier 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.	

MTSS Academic Tier Movement

Annual Evaluation of Compliance (ODLSS)

Quality Indicators of Specially Designed Curriculum

EL Program Review Tool

What is the feedback from your stakeholders?

-Admin collaboration with case workers and clinicians to ensure communication is clear and there is oversight and follow through
-Clear communication, systems and structures

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?

-Inconsistant supports
-lack of quality curriculum
-supports for non-Spanish English Learners
-ACCESS scores inaccurate due to remote learning
-IAR results for EL sub-group
-Section 7 (EL/DL population)
-Staffing: ESL Endorsement, Bilingual representation and support in every grade, lack of DL teacher with ESL endorsement
-Student placement into ESL, Bilingual, Cluster, etc.
-Including parents engagement (ex. monthly meetings with parents to provide tools for parents with workshops)
-Language objectives in plans inconsistantly
-Need for buy-in and understanding of the importance
-16 languages spoken at McPherson
-Library of resources for parents

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.

-Need for differentiated curriculum and clear learning and language objectives
-Parent engagment and understanding
-Communication is clear and there is oversight and follow through and positive
-Clear communication, systems and structures, and support
-Team approach, goals and system in place for MTSS (ELA and SLA)
-Implementation and follow through (check for understanding, follow up, support)
-A calendar with checkpoints
-Student placement
-Modifying curriculum for EL/DL will engage and benefit students and staff
-Lack of trust from parents / supports for parents (ex. English learning classes)
-"All Hands" type meetings in a variety of languages

Connectedness & Wellbeing

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Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
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	-Lack of motivation, need to revamp and solidify a meaningful goal and purpose -Sharing practice with colleagues -Existing framework -A culture and climate team with a regularly meeting cadance -Tier 1 and 2 supports exist but there is room for more participation from internal and external partnerships	% 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
Partially	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?** -Attempt to create an attendance team -2nd best attendance percentage in network	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)

Yes	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.

-A culture and climate team with a regularly meeting cadance with teacher representation ✍️
-Tier 1 and 2 supports exist but there is room for more participation from internal and external partnerships
-Collaboration among MTSS lead and Attendance lead
-Responsibility of getting to school on time and sense of urgency
-Finding the root cause of absences and partnering with teachers

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

-Collab between MTSS and Attendance ✍️
-Parent communication from teachers about attendance

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)	- one of the highest attendance rates in Network 2 ✍️ - implementing Success Bound - over 50% of SY23 graduates attending IB partner high school	Graduation Rate
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		Program Inquiry: Programs/participation/attainment rates of % of ECCC
Partially	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit	**What is the feedback from your stakeholders?** - parents would like to see a Career Day or Career Night ✍️ - potential guest speaker series focused on careers in tech - need middle school teachers to assume more owenership of Success Bound implementation	3 - 8 On Track Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate 9th and 10th grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
N/A	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	- school counselor working closely with middle school teachers to support ownership of Success Bound implementation ✍️ - planning to host a monthly Design Colloquium series to feature people in the tech and design industry	

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.

-Exposure to a variety of careers (ex. guest speakers, events and activities, field experiences, passion projects, expo.,)

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Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	-Including ALL parents -RGC, BAC, PAC meetings -We need to foster the 2 way communication so that the conversation remains positive and set the tone -Positive relationship-building	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		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)
No	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?** - parents happy with new approach to communications (e.g., family newsletter, Coffee with the Principal, etc.) - school website needs to be updated and revamped - desire for more parent and community events, engagement	Formal and informal family and community feedback received locally. (School Level Data)

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

-Parent engagement and leveraging positive relationships for positive communiction

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?

