CIWP Team & Schedules

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

CIWP Team Guidance

Name ✍	Role ✍	Email ✍
Marcie A Byrd	Principal	MAByrd@cps.edu
Kimberly Miller	AP	KAMIller@cps.edu
Lanada Avinger	Curriculum & Instruction Lead	lmavinger@cps.edu
Syvelia Pittman	Inclusive & Supportive Learning Lead	sipittman-jackson@cps.edu
Quatavia Cooperwood	Connectedness & Wellbeing Lead	qcooperwood@cps.edu
Linda Burnette	Postsecondary Lead	bjlinda@cps.edu
Linda Burnette	Partnerships & Engagement Lead	bjlinda@cps.edu
Danielle Thompson	Teacher Leader	dthompson@ps.edu
Patrick Harris	Parent	patrickharris60651@gmail.com
	LSC Member	
Taresha Amerson	SECA	tamerson@cps.edu
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	6/9/23	6/29/23
Reflection: Curriculum & Instruction (Instructional Core)	7/5/23	7/14/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/5/23	7/13/23
Reflection: Connectedness & Wellbeing	7/5/23	7/19/23
Reflection: Postsecondary Success	7/5/23	7/26/23
Reflection: Partnerships & Engagement	7/5/23	7/26/23
Priorities	8/9/23	8/9/23
Root Cause	8/16/23	8/16/23
Theory of Acton	8/16/23	8/16/23
Implementation Plans	8/16/23	8/16/23
Goals	8/23/23	8/23/23
Fund Compliance	8/23/23	8/23/23
Parent & Family Plan	8/30/23	8/30/23
Approval	9/1/23	9/1/23

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	10/25/23
Quarter 2	12/20/2023
Quarter 3	3/20/2024
Quarter 4	6/5/2024

Indicators of a Quality CIWP: Reflection on Foundations

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

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

Stakeholders are consulted for the Reflection of Foundations.

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

Resources 🚀

Reflection on Foundations Protocol

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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
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	**Grades PreK - 2** ✍️ - ELA -Grades 1 and 2 have the greatest percentage of students one and two grade levels below with 2nd grade having an even higher percentage. - Students need academic support with all domains, with the greatest needs in vocabulary development and informational text exposure. - Mathematics - 8 more students are one to two grade levels below as compared to ELA. - Students need more academic support with Measurement/Data and Geometry. **Grades 3 - 5** - ELA - In grade 3, more than 90% of students showed growth of at least .9 GE ore more. - ELA - 23% of students at At/Above grade level. This is a 4% increase from BOY. - Math - In grade 4, 30% of students are At/Above grade level. This is a 1% decrease from BOY to MOY. - Math - There was a 13% decrease in the percentage of students At/Above Grade level from 13% to 0% from BOY to EOY. **Grades 6 - 8** - ELA - Percentage of students At/Above grade level in grade 6 and 7 did not increase or decrease from BOY to MOY. - Math - In grade 6, there was no movement in the data. Grade 7 percentage of students At/Above grade level increased by 4% from BOY to EOY. In grade 8, percentage of students At/Above grade level decreased by 13% at EOY (Percentage of students on grade level at EOY was 13%. **Next Steps:** - Instructional support with Tier 1 is needed, including lesson planning, supporting small groups, and analyzing assessment and student work data.	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading) STAR (Math) iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold Interim Assessment
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions	**What is the feedback from your stakeholders?** In the recent 5-Essentials Student Survey for the 2023 school year, students shared some feedback. They felt that teachers were teaching new things as if the students already knew about them, which made it a bit difficult to follow. Students also mentioned that they didn't have enough time to understand new concepts, and they wished they had more help in learning and using these new ideas. Additionally, some students felt that teachers spoke too quickly during lessons. To address these concerns, we have some plans in mind. First, we want to help teachers become better at asking questions that make students think more deeply about the topics. This way, students can understand things better. We're also thinking about providing support to both teachers and students through smaller group lessons, so everyone can get more personalized attention. Lastly, we're considering activities that connect different subjects together. These activities can help students use what they've learned in a practical way. Overall, we're focused on making learning a smoother and more enjoyable experience for everyone. ✍️	
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		
Yes	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 HS Assessment Plan Development		
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** Strengthing our MTSS (Multi-Tiered System of Supports) will be instrumental in aiding teachers through the use of Branching Minds. This support extends to facilitating small group instruction. By carefully examining student work and data, we've been able to enhance our teaching methods. As a result, we've witnessed growth in English Language Arts (ELA) across various grade levels. Our commitment continues with ongoing monitoring and assistance for teachers in implementing small group activities and effectively tracking progress. ✍️	

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.

