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 ✍
Harrison Baker	Principal	hbaker6@cps.edu
Danielle R. Berry	AP	drberry3@cps.edu
Shemeka Irby	Parent	djandshemeka@gmail.com
Hadiyah Muhammad	Parent	hadiyah03@gmail.com
Saraha Alexander	Teacher Leader	sddodd@cps.edu
Charleston, Keniesha	Teacher Leader	kncharleston@cps.edu
Finke, Kathleen	Teacher Leader	ksfinke@cps.edu
Marilyn WIlliams	PSRP	mpiggee@cps.edu
Monica Prinz	Teacher Leader	mprinz@cps.edu
Louisa Shannon	Teacher Leader	lshannon1@cps.edu
Megan Calhoun	Teacher Leader	mcalhoun4@cps.edu
Brian Graves	Teacher Leader	bigraves@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	7/14/23	7/14/23
Reflection: Curriculum & Instruction (Instructional Core)	8/17/23	8/17/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	8/17/23	8/17/23
Reflection: Connectedness & Wellbeing	8/17/23	8/17/23
Reflection: Postsecondary Success	8/17/23	8/17/23
Reflection: Partnerships & Engagement	8/17/23	8/30/23
Priorities	8/23/23	8/23/23
Root Cause	8/23/23	8/23/23
Theory of Acton	8/23/23	8/30/23
Implementation Plans	8/30/23	8/30/23
Goals	8/30/23	8/30/23
Fund Compliance	9/6/23	9/6/23
Parent & Family Plan	8/17/23	8/30/23
Approval	9/13/23	9/13/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates ✍	
Quarter 1	10/18/2023
Quarter 2	12/20/2023
Quarter 3	02/07/2024
Quarter 4	05/29/2024

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

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Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	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	IAR (ELA) - 2% (4 students) - Exceeded Expectations, 32% (74 students) - Met Expectations, 32% (74 students) - Approached Expectations, 21% (50 students) - Partially Met Expectations, 14% (32 students) - Did Not Meet Expectations - The consistent implementation of the curriculum I-Ready Common Core positively impacted IAR ELA scores this year. Teachers implemented the curriculum with fidelity and followed the pacing guide aligned to the curriculum. ---- IAR (Math) - 2% (4 students) Exceeded Expectations - 16% (38 students) - Met Expectations, 35% (82 students) - Approached Expectations, 47% (90 students) - Partially Met Expectations, 31% (59 students) - Did Not Meet Expectations - The school will impelement a K-8 math curriculum for the 2023-24 school year. The absence of a school-wide curriculum possibly affected the math scores. For SY24, we have adopted a universal math curriculum (Envision) K-8 to increase coherence within our math program and develop vertical alignment.	IAR (Math)
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction	iReady reading performance data reveals: All Primary grades experienced an increase in students performing either meeting or exceeding grade level metrics by EOY. This resulted in a decrease in students performing below grade level. Within each grade band there is a range of 25%-55% of students performing one or two grade levels below. iReady math performance trends are similiar to reading with all grades experiencing an increase in students performing mid grade level or above, but there is an increase percentage of students struggling to master at grade level math concepts at all grade levels. The range for students performing one or more grade levels below is 33%-59%. STAR360 data reveals students in grades 5, 6, 8 have the highest percentage of students in need of urgent intervention.	IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading)

What is the feedback from your stakeholders?

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	Positive Feedback -Entire school has newly aligned curriculum -Curriculum is flexible and aligned to students' needs -Technology supported Tier 1 instruction (iReady, RazKids) Areas for Growth -Alternatives to Skyline curriculum is needed -Teachers need training and time to navigate curriculum to build mastery and effective implementation -Time was not consistently allottef for students to engage in targeted instruction (small groups) with curriculum -There is a need for math specific research based intervention resources -There is a lack of writing curriculum and materials -World Language curriculum needed -Members of the ILT participated in learning cycles, but did not have time and access to engage with teachers to share pertinent information -Efforts for progress monitoring was superficially implemented,but not fully implemented. -Culturally responsive curriculum was not robust and/or implemented with fidelity school wide/content areas. -For Kindergarten, there are no iReady assessments. Assessment practices across the school are not fully flushed out or universal.	STAR (Math) iReady (Reading) iReady (Math) Cultivate Grades ACCESS
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		TS Gold Interim Assessment Data
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 Guide		

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?

Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	-The school has adopted a universal math curriculum across all grade bands -Internal hire of MTSS Coordinator to address systems and structures that support students in need of Tier 2 and Tier 3 academic, attendance, and behavior supports -MTSS Coordinator has attended Branching Minds training -MTSS Coordinator has worked with assistant principal to identify professional learning for relevant staff for progress monitoring goals/initiatives -Teachers leveraged iReady, STAR360, and IAR performance data to address learning opportunities -Teachers are comfortable with ELA curriculum across multiple grade levels; most consistency within Intermediate grade bands

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 significant percentage of students are performing below grade level in math across multiple grade bands. There are a lack of systems, structures, and processess to address the varied needs of instruction across all grade levels and content areas.

Inclusive & Supportive Learning Environment

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Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
No	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey	-Murray will no longer be using Leader In Me SEL curriculum -There is a lack of MTSS systems and structures that support all students -Branching Minds has not been implemented/used by staff -Compliance within our Diverse Learning program has been inconsistent with the transition of the previous Case Manager who was available to the school part time only -There was little to no universal supports to address Tier 2 and Tier 3 behaviors -There was a delay in official referrals for IEPs -Inconsistent use of small groups	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS
		MTSS Integrity Memo		

				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
				Annual Evaluation of Compliance (ODLSS)
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	**What is the feedback from your stakeholders?**	Quality Indicators of Specially Designed Curriculum
			- No functioning MTSS team - Not using Branching minds - Staff needs training on Branching Minds - IEPs are not being developed by a team - Not enough staff to co teach, only providing pull out supports - Lack of coverage doesnt allow for input or collaboration from gen ed teachers to DL department. - Had 3 certified teachers providing services for EL students - Inconsistent Language objectives	EL Program Review Tool
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	**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?**	
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.		-MTSS Lead was hired to support tiered supports for academic, attendance, and behavior -MTSS Lead has identified professional learning she and other relevant members of the team will engage in during SY24 -MTSS Lead is leveraging EOY data from SY23 to continue tiering students and identifying academic deficits and areas of strength	

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.

- Lack of inclusivity with DL students within the school community. Students are not receiving consistent supports or instruction due to staffing issues.
- Due to the lack of inclusivity, DL students are having a different experience of Murray than their gen ed counterparts.

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		References	**What are the takeaways after the review of metrics?**	Metrics
Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment SEL Teaming Structure	We discontinued the Leader in Me program . We haven't reviewed the Skyline SEL Curriculum. We recieved training on restorative practices but not used with fidelity. Student centered enrichment and afterschool progams were very limited for K-4. Inconsistent attendance team.	% 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?** -Well developed plans for staff in service days -Murray swag is needed -Supports for STLS was strong	Reconnected by 20th Day, Reconnected after 8 out of 10 days absent Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance
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?

-Students with a high number of absences don't have additional supports. Students who are chronically tardy and/or absent are not equipped with the needed resources
-Students from K-8 are in need of social-emotional competency development to employ research based practices to manage peer conflict

-The BHT developed a referral process initiated counseling referral process developed

-Student

Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
No — An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	The counselor engages with 7th and 8th grade students to discuss high school and academic options. There is a high school fair that is held for 6th-8th grade students, but K-5th graders were excluded in previous years. There is minimal signage that speaks to high schools and/or colleges to expose all students to high schools and colleges.	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) |
No — 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?** More extensive programming to increase exposure to college and careers in needed. We must strategically leverage partnerships with city colleges and expand programming for the career fair. Murray will focus on prioritizing exposure of nontraditional and STEAM-oriented careers through field trips, Town Halls, and class visits	
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?** The 7th/8th grade Math teacher has began planning an more extensive high school and career fairs. The counselor will support high school admissions test preparedness	
N/A — Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager		

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

Students are not exposed to robust programming that exposes them to high school, college, and career readiness from grades K-8.

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	Positives in the school include: *Back to School Picnic to welcome families to the new school year. * Curriculum NIght to meet teachers and learn about expectations and the curriculum. * Active LSC. * Family Nights including game night. *Chicago Children's Choirs. Teachers ask for volunteers for field trips and in class participation. Current Partnerships: Chicago Children's Choir, My Very Own Library, Bernie's Books, etc. Needs for improvement/Barriers: Parent Volunteer process needs to be stream lined to make it easier for parents to get on the approved list. Strengthen community partnerships - programming with UofC NSP - volunteer process is a barrier, MSI - partnership is in development, HP Chamber of Commerce. Communication: Streamline communication process with families - too many platforms or inconsistent	Cultivate

5 Essentials Parent Participation Rate

5E: Involved Families |

communication which makes it. Weekly Parent communiction - concept is strong, but content was not meaningful. Increasing partnerships with alumni - entrepreneuership, high school and college connections, ... Murray Spirit and Pride

5E: Supportive Environment

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

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

Formal and informal family and community feedback received locally. (School Level Data)

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

[feedback trends across stakeholders; feedback trends across specific stakeholder groups]
-Relationships between members of PTO, LSC, PTA
-Increase the community partnerships that address the needs of all students   -A need for choir,
After School Matters, Male/Female mentoring programs

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.