- school website is going to be overhauled
- family newsletter was relaunched using new platform; feedback is very positive
- Coffees with the Principal will announce a hot topic theme in advance to encourage deeper dialogue on topics of interest

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

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

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
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.
No	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

High quality curriculum varies per grade and learner.   BOY, MOY, EOY Learning Walks showed an inconsistency in standard aligned instruction. Foundational surveys demonstrated that there is a need for student input. Parent input demonstrates care and warmth of the school. Distributed leadership did not enough diversity in teacher input. The goal is for a member of ILT to help and guide weekly grade level meetings. MYP evaluation demonstrated that assessment is a matters to be addressed.

-Fidelity of implementation with GoMath
-Middle school struggling with math
-Strong structures and follow through with tier 2 and tier 3 supports
-Need for backwards planning/ scope and sequence
-EL/DL supports

What is the feedback from your stakeholders?

-Verical alignment
-Bilingual Resources
-Student discource

What student-centered problems have surfaced during this reflection?

Inner core (Identity, community, relationships) , if students are not feeling safe, learning may not be occurring. Student voice, allowing students more opportunities to voice their concerns. We increased it with student council, student LSC member, and how to increase student input/voice. Assessments, understanding that it does not have to be paper/pencil but can vary to adapt to student interest. Student input voice choice, allow students multiple paths to learning such as manipulatives, dry erase boards or other items. Goal setting, allowing student to participate in goal setting. Communicating with students the standards aligned learning tasks and objectives (langauge/content). Providing students with knowledge of learning and opportunities to reflect on learning. Being intentional with small group planning and grouping

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?

-ELA.SLA curriculum
-Prek/K adapting SLA and native instruction
-Unique
-ILT Learning Cycles and PD
-DL schedule revision best practice
-Intentional planning with IB Units for intentional vertical planning and fidelity of implementation
-Coaching cycles
-Morning meetings

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Determine Priorities

Resources: 🚀

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

Students...

CURRICULUM: Students have not had consistant access to high quality curriculum and instruction aligned to grade level standards.
LIFE LONG LEARNING: Students have not had consistant levels of engagment (voice, choice); native language instuction (bilingual program)
TEACHING: Teachers have not had intentional/coherant cycles of learning and support with unit planning and implementation
ASSESSMENT: Teachers have not had intentional/coherant formative and unit based approaches to assessment

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

Resources: 🚀

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

As adults in the building, we...

5 Why's Root Cause Protocol

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

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

Curriculum & Instruction

CURRICULUM: Students have not had consistant access to high quality curriculum and instruction aligned to grade level stand
-We did not have a curriculum that incorporated all of the literacy components in one and we did not have a curriculum specific f
-Teachers did not trust or have faith in the curriculum to provide what students needed and there was not clarity about what is co
-Not everyone received intention PD or time to collaborate with grade level and teachers have a wide variety of expertise
-With a few exceptions, time was not allocated for collaboration or supportive observation and feedback (learning cycles)
-Lack of distributed leadership and strong ILT presence with representation from every grade level

LIFE LONG LEARNING: Students have not had consistant levels of engagement (voice, choice); native language instuction (bili
-Students are not engaged in student centered learning (Approaches To Learning)
-ATL is not implicitly written out in curriculum or interwoven into instruction
-Teachers taught about ATL but observation and feedback was not provided
-No intentional coherant learning cycle around ATL/Student engagment (learning, observation, safe practice, accountability)
-Not prioritized/ lack of best practice model

TEACHING: Teachers have not had intentional/coherant cycles of learning and support with unit planning and implementation
-Inconsistant messages and priorities
-Changes in leadership in district, network, school level
-Pandemic spotlight to inequities and previous problems (morale)
-Problems existed but were not addressed
-Lack of distributive leadership systems and structures and building capacity and allowing for teacher leadership

ASSESSMENT: Teachers have not had intentional coherent structures for assessment
-Assessment is scary and data was used against teachers
-Assessment is scary because it might reveal that students are not learning/ meeting expectations
-Data was not providing valuable actionable information
-Students were not active participants in learning / assessments were not personalized or differentiated
-Teachers did not have time or strategies for providing formative assessment

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?

Resources: 🚀

If we....