To strengthen our support for Tier 1 instruction, with a fous on student we are implementing key strategies. We are focusing on better planning to ensure instruction is tailored to each student's needs, providing various entry points for effective learning. Through a reflection process, we discuss lesson plans and assess students' current needs, ensuring our teaching methods align with their requirements for better comprehension. Small group instruction remains a priority, allowing us to offer personalized attention and closely monitor progress. Constructive feedback is, guiding students toward movement and giving them the feedback needed to grow. ✍️

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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

		References		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	At Nash, our primary focus is on strengthening our Multi-Tiered System of Supports (MTSS) process to better meet the needs of our students. Our Primary students K-2 increased in both reading and math mid or above grade level from BOY 3% to 26% at EOY. The percentage of students that were early on grade level started at 10% at BOY and increased to 19% at EOY. The percentage of students one grade level below was 64% at BOY and decreased to 44% at EOY. The percentage of students that were two grade levels below 23% at BOY decreased to 11% at EOY. This was done by focusing on small group instruction and implementing additional academic supports and services for our Tier 2 & 3 students. We recognize the importance of aligning progress monitoring with the IEP process, ensuring that our interventions are well-coordinated and effective. To achieve this, we are committed to implementing progress monitoring practices with fidelity, ensuring accurate and consistent data collection. Our approach includes creating SMART IEP goals that are closely monitored and adjusted as needed. In supporting our student growth, we will offer targeted professional development and coaching, equipping teachers with evidence-based strategies to assist their students effectively. By fostering a collaborative culture of data-driven decision-making, engaging parents and the community, and establishing a continuous feedback loop, we aim to enhance our MTSS process, ultimately providing the best possible support for all of our students at Nash. For grades 3 - 8, ensuring Tier 1 instructional support is given through effective planning. Training and support for teachers on implementation and progress monitoring of intervention resources. Additional supports for both teachers and students on student ownership and actions around data and small group instructional support. ✏️	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS) Quality Indicators of Specially Designed Curriculum EL Program Review Tool
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 Integrity Memo		
No	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?** We are focusing on helping students with higher needs quickly, without delays. Ensuring that everyone understands how to support these students is important to us.Effective communication is a strong point for our team. We are skilled at working together and sharing information.We are making sure that all evaluations, plans for changes, and meetings about individual student needs follow the rules and guidelines.Based on the 5 essentials assessment, Nash School needs improvement in all areas. We need to accurately document behavior trackers and ensure that we do it correctly and consistently. Our goal is to make more progress towards meeting the individual goals set in students' IEPs. We are also working to establish a clearer structure for MTSS (Multi-Tiered System of Supports) to better support students' various needs. ✏️	
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual		
No	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation 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?** Data Collection, the Interventionist gathers data from the entire school through tests like i-Ready and STAR 360 to assess students' reading and math skills. Teacher Planning, the teachers analyze their students' scores and use reports to plan their instruction, strategies and content. Student Awareness and Goal Settings- students receive feedback on their scores and see their progress through graphs. Students create graphs to track their growth over the school year; beginning, middle, and end. Teachers along with the Interventionist meet with students to discuss their scores and collaboratively set goals to enhance reading and math skills. Group Formation and Goal Setting (Teachers)Teachers use the Branching Minds tool to create small groups of students based on their needs. Goals and plans for the next 5 weeks are established using insights from i-Ready and STAR 360 assessments. Ongoing Progress Monitoring,Teachers, interventionists, and tutors track student progress every 2 weeks in Branching Minds. This monitoring involves inputting data related to student performance and the effectiveness of interventions. Regular Assessment and Goal Review every 5 weeks, and results from comprehensive tests are updated in Branching Minds. These results are analyzed to view progress toward the set goals. Collaborative Support: The collaborative team comprised of teachers, interventionists, and tutors work together to provide personalized support and guidance to students. Adjustments to plans and interventions are made based on the ongoing progress monitoring. All of the work will be supported with the MTSS as the lead. ✏️	
No	There are language objectives (that demonstrate HOW students will use language) across the content.			