-All students are not included when receiving internal and external partnership services
-Student voice is limited with respect to community partnership and engagement

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?

-Annual Back to School Curriculum Night is held
-Back to School Carnival is highly attended and includes robust community partnership and family representation
-LSC, PTO, and PTA participation is strong
-New 3 year contract with Museum and Science and Industry

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Partially	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

IAR (ELA) - 2% (4 students) - Exceeded Expectations, 32% (74 students) - Met Expectations, 32% (74 students) - Approached Expectations, 21% (50 students) - Partially Met Expectations, 14% (32 students) - Did Not Meet Expectations - The consistent implementation of the curriculum I-Ready Common Core positively impacted IAR ELA scores this year. Teachers implemented the curriculum with fidelity and followed the pacing guide aligned to the curriculum. ---- IAR (Math) - 2% (4 students) Exceeded Expectations - 16% (38 students) - Met Expectations, 35% (82 students) - Approached Expectations, 47% (90 students) - Partially Met Expectations, 31% (59 students) - Did Not Meet Expectations - The school will implement a K-8 math curriculum for the 2023-24 school year. The absence of a school-wide curriculum possibly affected the math scores.   For SY24, we have adopted a universal math curriculum (Envision) K-8 to increase coherence within our math program and develop vertical alignment.
iReady reading performance data reveals: All Primary grades experienced an increase in students performing either meeting or exceeding grade level metrics by EOY. This resulted in a decrease in students performing below grade level. Within each grade band there is a range of 25%-55% of students performing one or two grade levels below.
iReady math performance trends are similiar to reading with all grades experiencing an increase in students performing mid grade level or above, but there is an increase percentage of students struggling to master at grade level math concepts at all grade levels. The range for students performing one or more grade levels below is 33%-59%.
STAR360 data reveals students in grades 5, 6, 8 have the highest percentage of students in need of urgent intervention.

What is the feedback from your stakeholders?

Positive Feedback
-Entire school has newly aligned curriculum
-Curriculum is flexible and aligned to students' needs
-Technology supported Tier 1 instruction (iReady, RazKids)
Areas for Growth
-Alternatives to Skyline curriculum is needed
-Teachers need training and time to navigate curriculum to build mastery and effective implementation   -Time was not consistently allottef for students to engage in targeted instruction (small groups) with curriculum   -There is a need for math specific research based intervention resources   -There is a lack of writing curriculum and materials   -World Language curriculum needed
-Members of the ILT participated in learning cycles, but did not have time and access to engage with teachers to share pertinent information   -Efforts for progress monitoring was superficially implemented,but not fully implemented.
-Culturally responsive curriculum was not robust and/or implemented with fidelity school wide/content areas.   -For Kindergarten, there are no iReady assessments. Assessment practices across the school are not fully flushed out or universal.

What student-centered problems have surfaced during this reflection?

A significant percentage of students are performing below grade level in math across multiple grade bands. There are a lack of systems, structures, and processess to address the varied needs of instruction across all grade levels and content areas.

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 school has adopted a universal math curriculum across all grade bands
-Internal hire of MTSS Coordinator to address systems and structures that support students in need of Tier 2 and Tier 3 academic, attendance, and behavior supports
-MTSS Coordinator has attended Branching Minds training -MTSS Coordinator has worked with assistant principal to identify professional learning for relevant staff for progress monitoring goals/initiatives
-Teachers leveraged iReady, STAR360, and IAR performance data to address learning opportunities
-Teachers are comfortable with ELA curriculum across multiple grade levels; most consistency within Intermediate grade bands

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Determine Priorities

Resources: 🚀

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

Students...

are performing below grade level in both reading and math according to iReady, STAR360, and IAR performance data at a high rate. More specifically, the range for students performing one or more grade levels below in reading and/or math is 33%-59% based on EOY performance data in SY23. Although we have a high percentage of students meeting and/or exceeding grade level mastery, the presence of students not meeting is a concern. STAR360 data reveals students in graes 5, 6, 8 have the highest percentage of students in need of urgent intervention.   Students need structured and universal processes and approaches to learning and mastery of standards that provide them with relevant, up to date, and clear understandings of their areas of academic growth and strength. Students should be actively involved in the

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

Resources: 🚀

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

As adults in the building, we...

need to develop systems and structures that promote student agency and standards mastery. Adults in the building need to feel empowered; leveraging Tiered instruction for all core content areas -focus on developing universal agreements for curriculum fidelity. -Developing norms for implementing best practices for all content areas/disciplines. Adults need aligned professional learning opportunities that lead them to build coherent universal instructional practicesm, receive timely relevant feedback, and pathways to use research based supplemental materials that address both accelleration and remediation that is responsive to the gaps that are present within the distinct curriculum

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

What is your Theory of Action?