Engage teachers in cycles of learning and ongoing support focused on IB unit planning, Approaches to Learning (ATLs), and strategic methods for balanced assessment;

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....

Consistent implementation of standards-aligned teaching and learning, greater levels of student engagement (voice, choice, and ATLs), and a daily use of meaningful and actionable assessment;

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...

90% of K-2nd grade students will be At/Above Grade Level Proficiency on iReady Reading (50% for ELs/DLs ELA/SLA) and 70% of 3rd-8th grade students Meeting/Exceeding Expectations as measured by IAR Reading (50% for ELs and 50% for DLs) by EOY of SY26.

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	9/28/23	Q3	2/15/24
Q2	11/30/23	Q4	5/9/24

	SY24 Implementation Milestones & Action Steps ✍	Who ✍	By When ✍	Progress Monitoring
Implementation Milestone 1	Organized & Coherant Curriculum	Admin, ILT / GLM Leads, Coordinators	9/21/23	Not Started
Action Step 1	Teachers establish a warm and structured learning environment that intentionally supports implementation of curriculum, classroom connections and relationships, and full utilization of human, physical and virtual resources (e.g., room layout, resources, visuals)	Admin ILT / GLM Leads Exemplar classrooms	8/25/23	Not Started
Action Step 2	Teachers review curricular scopes and sequences in order intentionally map out time allocation and other critical elements for ensuring balanced learning blocks (e.g., gradual release, pacing)	Admin ILT / GLM Leads	9/1/23	Not Started
Action Step 3	Teachers update IB planners and are provided meaninful opportunities for co-planning and collaboration in order to unpack and internalize plans for teaching and learning (e.g., PD, GLMs)	IB-MYP Coordinator IB-PYP Coordinator RGC Coordinator	9/8/23	Not Started

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

Curriculum & Instruction

Action Step 4	Teachers learn how to navigate the curriculum and internalize the Look-For Rubric in order to ensure alignment of standards, learning targets, and tasks that are differentiated for groups and individuals	Admin ILT / GLM Leads	9/15/23	Not Started
Action Step 5	Teachers are provided with coaching and ongoing support via cycles of obsertation and feedback in order to ensure fidelity of curriclum implementation	Admin Coordinators	9/21/23	Not Started
Implementation Milestone 2	Task Alignment & Formative Assessment	Admin, ILT / GLM Leads, Coordinators	10/25/23	Not Started
Action Step 1	Teachers take time to review data and reflect collaboratively on the implementation of systems and structures being used to ensure an organized and coherent curriculum	GLM Leads	9/22/23	Not Started
Action Step 2	Teachers use protocols to analyze student work, examine standards-task alignment, and practice writing task exemplars that will be used to guide instruction and formative assessment	Admin ILT / GLM Leads	9/29/23	Not Started
Action Step 3	Teachers unpack the elements of aggressive monitoring and customize a methodology and tool for engaging in daily assessment and feedback of students' learning during independent practice	Admin ILT / GLM Leads	10/6/23	Not Started
Action Step 4	Teachers are provided meaninful opportunities for co-planning and collaboration in order to engage in safe practice of our task alignment and formative assessment strategies	Admin ILT / GLM Leads	10/12/23	Not Started
Action Step 5	Teachers are provided with coaching and ongoing support via cycles of observation and feedback in order to ensure fidelity of curriclum implementation	Admin Coordinators	10/25/23	Not Started
Implementation Milestone 3	Cooperative Learning & Social Skills	Admin, ILT / GLM Leads, Coordinators	2/8/24	Not Started
Action Step 1	Teachers engage in PD on cooperative learning strategies provided by Kagan Learning	Kagan Learning	10/27/23	Not Started
Action Step 2	Teachers reflect collaboratively on the Kagan Cooperative Learning PD and make connections to the IB approaches to learning (ATLs) and elements of the Look-For Rubric	Admin ILT / GLM Leads Coordinators	11/17/23	Not Started
Action Step 3	Teachers update IB planners and are provided meaningful opportunities for co-planning and collaboration in order to unpack and internalize ATLs with a focus on cooperative learning strategies	IB-MYP Coordinator IB-PYP Coordinator RGC Coordinator	12/21/23	Not Started
Action Step 4	Teachers are provided meaningful opportunities for co-planning and collaboration in order to engage in safe practice of our cooperative learning and ATL strategies	Admin ILT / GLM Leads	2/1/24	Not Started
Action Step 5	Teachers are provided with coaching and ongoing support via cycles of observation and feedback in order to ensure fidelity of curriclum implementation	Admin Coordinators	2/8/24	Not Started
Implementation Milestone 4	Assessment & Intervention	Admin, ILT / GLM Leads, Coordinators	3/22/24	Not Started
Action Step 1	Teachers triangulate data on student performance, review MTSS systems, structures and interventions, and take time to develop and document research-based Tier 2 and Tier 3 supports / interventions	Admin ILT / GLM Leads	2/9/24	Not Started
Action Step 2	Teachers are provided with PD and support on how to use Branching Minds (BrM) to document interventions, create goals, and progress monitor student performance	Admin ILT / GLM Leads Coordinators	2/16/24	Not Started
Action Step 3	Teachers are provided with PD and support on how to engage families in the MTSS process	Admin ILT / GLM Leads Coordinators	3/1/24	Not Started
Action Step 4	Teachers are provided meaningful opportunities for co-planning and collaboration in order to engage in safe practice for reviewing data, developing interventions, and progress monitoring	Admin ILT / GLM Leads	3/8/24	Not Started
Action Step 5	Teachers are provided with coaching and ongoing support via cycles of observation and feedback in order to ensure fidelity of curriclum implementation	Admin Coordinators	3/15/24	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Organized & Coherant Curriculum Differentiation and Small Group Instruction Questioning / Discussion & Communication Skills Assessment & Intervention	✍️
SY26 Anticipated Milestones	Organized & Coherant Curriculum Project-Based Learning Research & Thinking Skills Assessment & Intervention	✍️