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

Students academic and social emotional needs are not being met.
EL students do not have proper language supports.
Students with IEPs are not meeting their goals regularly. ✏️

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	To enhance the disciplinary and behavior management practices at Nash, a restorative and inclusive approach. This involves implementing In-School Suspension (ISS) and detentions with fidelity, integrating restorative conversations, community-building opportunities, and reflection to address behavioral issues. Additionally, to foster greater understanding and involvement, three parent surveys per year will be conducted to gather feedback on behavior and attendance policies. Targeted interventions will be tailored for Tier 3 students, focusing on personalized activities and incentives to improve behavior and attendance. Teachers will receive follow-up emails detailing implemented restorative practices, ✏️	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC)

Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

ensuring transparency and consistency. A solid reentry plan will be established for students with chronic absenteeism, including Attendance and Behavior Contracts to outline expectations and support mechanisms. Families will also be connected to external agencies such as Big Brother Big Sister for additional behavioral support. Through these measures, Nash aims to create a nurturing and supportive learning environment that promotes positive behavior, collaboration, and student success.

What is the feedback from your stakeholders?

At Nash, there's a noticeable issue. Students find punishments too severe, while staff considers them too lenient, leading to a clear disconnect. This difference in perspectives creates problems. Additionally, the administration's slow communication of actions and the inconsistency among teachers, particularly within the middle school team, compound the challenges. To resolve these concerns, collaborative efforts are needed. Improved communication, a balanced disciplinary approach, and unity among staff can pave the way for a more harmonious and effective school environment.

Access to OST

Increase Average Daily Attendance

Increased Attendance for Reconnected by 20th Day, Reconnected after 8 out of 10 days absent

Cultivate (Belonging & Identity)

Staff trained on alternatives to exclusionary discipline (School Level Data)

Enrichment Program Participation: Enrollment & Attendance

Student Voice Infrastructure

Reduction in number of students with dropout codes at EOY

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.

Many students at Nash, especially those in Tier 3 which is over 75% of our student population, face tough challenges. These encompass both academic and social struggles. Unfortunately, they find it hard to ask for help, which can lead to conflicts with teachers who may lack the time and resources to provide necessary support. Additionally, many students carry personal issues to school that require emotional support before they can focus on learning. Striking a balance between academic help, addressing behavior, and offering emotional support is essential to help these students succeed.

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 focuses of much of our work this year will start with parents; increasing their visibility in school, and helping them find entry points for their students to support. Bring awareness to the importance of attendance and behavior. Also beginning early with parent outreach about expectations, creating consistency amongst the school. The school has purchased environmental posters to support consistency among the staff. During PD week we will roll. out new procedures and supports for staff. Increasing student voice beginning with the reestablish the student council. We are creating more opportunities for students in targeted groups to be involved in a variety of programming.

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Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Yes — An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	The metrics that I used this year were 3-8 On Track Data, Structure for Individualized Learning Plan (Naviance)-No Tasks were completed by the students College and Career competency curriculum Work-Based Learning- CTE Fair- Career Awareness Career Exploration GoCps Shadow day HS Fair HS visits The metrics were appropriate for SY2023-24. The metrics need to be thoroughly thought out and planned. Additional Metrics that need to be used will be the number of students accepted to a selective school, Freshmen on track data, 8/9 Psat, and high school test scores	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
Yes — 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		3 - 8 On Track
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).			Learn, Plan, Succeed
N/A — Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		% of KPIs Completed (10th Grade)

9th and 10th Grade On Track

Cultivate (Relevance to the Future)

College Enrollment and Persistence Rate

Freshmen Connection Programs Offered (School Level Data)

What is the feedback from your stakeholders?