If we....

provide teachers and instructional staff with robust and relevant professional learning opportunities, time for effective implementation of new and existing curriculum, and other resources that increase collaboration and the employment of research based instructional best practices for all core content areas

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.

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

Curriculum & Instruction

then we see....

increased instructional capacity, teacher collaboration, reflection on student mastery of concepts, effective problem identification, sensemaking of data, and planning that is data-informed, and standards aligned rigorous and differentiated tasks for all content areas/disciplines.

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

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

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

which leads to...

an increase in student ownership and agency of their learning and readiness with respect to all core content areas,

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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 ✍️

Admin/ILT/Teachers

Dates for Progress Monitoring Check Ins

Q1	10/18/2023	Q3	02/07/2024
Q2	12/20/2023	Q4	05/29/2024

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	75% of teachers responsible for math instruction will implement the enVision Mathematics curriculum with fidelity	Admin, ILT, Math Team	June 14, 2025	In Progress
Action Step 1	All teachers will participate in enVision Mathematics professional leaning	Teacher Teams	August 18, 2023	Select Status
Action Step 2	100% of teachers will implement all components of the lesson structure of EnVision Math-Solve & Share/Guided Practice/Independent Work	Teacher Teams	October 20, 2024	Select Status
Action Step 3	Administration and ILT will conduct learning cycles to observe, collect data, provide feedback, and develop specific learning cycles for effective math implementation	Admin, ILT	ongoing	Select Status
Action Step 4	Teachers will receive internal and other District provided professional learning opportunities to ensure implementation fidelity	Teacher Teams, ILT	ongoing	Select Status
Action Step 5	Admin will identify Tier 2 and Tier 3 teachers and support staff and develop relevant supports with the assistance of ISLs and similiar school communities within Network 9	ILT, Teacher Teams, MTSS Team	November 1, 2023	Select Status
Implementation Milestone 2	Develop/Identify effective instructional practices that are responsive to the needs of all students across all content areas to ensure Tier 1 instruction is of high quality and rigorous	Admin, MTSS Team, BHT Team, Culture and Climate	October 20, 2023	In Progress
Action Step 1	Provide ongoing professional development for ILT	Admin, MTSS Coordinator	September 22, 2023	Select Status
Action Step 2	Admin and ILT will review diagnostic data (STAR360 and iReady) to identify trends in Math and Reading	Admin, MTSS Coordinator, MTSS and BHT Teams	September 22, 2023	Select Status
Action Step 3	Admin and ILT will review data with classroom teachers to determine next steps	Admin, MTSS Coordinator, ILT, Teacher Teams	September 22, 2023	Select Status
Action Step 4	N9 MTSS ISL and MTSS Coordinator develop a professional development plan responsive to the needs of all teachers	Admin, MTSS Coordinator	October 20, 2023	Select Status
Action Step 5	Develop shared agreements with all teachers and instructional support for Tier 1 instructional expectations and Marzano's Taxonomy	Teacher Teams	October 20, 2023	Select Status
Implementation Milestone 3	Facilitate professional learning opportunities that increase teacher's capacity to facilitate conferences that result in student taking ownership of their learning	Admin, ILT, Teacher Teams	June 14, 2025	Not Started
Action Step 1	ILT will review BOY student performance data and identify obstacles with implementing student-centered conferences for core content area subjects	Admin, ILT	September 22, 2023	Select Status
Action Step 2	ILT will review data with classroom teachers to identify next steps, developing universal systems and structures for conferring with all learners	ILT	November 7, 2023	Select Status
Action Step 3	Schools will schedule professional development with N9 ISLs to create goals and progress monitoring and intervention plans	ILT, MTSS	ongoing	Select Status
Action Step 4	Teachers will create goals, intervention plans, and a progress monitoring schedule for Tier 2 and Tier 3 students	Teacher Teams	ongoing	Select Status
Action Step 5	MTSS and ILT will monitor and provide feedback for Tier 2 and Tier 3 goals, progress monitoring and intervention plans. ILT will lead Tier 1 initiatives	Admin, ILT, MTSS	ongoing	Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	75% teachers responsible for math instruction will implement enVision with fidelity. 50% of core content teachers will develop universal best practices and systems and structures that support all students' understanding of their present levels of functioning in all content areas and conduct data-informed conferences with students at least three times a year	✍️

SY26 Anticipated Milestones	100% of teachers will implement enVision with fidelity. 100% of core content teachers will implement best practices and systems and structures that support all students' understanding of their present levels of functioning in all core content areas	✏️

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 on applicable baselines and trend data).