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

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
By SY26, 70% of 3rd-8th grade students will Meet/Exceed Expectations as measured by IAR Reading (50% for ELs and 50% for DLs)	Yes	IAR (English)	English Learners	7% ELA	25% ELA	38% ELA	50% ELA
			Students with an IEP	2% ELA	15% ELA	30% ELA	50% ELA
By SY26, 90% of K-2nd grade students will be At/Above Grade Level Proficiency on iReady Reading (50% for ELs/DLs ELA/SLA)	Yes	iReady (Reading)	English Learners	16% ELA 13% SLA	25% ELA 25% SLA	38% ELA 38% SLA	50% ELA 50% SLA
			Students with an IEP	15% ELA	25% ELA	38% ELA	50% ELA

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍	Specify your practice goal and identify how you will measure progress towards this goal. ✍		
	SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	**Goal:** Teachers plan and organize for standards-based teaching and learning, ensure standards-task alignment, and internalize and adapt for task complexity (70% on Look-For Rubric) **Measure:** Look-For Rubric 1-4	**Goal:** Teachers plan and organize for standards-based teaching and learning, ensure standards-task alignment, and internalize and adapt for task complexity (80% on Look-For Rubric) **Measure:** Look-For Rubric 1-4	**Goal:** Teachers plan and organize for standards-based teaching and learning, ensure standards-task alignment, and internalize and adapt for task complexity (90% on Look-For Rubric) **Measure:** Look-For Rubric 1-4
C&I:3 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.	**Goal:** Teachers intentionally design approaches to learning (ATL) that provide opportunities for student interaction, productive struggle, discussion, cooperative learning, and self-assessment (70% Look-for Rubric) **Measure:** Look-For Rubric 5a-f	**Goal:** Teachers intentionally design approaches to learning (ATL) that provide opportunities for student interaction, productive struggle, discussion, cooperative learning, and self-assessment (90% Look-for Rubric) **Measure:** Look-For Rubric 5a-f	**Goal:** Teachers intentionally design approaches to learning (ATL) that provide opportunities for student interaction, productive struggle, discussion, cooperative learning, and self-assessment (90% Look-for Rubric) **Measure:** Look-For Rubric 5a-f
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	**Goal:** Teachers engage in student work and task analysis, create task exemplars, and engage in aggressive monitoring (70% on Look-For Rubric) **Measure:** Look-For Rubric 6-7	**Goal:** Teachers engage in student work and task analysis, create task exemplars, and engage in aggressive monitoring (80% on Look-For Rubric) **Measure:** Look-For Rubric 6-7	**Goal:** Teachers engage in student work and task analysis, create task exemplars, and engage in aggressive monitoring (90% on Look-For Rubric) **Measure:** Look-For Rubric 6-7