Create More Surveys: It would be useful to have students answer questions before and after each school year. This way, they can express their thoughts about what went well and what could be improved.

Provide Clearer Explanations: Sometimes, the instructions or information given can be a bit confusing. Having a separate meeting for parents to discuss important school matters could make things clearer for everyone.

Increase High School Visits: It's a good idea for students to visit different high schools before they decide where to go. This helps them understand the environment and the classes they might enjoy.

Participate in Career and College Sessions: It's important for students and parents to know about

		References		
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		
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		

various jobs and the option of going to college. This way, students can start thinking about their future paths early on.

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?

Nash's approach seems to be limited. We need to increase our opportunities in making students aware of different career possibilities. There are missed opportunities in the early grades (pre-K to 4th) to show kids various professions. While middle school introduces more career options, starting career exploration earlier is important. Teacher/Counselor can also make a big difference by creating experiences that showcase different careers and inspire students. To address this, The counselor will develop a clear career education plan, bring in guest speakers, arrange field trips, and use interactive activities. By helping students explore careers sooner, educators can guide them towards making informed choices about their futures ✍️

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' voices should be amplified, particularly through increased use of pre- and post-surveys for activities involving work-based experiences. The Individual Learning Plan (ILP) is a vital step in initiating College Awareness and Career Exploration, and it should be fully utilized. In terms of high school options, there's a need for more exposure to diverse high schools and programs through platforms like GoCps. Students should also receive additional preparation for high school testing, ensuring they are well-equipped. Involving both parents and teachers more actively in these processes will be beneficial. This comprehensive approach ensures students are better supported in their journey towards college and career exploration. ✍️

Partnership & Engagement

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Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	The metrics show a lack of awareness of what the students are feeling at this time. The students expressed that they feel unsafe, the teachers talk down to them and they don't feel like they get the support they need for the subjects. They are yelled at when they asked too many questions or they don't ask questions because they are afraid being laughed at by their peers. At Nash we have low parent involvement and we need to create more opportunities for them to become involved in the events. Many of our families have struggled in a school setting and they don't feel comfortable or they dont know how to help. We have low involvement in all of our parent organizations because of how they are promoted. ✍️	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		
Partially	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric	**What is the feedback from your stakeholders?** Parent engagement at Nash School is currently low. ✍️ Parents express that they feel comfortable communicating with the administration, but there seems to be a disconnect with the teachers. Parents don't feel a strong sense of support coming from the faculty and staff.	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.

Challenges faced by Nash Parents which in turn affect the student Nash School recognizes that parents face specific challenges that can impact their ability to effectively support their students' education ,employment constraints: Many parents are employed during school hours, making it difficult for them to actively participate in their children's education and engage with school activities, or address the issues involving their student Need for Support: Some parents require assistance themselves to better support their students' learning. This need can range from academic guidance to understanding how to navigate the education system.Negative School Experiences: Parents who may not have had positive experiences in their own schooling may find it challenging to approach schools and interact with teachers. To address these challenges and ensure that all parents are equipped to support their students, Nash School is committed to implementing a range of targeted strategies that foster inclusivity, flexibility, and meaningful engagement. By recognizing these challenges and working collectively to address them, aims to create an environment where parents feel empowered and confident in their role as partners in their children's educational journey. ✍️

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?

Create Improved parent engagement plan, monthly meetings with purpose: Establish a structured plan for monthly parent meetings,on topics aligned with parents' needs and concerns. This provides a consistent platform for open dialogue and sharing of information. More volunteer opportunities,encourage parents to actively participate in school activities by offering opportunities to work with students in various capacities. This involvement creates a stronger connection between parents and the school community.
 More parent engagement events to organize, create a series of engaging events throughout the school year, inviting parents to participate and interact with the school environment. These events could include workshops, family nights, and cultural celebrations. Open up two-way communication by implementing effective communication ✍️

tools, more newsletters, robo-calls and emails that allows parents to easily connect with teachers and stay updated on classroom activities and student progress. Develop and distribute resources that provide parents with information about school processes, curriculum, and ways to support their child's learning at home. Create a system where teachers provide regular updates on student progress to parents, highlighting achievements and areas needing improvement Schedule regular parent-teacher conferences to discuss student progress and goals, fostering a collaborative approach to education. Individual personalized learning plans for students that outline academic and behavioral goals, with input from both parents and teachers.,empowering parent voice.