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

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

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

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

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

Resources: 🚀

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

Performance Goals

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	SY24	SY25	SY26
100% of students will meet or exceed their student growth target on the iReady Benchmark assessment in Reading and Math	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall				
			Students with an IEP				
60% of 3-8 grade students will perform at or above grade benchmark on the STAR360 Benchmark assessment in Reading and Math	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall				
			Students with an IEP				

Column note: 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:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	All teachers will be observed using the Learning Walk rubric to identify our oportunitites for growth in high taxonomy level	Some teachers are implementing core curriculum with a high presence of higher taxonomy academic tasks that increase reading and math proficiency	Some teachers are implementing core curriculum with a high presence of higher taxonomy academic tasks that increase reading and math proficiency
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	All teachers will work collaboratively to develop systems and structures that provide students with ongoing conferences to have them reflect on their present levels of proficiency and set goals	100% of teachers will guide students to understand their current academic data, can reflect on their learning cycles and set goals to meet or exceed anticpated growth measures as measured by STAR360 and iReady.	All students have the skills to understand their current academic data, can reflect on their learning cycles and set goals to meet or exceed anticpated growth measures as measured by STAR360 and iReady.
C&I:4 The ILT leads instructional improvement through distributed leadership.	All ILT members will conduct learning cycles to ensure fidelity of curriculum and begin to identify best practices for effective, rigorous instruction	ILT members will facilitate professional learning to identify effective teaching practices and ensure horizontal and vertical alignment across all core contents.	ILT members will facilitate professional learning to identify effective teaching practices and ensure horizontal and vertical alignment across all contents.

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
100% of students will meet or exceed their student growth target on the iReady Benchmark assessment in Reading and Math	% of Students receiving Tier 2/3 interventions meeting targets	Overall			*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Students with an IEP			*Select Status*	*Select Status*	*Select Status*	*Select Status*
60% of 3-8 grade students will perform at or above grade benchmark on the STAR360 Benchmark assessment in Reading and Math	% of Students receiving Tier 2/3 interventions meeting targets	Overall			*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Students with an IEP			*Select Status*	*Select Status*	*Select Status*	*Select Status*

Practice Goals | Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4

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

Curriculum & Instruction

		Select Status	Select Status	Select Status	Select Status
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.	All teachers will be observed using the Learning Walk rubric to identify our oportunitites for growth in high taxonomy level	Select Status	Select Status	Select Status	Select Status
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	All teachers will work collaboratively to develop systems and structures that provide students with ongoing conferences to have them reflect on their present levels of proficiency and set goals	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	All ILT members will conduct learning cycles to ensure fidelity of curriculum and begin to identify best practices for effective, rigorous instruction	Select Status	Select Status	Select Status	Select Status

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

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

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

No	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
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.
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

-Murray will no longer be using Leader In Me SEL curriculum
-There is a lack of MTSS systems and structures that support all students
-Branching Minds has not been implemented/used by staff
-Compliance within our Diverse Learning program has been inconsistent with the transition of the previous Case Manager who was available to the school part time only
-There was little to no universal supports to address Tier 2 and Tier 3 behaviors
-There was a delay in official referrals for IEPs
-Inconsistent use of small groups

What is the feedback from your stakeholders?

- No functioning MTSS team
- Not using Branching minds
- Staff needs training on Branching Minds
- IEPs are not being developed by a team
- Not enough staff to co teach, only providing pull out supports
- Lack of coverage doesnt allow for input or collaboration from gen ed teachers to DL department.
- Had 3 certified teachers providing services for EL students
- Inconsistent Language objectives

What student-centered problems have surfaced during this reflection?

- Lack of inclusivity with DL students within the school community. Students are not receiving consistent supports or instruction due to staffing issues.
- Due to the lack of inclusivity, DL students are having a different experience of Murray than their gen ed counterparts.

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?

-MTSS Lead was hired to support tiered supports for academic, attendance, and behavior
-MTSS Lead has identified professional learning she and other relevant members of the team will engage in during SY24   -MTSS Lead is leveraging EOY data from SY23 to continue tiering students and identifying academic deficits and areas of strength

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Determine Priorities

Return to Top

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

Students...

who are performing at varied proficiency levels are not recieving the appropriate interventions and/or enrichment tasks across content areas. Systems and structures are not in place to ensure that students are provided the appropriate skills practice to ensure mastery of standards as well as behavior and social emotional development. Students are unclear on their areas of strength and growth with respect to their academic, attendance, and behavior performance/metrics.