| **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
By SY26, 70% of 3rd-8th grade students will Meet/Exceed Expectations as measured by IAR Reading (50% for ELs and 50% for DLs)	IAR (English)	English Learners	7% ELA	25% ELA	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	2% ELA	15% ELA	Select Status	Select Status	Select Status	Select Status
By SY26, 90% of K-2nd grade students will be At/Above Grade Level Proficiency on iReady Reading (50% for ELs/DLs ELA/SLA)	iReady (Reading)	English Learners	16% ELA 13% SLA	25% ELA 25% SLA	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	15% ELA	25% ELA	Select Status	Select Status	Select Status	Select Status

Practice Goals | Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Goal: Teachers plan and organize for standards-based teaching and learning, ensure standards-task alignment, and internalize and adapt for task complexity (70% on Look-For Rubric) Measure: Look-For Rubric 1-4	Select Status	Select Status	Select Status	Select Status
C&I:3 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.	Goal: Teachers intentionally design approaches to learning (ATL) that provide opportunities for student interaction, productive struggle, discussion, cooperative learning, and self-assessment (70% Look-for Rubric)	Select Status	Select Status	Select Status	Select Status
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Goal: Teachers engage in student work and task analysis, create task exemplars, and engage in aggressive monitoring (70% on Look-For Rubric) Measure: Look-For Rubric 6-7	Select Status	Select Status	Select Status	Select Status

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

What are the takeaways after the review of metrics?

-Need for consistancy and collaboration among teachers and "intervention experts"
-Team approach and system in place for MTSS
-Implementation and follow through (check for understanding, follow up, support)
-A calendar with checkpoints

What is the feedback from your stakeholders?

-Admin collaboration with case workers and clinicians to ensure communication is clear and there is oversight and follow through
-Clear communication, systems and structures

What student-centered problems have surfaced during this reflection?

-Need for differentiated curriculum and clear learning and language objectives
-Parent engagment and understanding
-Communication is clear and there is oversight and follow through and positive
-Clear communication, systems and structures, and support
-Team approach, goals and system in place for MTSS (ELA and SLA)
-Implementation and follow through (check for understanding, follow up, support)
-A calendar with checkpoints
-Student placement
-Modifying curriculum for EL/DL will engage and benefit students and staff
-Lack of trust from parents / supports for parents (ex. English learning classes)
-"All Hands" type meetings in a variety of languages

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?

-Inconsistant supports
-lack of quality curriculum
-supports for non-Spanish English Learners
-ACCESS scores inaccurate due to remote learning
-IAR results for EL sub-group
-Section 7 (EL/DL population)
-Staffing: ESL Endorsement, Bilingual representation and support in every grade, lack of DL teacher with ESL endorsement
-Student placement into ESL, Bilingual, Cluster, etc.
-Including parents engagement (ex. monthly meetings with parents to provide tools for parents with workshops)
-Language objectives in plans inconsistantly
-Need for buy-in and understanding of the importance
-16 languages spoken at McPherson
-Library of resources for parents

Determine Priorities

Return to Top

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

Students...