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

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

At Nash, our primary focus is on strengthening our Multi-Tiered System of Supports (MTSS) process to better meet the needs of our students. Our Primary students K-2 increased in both reading and math mid or above grade level from BOY 3% to 26% at EOY. The percentage of students that were early on grade level started at 10% at BOY and increased to 19% at EOY. The percentage of students one grade level below was 64% at BOY and decreased to 44% at EOY. The percentage of students that were two grade levels below 23% at BOY decreased to 11% at EOY. This was done by focusing on small group instruction and implementing additional academic supports and services for our Tier 2 & 3 students. We recognize the importance of aligning progress monitoring with the IEP process, ensuring that our interventions are well-coordinated and effective. To achieve this, we are committed to implementing progress monitoring practices with fidelity, ensuring accurate and consistent data collection. Our approach includes creating SMART IEP goals that are closely monitored and adjusted as needed. In supporting our student growth, we will offer targeted professional development and coaching, equipping teachers with evidence-based strategies to assist their students effectively. By fostering a collaborative culture of data-driven decision-making, engaging parents and the community, and establishing a continuous feedback loop, we aim to enhance our MTSS process, ultimately providing the best possible support for all of our students at Nash. For grades 3 - 8, ensuring Tier 1 instructional support is given through effective planning. Training and support for teachers on implementation and progress monitoring of intervention resources. Additional supports for both teachers and students on student ownership and actions around data and small group instructional support.

What is the feedback from your stakeholders?

We are focusing on helping students with higher needs quickly, without delays. Ensuring that everyone understands how to support these students is important to us. Effective communication is a strong point for our team. We are skilled at working together and sharing information. We are making sure that all evaluations, plans for changes, and meetings about individual student needs follow the rules and guidelines. Based on the 5 essentials assessment, Nash School needs improvement in all areas. We need to accurately document behavior trackers and ensure that we do it correctly and consistently. Our goal is to make more progress towards meeting the individual goals set in students' IEPs. We are also working to establish a clearer structure for MTSS (Multi-Tiered System of Supports) to better support students' various needs.

What student-centered problems have surfaced during this reflection?

Students academic and social emotional needs are not being met.
EL students do not have proper language supports.
Students with IEPs are not meeting their goals regularly.

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?

Data Collection, the Interventionist gathers data from the entire school through tests like i-Ready and STAR 360 to assess students' reading and math skills.
Teacher Planning, the teachers analyze their students' scores and use reports to plan their instruction, strategies and content.
Student Awareness and Goal Settings- students receive feedback on their scores and see their progress through graphs. Students create graphs to track their growth over the school year; beginning, middle, and end. Teachers along with the Interventionist meet with students to discuss their scores and collaboratively set goals to enhance reading and math skills.
Group Formation and Goal Setting (Teachers)Teachers use the Branching Minds tool to create small groups of students based on their needs.
Goals and plans for the next 5 weeks are established using insights from i-Ready and STAR 360 assessments. Ongoing Progress Monitoring,Teachers, interventionists, and tutors track student progress every 2 weeks in Branching Minds. This monitoring involves inputting data related to student performance and the effectiveness of interventions.
Regular Assessment and Goal Review every 5 weeks, and results from comprehensive tests are updated in Branching Minds. These results are analyzed to view progress toward the set goals.
Collaborative Support: The collaborative team comprised of teachers, interventionists, and tutors work together to provide personalized support and guidance to students.
Adjustments to plans and interventions are made based on the ongoing progress monitoring. All of the work will be supported with the MTSS as the lead.

Determine Priorities

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

Students...

Students academic and social emotional needs are not being met. ✏️

Resources: 🚀

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.

Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).

For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.

Priorities are determined by impact on students' daily experiences.

Root Cause

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

As adults in the building, we...

are not consistently implementing cycles of learning based on data and adjusting individualized instruction based on data. ✏️

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

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

What is your Theory of Action?

If we....

Provide teachers with ongoing professional development on Multi-Tiered System of Supports (MTSS) with emphasis on Social-Emotional Learning (SEL) and the connection it has to strong tier one Instruction. Educators will implement research-based strategies, also implement a MTSS process that includes progress monitoring with the support of an effective MTSS TEAM. ✍

then we see....

Then we see...
all stakeholders (i.e, teachers student) using universal screeners, formative and summative assessments, (teacher and curriculum created assessments) to determine appropriate interventions, the grouping of students, goal setting, frequency of interventions, as well as utilizing a universal data collection system. ✍

which leads to...

increased responsiveness to student learning benchmarks and social/emotional needs. This will be achieved via research-based interventions, the optimal implementation of intervention strategies, and data-driven student groupings per subject area. These strategies will positively impact individual student achievement and students' social emotional well being, leading to a 20% increase in students' overall 3-8th Reading and Mathematics growth. ✍

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

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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 ✍

BHT Team, Adminstration,

Dates for Progress Monitoring Check Ins

Q1	10/25/23	Q3	3/20/2024
Q2	12/20/2023	Q4	6/5/2024

	SY24 Implementation Milestones & Action Steps ✍	Who ✍	By When ✍	Progress Monitoring
Implementation Milestone 1	Establish a data tracking system to monitor student progress, conduct regular reviews of intervention effectiveness, and adapt strategies based on feedback and data analysis.	Admin/Instructional Coach	On -going	Completed
Action Step 1	Figure out the key assessment points where student data will be collected, at the beginning of the intervention, or at regular intervals, and at the end of the intervention.	Interventionists	9/18/23	In Progress
Action Step 2	Identify specific metrics that align with the goals of the interventions., this could be summative or formative assessment along with Star 360, or Iready scores, behavior observations, attendance rates, and other metrics.	Interventionists	10/05/23	In Progress
Action Step 3	Design what ways to collect data, and Branching Minds.	Instructional Coach/Interventionist/CaseManager	Schoolwide Data 09/21/23 Branching Minds monthly 09/27/23 10/25/23 11/29/23 12/20/23 01/31/24 02/28/24 03/20/24 04/24/24 05/22/24	Completed
Action Step 4	Create and utlize schedule for consistent data collection, depending on the intervention, this could be weekly, bi-weekly, or monthly	Interventionists	Interventions/tutoring weekly starting 9/25/23	In Progress
Action Step 5	Monitor Branching Minds Plans Bi-weekly and Monthly to assess growth	Instructional/Interventionist/Teachers	Monthly starting 9/27/24	Completed
Implementation Milestone 2	Create and monitor more colloborative team approach for MTSS	Instructional Coach/Interventionists/Case Manager	Beginning SEP 21st (Monthly meetings)	In Progress
Action Step 1	Set clear expectations for the team, define roles, responsibilities, meeting frequency, and objectives.	Admin/Interventionist	8/24/2023	In Progress
Action Step 2	Create meeting agendas that outline the topics to be discussed and the goals for each meeting,this keeps discussions focused and productive.	Interventionists/Case Manager	8/24/2023 and all meetings	In Progress
Action Step 3	Allocate time in each meeting to review student data. Analyze trends, identify areas of concern, and track progress.	ILT/GL Teams	Bi-weekly starting 9/21/23	In Progress
Action Step 4	Regularly review the progress of interventions and strategies during meetings,discuss what's working, what needs adjustment, and any challenges.	BHT Team	weekly every Tuesday	In Progress
Action Step 5	Collaboratively develop action plans based on the data analysis, outline interventions, strategies.	Interventionists/Case Manager	weekly every Thursday	In Progress
Implementation Milestone 3	Provide targeted professional development sessions on MTSS principles, assessment strategies, data analysis, tiered interventions, and differentiated instruction.	Instructional Coach/Interventionist	08/30/24 GLT Meetings	In Progress
Action Step 1	Bi-monthly teachers will partipate in GLT's that support data dives	GLT Grade Bands	Bi-monthly data dives 09/20/23	In Progress
Action Step 2	Create Professional development plan that illustrates a cadence that supports teachers knowledgeof MTSS principles, assessment strategies, data analysis.	Instructional Coach	8/25/2023	Completed