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 developed systems and structures that are aligned to the MTSS Continuum and Branching Minds for academic, behavioral, and attendance progress monitoring. Progress monitoring is not aligned school wide, presenting a number of processes being used in isolation. Student performance data has been shared with staff responsible for implementing instruction, but teachers are not given appropriate time to make sense of the data, collaboratively plan, and/or implement instruction that is responsive to all the needs of learners.

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....

provide comprehensive training and professional development for teachers and staff in research-based MTSS strategies and practices; allocate resources and personnel effectively to support MTSS implementation and regularly assess and adjust our MTSS practices based on data and feedback from stakeholders

then we see....

teachers who are better equipped to identify and address the diverse academic needs of out students; a clearer understanding of student performance and the ability to identify at-risk students and those in need of enrichment; a shared commitment to the success of every student, promoting a sense of community and accountability; increased parental involvement and student engagement in their own learning; a more equitable distribution of support for all students, regardless of their current performance level; and continuous improvement in our approach and better outcomes for students over time

Resources:

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

Inclusive & Supportive Learning Environment

which leads to...

more effective and differentiated instruction in both math and reading, catering to students' specific needs and abilities; timely interventions and support for struggling students and opportunities for acceleration for high-achieving students; increased a parental involvement and student engagement in their own learning; a stronger partnership between school and homes, reinforcing the importance of eduation and student success; improved academic outcomes and a reduction in achievement gaps between students; and a dynamic and responsive educational systems that evolves to meet the changing needs of our 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 ✍️

Admin, ILT, MTSS, Culture and Climate

Dates for Progress Monitoring Check Ins

Q1	10/18/2023	Q3	02/07/2024
Q2	12/20/2023	Q4	05/29/2024

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	Develop and establish a data-driven culture by implementing systems and structures for progress monitoring for Tiers 1-3 for academics, attendance, and behaviors	Instructional Staff	Ongoing	In Progress
Action Step 1	Establish a cadence during grade level meetings for teachers to disaggregate student performance, attendance, and behavior data			
Action Step 2	Identify professional learning needed for effective implmentation of MTSS and BHT supports for young and adult learners			Select Status
Action Step 3	Provide teachers with ongoing, comprehensive training and professional development for MTSS and BHT			Select Status
Action Step 4	Establish systems for tracking attendance and participation in MTSS/BHT training to ensure all staff members recieve the appropriate professional learning			Select Status
Action Step 5	Begin coducting learning cycles that focus on the MTSS Continuum			Select Status
Implementation Milestone 2	Create a collaborative school-wide approach to MTSS-involving teachers, support staff, and administrators			Select Status
Action Step 1	Define the roles and responsibilites of all parties (teachers, MTSS coordinator, administrators) within the MTSS system			Select Status
Action Step 2	Develop a shared vision of how MTSS will operate at Murray			Select Status
Action Step 3	Provide ongoing professional development and training opportunities to build capacity of staff to implement effective MTSS practices.			Select Status
Action Step 4	Begin conducting learning cycles around MTSS implementation and provide opportunities for refinement or recalibration.			Select Status
Action Step 5	Collect data on the effectivness of MTSS interventions, adapt			Select Status
Implementation Milestone 3	Establish a robust communication system between teachers, parents, and students to share progress, interventions, and enrichment opportunities			Select Status
Action Step 1	Teachers will develop protocols for how we share communication of student progress and performance, including intervention strategies and enrichment opportunities.			Select Status
Action Step 2	Adminsitrators will develop shared agreements for data conference expectations, the sources of data to be shared, and effective intervention strategies and enrichment opportunities.			Select Status
Action Step 3	Families will attend workshops and training sessions to familiarize themselves with relevant progress monitoring data for their students.			Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	As an ILT and admin team, we will conduct cycles of inquiry for our MTSS program, allowing us to analyze the effectiveness and fidelity of the program, collect and dissagregate data, and make neccessary adjusments to the program.	✍️
SY26 Anticipated Milestones	The ILT will lead the cycles of inquiry process for SY26, analyzing the effectiveness and fidelity of the program, collect and dissagregate data, and make neccessary adjusments to the program.	✍️

Return to Top | **Goal Setting**

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

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 ✍️	Numerical Targets [Optional] ✍️		
					SY24	SY25	SY26
By the end of the school year, our goal is to advance all tier 2 and 3 students to the next higher tier of support, enhancing their progress and academic performance.	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall				
			Students with an IEP				
All students receiving tier 2 or 3 suports should meet or exceed their learning targets as measured by summative and formative assessments, iReady and STAR360 data.	Yes		Overall				
			Students with an IEP				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍️	Specify your practice goal and identify how you will measure progress towards this goal. ✍️		
	SY24	SY25	SY26
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.			
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.			
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.			