CURRICULUM: Curriculum has not addressed students' prior knowledge, indentities, backgrounds, and context
LIFE LONG LEARNING: Students have not had opportunities to take ownership of their learning by setting goals or pursuing personal identities, inquiries and actions
TEACHING: Teaching has not consistnatly removed barriers to learning, setting and acheiving personal goals
ASSESSMENT: Fair, consistant, differentiated, inclusive and transparent structures for assessment and grading were not in place

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...

CURRICULUM:Curriculum has not addressed students' prior knowledge, indentities, backgrounds, and context
-lack of access to resources/curriculum, lack of purchasing, Lack of prioritizing, Lack of understanding, Closed mindset and biases

LIFE LONG LEARNING: Students have not had opportunities to take ownership of their learning by setting goals or pursuing personal identities, inquiries and actions
-fixed mindset around curriculum, time consuming and lack of support, several new initiatives introduced with few supports, too many new things
TEACHING: Teaching has not consistently removed barriers to learning, setting and acheiving personal goals
ASSESSMENT: Fair, consistant, differentiated, inclusive and transparent structures for assessment and grading were not in place: lack of knowledge, fear of the outcome, fear of judgement and punishment, unknown barriers,

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?

Inclusive & Supportive Learning Environment

Resources: 🚀

If we....

Schedule students and teachers properly, cultivate a culture of collaboration and inclusivity, systematize school-wide use of language objectives, and ensure fidelity to students' IEPs;

then we see....

Teachers consider learner variability when planning, support language development with consideration for the language profiles of students, and use multiple technologies (e.g., research-based interventions) to aid and extend learning and teaching; teachers and students will have more opportunities to collaborate and take ownership and pride of learning

which leads to...

90% of students qualifying for MTSS tiering critera having evidence of meeting identified intervention goals in the respective subject(s) as documented in Branching Minds, an average On Track Index Score (OTIS) of 50 and 70% On Track (OT) as measured by Dashboard (45 OTIS and 50% OT for ELs and 48 OTIS and 60% OT for DLs) by EOY of SY26.

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

Return to Top   **Implementation Plan**

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍️

Dates for Progress Monitoring Check Ins

Q1	9/28/23	Q3	2/15/24
Q2	11/30/23	Q4	5/9/24

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1 — Student & Teacher Scheduling	Admin Teacher-Leaders	10/26/23	Not Started
Action Step 1 — Schedule diverse learners first to ensure full implementation of IEP minutes and effective allocation of LBS1 teachers	AP Haro	08/11/23	In Progress
Action Step 2 — Program students according to LRE, language proficiency, and other programmatic needs	AP Haro Case Manager ELPT School Clerk	8/11/23	In Progress
Action Step 3 — Align teacher assignments on credentials, preferences, and ability to meet students' various learning needs (e.g., bilingual, accelerated, inclusion, resource)	Admin	8/11/23	In Progress
Action Step 4 — Distribute leadership and coaching responsibilities among admin, coordinators, and teacher-leaders	Admin ILT / GLM Leads Coordinators	9/22/23	In Progress
Action Step 5 — Teachers are provided with coaching and ongoing support via cycles of obsertation and feedback in order to ensure fidelity of curriclum implementation	Admin Coordinators	9/22/23	Not Started
Implementation Milestone 2 — Language Objectives	AP Haro ELPT Teacher-Leaders	5/31/24	Not Started
Action Step 1 — Teachers learn how to include and incorporate appropriate English Language Development (ELD) Standards and make considerations for academic language with planning IB units of inquiry [ELD 1]	ELPT	8/17/23	Not Started
Action Step 2 — Teachers unpack WIDA standards and Can-Do Descriptors within the curriculum and use them to ensure proper support and levels of complexity for learning tasks [ELD 2]	ELPT	9/22/23	Not Started
Action Step 3 — Teachers make content comprehensible by including language objectives for lessons and language targets for units while also differentiating tasks / assessments based on EL proficiency [ELD 3]	ELPT	12/21/23	Not Started
Action Step 4 — Teachers understand whole-to-part approach to curriclum, utilize the ESL framework to plan, and create ESL mini-lessons within content or contexts [ELD 4]	ELPT	2/9/24	Not Started
Action Step 5 — Teachers are provided with coaching and ongoing support via cycles of obsertation and feedback in order to ensure fidelity of IEP implementation	Admin Coordinators	9/22/23	Not Started
Implementation Milestone 3 — IEP Fidelity	Admin Teacher-Leaders	5/31/24	Not Started
Action Step 1 — Students with IEPs are scheduled and programmed in a way that seeks to maximize opportunities for inclusivity in adherenance with least restrictive environment (LRE)	Admin	8/11/23	Not Started