Inclusive & Supportive Learning Environment

Action Step 3	Teachers will participate in a reflective process about what is working and what is not working to address student needs and plan for action steps	Admin/Grade Level Bands	Weekly GLT meetings End of 1st Qtr 10/20/23	In Progress
Action Step 4	Teach educators how to analyze assessment data, interpret trends, and make informed instructional decisions based on the data.	Instructional Coach/Admin	Weekly GLT meetings 09/20/23	Completed
Action Step 5	Survey teachers in relation to their understanding of the MTSS process and implementation. Introduce surveys, 1 on 1 discussions, and data analysis to pinpoint areas where teachers require support.	Instructional Coach/Admin	Weekly GLT meetings	In Progress
Implementation Milestone 4	Implement a Parent piece in supporting the MTSS process	Instructional Coach/Counselor	Bi-weekly parent meetings	In Progress
Action Step 1	Plan workshops or informational sessions for parents to learn about MTSS, how it works, and how they can support their child's learning both at school and at home.	Counselor/PAC/LSC	Bi-weekly parent meetings	In Progress
Action Step 2	Involve parents in creating academic and behavioral goals for their child for the MTSS plan. This will give parents a sense of ownership and partnership in the child's progress.	Teachers/Counselor/Instructional Coach	Bi-weekly parent meetings	In Progress
Action Step 3	Model for parents how to access various portals to monitor their child's progress and see signs of improvement or challenges. This helps parents stay involved in their child's education.	Admin/Teachers	Bi-weekly parent meetings	In Progress
Action Step 4	Conduct regular meetings or conferences with parents to discuss their child's MTSS plan, interventions, and progress. This provides an opportunity for parents to give feedback.	Instructional Coach	Bi-weekly parent meetings	In Progress
Action Step 5		Instructional Coach/Teachers/Interventionist	Bi-weekly parent meetings	In Progress

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	75% of teachers differentiating core instruction; We are in the Foundational Stage of this process; 75% of interventions are documented and monitored by the Branching Minds Platform; at least 75% of our students support plans and supports will be implemented with fidelity.	✍️
SY26 Anticipated Milestones	100% of teachers effectively differentiating core instruction; 100% of teachers are progress monitoring and adjusting interventions and supports based on data; Fully Operational on Interpreting Data and Adjust Instruction from MTSS Continuum.	✍️

Goal Setting

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	SY24	SY25	SY26
Systems and Structures of MTSS are being i...	Yes	_3 - 8 On Track_	Overall	50	75	85	100
			Overall				
School teams will involve parents as their stud...	Yes	5E: Involved Families	Overall	40	60	70	75
			Overall				

Numerical Targets [Optional] ✍️

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍️	Specify your practice goal and identify how you will measure progress towards this goal. ✍️		
	SY24	SY25	SY26
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.	MTSS Team creates a climate where school teams are strong, systems and structures are implemented with fidelity, making sure that the problem solving process is being implemented so parents are aware and being included in meetings to support their students according to the expectations of the MTSS Integrity Memo.	School teams are stronger, implementing systems and structures with fidelity making sure that the problem solving process is being implemented and parents are coming to meetings regularly to support their sudent according to the expectations of the MTSS Integrity Memo.	All school teams have fully implemented all systems and structures with fidelity making sure that the problem solving process is fully implemented with parents being fully vested in the process and understanding the needs and supports their students are receiving according to the expectations of the MTSS Integrity Memo.