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
By the end of the school year, our goal is to advance all tier 2 and 3 students to the next higher tier of support, enhancing their progress and academic performance.	#REF!	Overall			Select Status	Select Status	Select Status	Select Status
		Students with an IEP			Select Status	Select Status	Select Status	Select Status
All students receiving tier 2 or 3 suports should meet or exceed their learning targets as measured by summative and formative assessments, iReady and STAR360 data.	% of Students receiving Tier 2/3 interventions meeting targets	Overall			Select Status	Select Status	Select Status	Select Status
		Students with an IEP			Select Status	Select Status	Select Status	Select Status

Practice Goals

Identified Practices	SY24	Progress Monitoring			
		Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.		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
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.		Select Status	Select Status	Select Status	Select Status

Connectedness & Wellbeing

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	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.
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.
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?

We discontinued the Leader in Me program . We haven't reviewed the Skyline SEL Curriculum. We recieved training on restorative practices but not used with fidelity. Student centered enrichment and afterschool progams were very limited for K-4. Inconsistent attendance team.

What is the feedback from your stakeholders?

-Well developed
plans for staff in service days
-Murray swag is needed
-Supports for STLS was strong

What student-centered problems have surfaced during this reflection?

-Students with a high number of absences don't have additional supports. Students who are chronically tardy and/or absent are not equipped with the needed resources
-Students from K-8 are in need of social-emotional competency development to employ research based practices to manage peer conflict

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 BHT developed a referral process
process developed

-Student initiated counseling referral

Determine Priorities

Return to Top

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

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...

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....

foster a school culture that values and prioritizes the well-being of both students and teachers; provide conprehensive training and professional development for teachers and staff in SEL strategies and restorative practices; integrate SEL instruction into the curriculum, embedding social-emotional skills in daily lesson and activities; establishclear systems and protocols for restorative practices, including conflict resolution and community building; regularly assess and monitor the effectiveness of SEL instruction and restorative practices through data collection and feedback from students, teachers, and parents; and

then we see....

a more positive and supportive learning environment where everyone feels valued and connected; educators who are better equipped to create emotionally safe and inclusive classrooms; students who are better equipped to manage their emotions, build positive relationships, and make responsible decisions; a decrease in disruptive behaviors and an increase in students taking responsibility for their actions; stronger partnerships between school, home, and the broader community in nurturing the emotional and social growth of our students

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

Connectedness & Wellbeing

which leads to...

improved student and teacher morale, reduced stress, and enhanced overall well-being; improved teacher-student relationships, reduced disciplinary issues, and a more conducive learning atmosphere, a more harmonious and respectful school community where conflicts are resolved in a healthy and constructive manner; and a more holistic and supportive network for student and staff's emotional and social development

Return to Top   **Implementation Plan**

Indicators of a Quality CIWP: Implementation Planning   Resources:

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan   **Dates for Progress Monitoring Check Ins**

Q1 10/18/2023   Q3 02/07/2024
Q2 12/20/2023   Q4 05/29/2024

SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1			Select Status
Action Step 1			Select Status
Action Step 2			Select Status
Action Step 3			Select Status
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 2			Select Status
Action Step 1			Select Status
Action Step 2			Select Status
Action Step 3			Select Status
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 3			Select Status
Action Step 1			Select Status
Action Step 2			Select Status
Action Step 3			Select Status
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 4			Select Status
Action Step 1			Select Status
Action Step 2			Select Status
Action Step 3			Select Status
Action Step 4			Select Status
Action Step 5			Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones   [What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]

SY26 Anticipated Milestones   [What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]

Return to Top   **Goal Setting**

Indicators of a Quality CIWP: Goal Setting   IL-EMPOWER Goal Requirements

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.

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]

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

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

Connectedness & Wellbeing

Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	SY24	SY25	SY26
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍️	Specify your practice goal and identify how you will measure progress towards this goal. ✍️		
	SY24	SY25	SY26
Select a Practice			
Select a Practice			
Select a Practice			

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 Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals · Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

If Checked:	☑	**Our school receives school improvement funding through Title I, Part A, 1003 (IL-Empower)**
Complete IL-Empower Section below		This CIWP serves as your School Improvement Plan, which is required for schools in school improvement status (comprehensive or targeted) as identified by the Illinois State Board of Education (ISBE). The following section, "IL-Empower," addresses grant requirements, assurances, and alignment across your CIWP, grant budget, and state designation.
If Checked:	☐	**Our school DOES NOT receive school improvement funding through Title I, Part A, 1003 (IL-Empower).** **(Continue to Parent & Family Plan)**
No action needed		

IL-Empower

IL-EMPOWER GRANT ASSURANCES

By checking the boxes below, you indicate that your school understands and complies with each of the grant assurances listed.