Inclusive & Supportive Learning Environment

Action Step 2	LBS1 teachers create personalized A/M one-pagers to support full implementation of diverse learners' IEP	Admin LBS1 Teachers	9/1/23	Not Started	
Action Step 3	LBS1 teachers collaborate and co-plan with specialist teachers to ensure diverse learners are effectively programmed to exploratory classes and that specialist teachers know how to differentiate plans for teaching and learning	Admin LBS1 Teachers Specialist Teachers	8/17/23	Not Started	
Action Step 4	Admin supports Case Manager with protocols and practice for streamlined communication and IEP collaboration among teachers and the various related service providers	Admin Case Manager LBS1 Teachers	9/1/23	Not Started	
Action Step 5	Teachers are provided with coaching and ongoing support via cycles of obsertation and feedback in order to ensure fidelity of IEP implementation	Admin Coordinators	9/22/23	Not Started	
Implementation Milestone 4	MTSS & Branching Minds	Admin MTSS Team Coordinators	5/31/24	Not Started	
Action Step 1	An MTSS Team is established, in addition to the BHT, to lead implementation of an equity-based MTSS framework	Admin / MTSS Coordinator MTSS Team	10/20/23	Not Started	
Action Step 2	Six-week MTSS intervention cycles are strategically aligned to the school calendar and communicated to teachers	MTSS Team	11/17/23	Not Started	
Action Step 3	The MTSS Team develops tiering criteria provides teachers with PD in how to utilize the various tools and application within our MTSS menu of interventions	MTSS Team	11/3/23	Not Started	
Action Step 4	Teachers learn how to fully utilize the Branching Minds (BrM) platform to document and progress monitor MTSS interventions	MTSS Team	9/22/23	Not Started	
Action Step 5	Teachers are provided with coaching and ongoing support via cycles of obsertation and feedback in order to ensure fidelity of curriclum implementation	Admin Coordinators	9/22/23	Not Started	

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Grading (pyp, myp, rubrics) Language Objectives (differentiation groups) IEP Fidelity (co-teaching) Assessments (differentiation groups)	
SY26 Anticipated Milestones	Grading (pyp, myp, rubrics) Language Objectives (differentiation groups and individuals) IEP Fidelity (co-teaching) Assessments (differentiation groups and individuals)	

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Goal Setting

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

Resources:

IL-EMPOWER Goal Requirements

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

Performance Goals

Numerical Targets [Optional]

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	SY24	SY25	SY26
By SY26, 90% of students meeting MTSS tiering criteria have evidence of meeting identified intervention goals in the respective subject(s) as documented in Branching Minds	Yes	*MTSS Academic Tier Movement*	English Learners	Unknown	80%	85%	90%
			Students with an IEP	Unknown	80%	85%	90%
By SY26, 3rd-8th grade students have an average On Track Index Score (OTIS) of 50 and 70% On Track (OT) as measured by Dashboard (45 OTIS and 50% OT for ELs and 48 OTIS and 60% OT for DLs)	Yes	3 - 8 On Track	English Learners	36.04 OTIS 42% OT	39 OTIS 45% OT	42 OTIS 48% OT	45 OTIS 50% OT
			Students with an IEP	39.05 OTIS 52% OT	42 OTIS 55% OT	45 OTIS 58% OT	48 OTIS 60% OT