☑ The purpose of the IL-Empower grant funds, authorized under Title I, Part A, Section 1003 School Improvement of the Elementary and Secondary Education Act, is to support local education agencies (LEAs), via the Statewide System of Technical Assistance and Support (IL-EMPOWER) to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities. The goal is to provide all children significant opportunity to receive a fair, equitable, and high-quality education by providing adequate resources to substantially raise the achievement of students in lowest and underperforming schools, as defined by the Illinois State Board of Education (ISBE).

☑ The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status.

☑ Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:
a) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
b) Contracting for professional services from State-Approved Learning Partners
c) Conducting school-level needs assessments
d) Analyzing data
e) Identifying resource inequities
f) Researching and implementing evidence-based interventions
g) Purchasing standards-aligned curriculum and materials
h) Purchasing and administering local assessments for progress monitoring

☑ Supplement, not supplant is in effect. Schools and LEAs shall use IL-Empower grant funds only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.

☑ Schools designated for comprehensive or targeted support can expect four years of continuation funding from the initial summative designation. Improvement status defines the up-to four-year term that runs concurrently with the IL-EMPOWER grant program. Status and funding begin with an initial summative designation of comprehensive or targeted and continue through the remaining part of the first year in the planning phase of the grant and are followed by three consecutive years of implementation. School Improvement funding is awarded concurrently with improvement status. Improvement status and grant funding continue concurrently for up to four years regardless of positive changes in annual summative designations because IL-EMPOWER is structured to support local efforts with scaffolded support of sufficient size and longevity to improve outcomes for students and exit improvement status within a four-year grant term.

☑ School Improvement Reports (SIR) are due on a triannual basis.

☑ Schools in comprehensive improvement status must work with a State-Approved Learning Partner to address areas identified in the respective school improvement plans. Schools in targeted improvement status may or may not elect to work with a State-Approved Learning Partner. Approved Learning Partners are contracted by ISBE and are authorized to provide direct professional learning services in evidence-based practices to LEAs and comprehensive and targeted schools. Only vendors selected for an executed contract with ISBE may provide services to IL-Empower districts and schools (both comprehensive and targeted) using Title I, Part A, Section 1003 School Improvement funds, and likewise only those subcontractors included in either the executed contract or subsequent written approval by ISBE may provide services to IL-EMPOWER districts and schools.

☑ As a grant recipient, you may be required to participate in program evaluation activities, site monitoring visits, and audit protocols.

☑ As part of annual grant application and amendment processes, you may be asked to submit additional information regarding budget requests and alignment of budget allocations to CIWP.

IL-EMPOWER SMART GOALS

Of the goals developed earlier in this CIWP, please choose at least 2, and up to 3, that will be your focus areas for IL-Empower. These goals should be in alignment with your ISBE designation and reference specific student groups, as applicable. As part of the annual grant application and amendment processes, please be prepared to outline how your IL-Empower grant budgets will support the chosen goal(s).

IL-Empower Goals Must have a Numerical Target	Select a Goal Below	Student Groups	Baseline	SY24	SY25	SY26
Required Math Goal	% of Students receiving Tier 2/3 interventions meeting targets: 100% of s...	Overall				
		Students with an IEP				
Required Reading Goal	% of Students receiving Tier 2/3 interventions meeting targets: 100% of s...	Overall				
		Students with an IEP				
Optional Goal	Select a Goal					

If Checked:	☑	**Our school is a Title I school operating a Schoolwide Program**
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.
If Checked:	☐	**Our school is a non-Title I school that does not receive any Title I funds.**
No action needed		**(Continue to Approval)**

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

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

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

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

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

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

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

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

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

SCHOOL & FAMILY COMPACT

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

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

☑ The school will hold parent-teacher conferences.

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

☑ The school will provide parents reasonable access to staff.

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

☑ The parents will support their children's learning.

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

In order to maintain compliance with the use of Title I Parent & Family Engagement funds, please review and check each box below to indicate that your school understands and complies with the requirements following. We will...

☑ Spend Parent & Family Engagement Funds in a timely manner (Average 10%/month)

☑ Collaborate with parents, prioritizing PAC officers, to decide on Title I expenditures

☑ Assure that funds impact the majority of parents or focus on parents with students most at academic risk

☑ Provide up to date monthly fund reports to PAC officers

☑ Maintain a binder with the original documents related to PAC meetings, presentations, fund expenditures and other evidence of collaboration

☑ Provide support to PAC officers including but not limited to consultation about fund usage, meeting set-up, information dissemination, and organizational support