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

Inclusive & Supportive Learning Environment

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.	**Goal:** Teachers implement and record a research-based intervention based on MTSS tiering criteria and properly document intervention type, goals, and evidence of progress in the Branching Minds platform for 80% of students needing an intervention **Measure:** Branching Minds	**Goal:** Teachers implement and record a research-based intervention based on MTSS tiering criteria and properly document intervention type, goals, and evidence of progress in the Branching Minds platform for 90% of students needing an intervention **Measure:** Branching Minds	**Goal:** Teachers implement and record a research-based intervention based on MTSS tiering criteria and properly document intervention type, goals, and evidence of progress in the Branching Minds platform for 100% of students needing an intervention **Measure:** Branching Minds
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	**Goal:** 90% of teachers and RSPs / clinicians complete respective portions of IEPs by required deadlines, 95% of IEP minutes are met, and 95% of DLs have an updated A/M one-pager **Measure:** IEP completion and compliance rates	**Goal:** 95% of teachers and RSPs / clinicians complete respective portions of IEPs by required deadlines, 97% of IEP minutes are met, and 97% of DLs have an updated A/M one-pager **Measure:** IEP completion and compliance rates	**Goal:** 98% of teachers and RSPs / clinicians complete respective portions of IEPs by required deadlines, 99% of IEP minutes are met, and 99% of DLs have an updated A/M one-pager **Measure:** IEP completion and compliance rates
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	**Goal:** 95% of teachers have relevant and aligned WIDA-based language objectives embedded in the IB unit planner as well as clearly posted for each respective subject area **Measure:** IB unit planners and classroom observations	**Goal:** 97% of teachers have relevant and aligned WIDA-based language objectives embedded in the IB unit planner as well as clearly posted for each respective subject area **Measure:** IB unit planners and classroom observations	**Goal:** 100% of teachers have relevant and aligned WIDA-based language objectives embedded in the IB unit planner as well as clearly posted for each respective subject area **Measure:** IB unit planners and classroom observations"

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Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
By SY26, 90% of students meeting MTSS tiering criteria have evidence of meeting identified intervention goals in the respective subject(s) as documented in Branching Minds	MTSS Academic Tier Movement	English Learners	Unknown	80%	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	Unknown	80%	Select Status	Select Status	Select Status	Select Status
By SY26, 3rd-8th grade students have an average On Track Index Score (OTIS) of 50 and 70% On Track (OT) as measured by Dashboard (45 OTIS and 50% OT for ELs and 48 OTIS and 60% OT for DLs)	3 - 8 On Track	English Learners	36.04 OTIS 42% OT	39 OTIS 45% OT	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	39.05 OTIS 52% OT	42 OTIS 55% OT	Select Status	Select Status	Select Status	Select Status

Practice Goals

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
		Progress Monitoring			
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.	**Goal:** Teachers implement and record a research-based intervention based on MTSS tiering criteria and properly document intervention type, goals, and evidence of progress in the Branching Minds platform for 80% of students needing an intervention **Measure:** Branching Minds	Select Status	Select Status	Select Status	Select Status
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	**Goal:** 90% of teachers and RSPs / clinicians complete respective portions of IEPs by required deadlines, 95% of IEP minutes are met, and 95% of DLs have an updated A/M one-pager **Measure:** IEP completion and compliance rates	Select Status	Select Status	Select Status	Select Status
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	**Goal:** 95% of teachers have relevant and aligned WIDA-based langu **Measure:** IB unit planners and classroom observations	Select Status	Select Status	Select Status	Select Status

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.

Our academic priority areas for parent engagement and skills development include a focus on: understanding of the new ELA and math curricula, the equity-based MTSS process, and ways to best support academic and SEL skill development outside of the regualr school day. To this end, funds are allocated to promote parent and family participation in PAC and BAC meetings, parent workshops, and related materials and supplies.

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