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

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.	MTSS Team and teachers are creating and implementing interventions in Branching Minds	MTSS Team and all teachers are implementing interventions and progress monitoring the interventions in branching minds.	MTSS Team and all teachers are creating and implementing interventions, progress monitoring academic interventions consistently based on the expectations of the MTSS Integrity Memo.
I&S:3 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.	All SPED teachers are observed implementing accommodations/modifications and working towards IEP goals.	All SPED teachers are implementing accommodations/modifications and monitoring progress towards IEP goals.	All SPED teachers are implementing accommodations/modifications and monitoring progress and redesigning IEPs according to student's needs.

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
going from 15 parents to 3o parents. Involvement- Parents will attend monthly meetings. Active on Parent Portal, lead events and volunteer on committees. Support- Student with following school rules and	3 - 8 On Track	Overall	50	75	On Track	Select Status	Select Status	Select Status
		Overall			On Track	Select Status	Select Status	Select Status
By May 2024, Students S.C.C. violation will decrease 20% going from 31% infractions to 25% infractions. Students will learn- *Conflict resolution, *Self-regulation, *Self-control.	5E: Involved Families	Overall	40	60	On Track	Select Status	Select Status	Select Status
		Overall			On Track	Select Status	Select Status	Select Status

Practice Goals   Progress Monitoring

Identified Practices	SY24	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.	MTSS Team creates a climate where school teams are strong, systems and structures are implemented with fidelity, making sure that the problem solving process is being implemented so parents are aware and being included in meetings to support their students according to the expectations of the MTSS Integrity Memo.	On Track	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.	MTSS Team and teachers are creating and implementing interventions in Branching Minds	On Track	Select Status	Select Status	Select Status
I&S:3 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.	All SPED teachers are observed implementing accommodations/modifications and working towards IEP goals.	On Track	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 =>

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.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

To enhance the disciplinary and behavior management practices at Nash, a restorative and inclusive approach. This involves implementing In-School Suspension (ISS) and detentions with fidelity, integrating restorative conversations, community-building opportunities, and reflection to address behavioral issues. Additionally, to foster greater understanding and involvement, three parent surveys per year will be conducted to gather feedback on behavior and attendance policies. Targeted interventions will be tailored for Tier 3 students, focusing on personalized activities and incentives to improve behavior and attendance. Teachers will receive follow-up emails detailing implemented restorative practices, ensuring transparency and consistency. A solid reentry plan will be established for students with chronic absenteeism, including Attendance and Behavior Contracts to outline expectations and support mechanisms. Families will also be connected to external agencies such as Big Brother Big Sister for additional behavioral support. Through these measures, Nash aims to create a nurturing and supportive learning environment that promotes positive behavior, collaboration, and student success.

What is the feedback from your stakeholders?

At Nash, there's a noticeable issue. Students find punishments too severe, while staff considers them too lenient, leading to a clear disconnect. This difference in perspectives creates problems. Additionally, the administration's slow communication of actions and the inconsistency among teachers, particularly within the middle school team, compound the challenges. To resolve these concerns, collaborative efforts are needed. Improved communication, a balanced disciplinary approach, and unity among staff can pave the way for a more harmonious and effective school environment.

What student-centered problems have surfaced during this reflection?

Many students at Nash, especially those in Tier 3 which is over 75% of our student population, face tough challenges. These encompass both academic and social struggles. Unfortunately, they find it hard to ask for help, which can lead to conflicts with teachers who may lack the time and resources to provide necessary support. Additionally, many students carry personal issues to school that require emotional support before they can focus on learning. Striking a balance between academic help, addressing behavior, and offering emotional support is essential to help these students succeed.

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 focuses of much of our work this year will start with parents; increasing their visibility in school, and helping them find entry points for their students to support. Bring awareness to the importance of attendance and behavior. Also beginning early with parent outreach about attendance. The school has purchased environmental posters to support consistency amongst the staff. During PD week we will roll. out new procedures and supports for staff. Increasing student voice beginning with the reestablish the student council. We are creating more opportunities for students in targeted groups to be involved in a variety of programming.

Determine Priorities

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

Students...

our students do not feel connected to school

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...

implement school-wide initiatives to promote inclusivity, respect, and empathy, and recognize and celebrate student achievements regularly. Establish a data tracking system to monitor student progress, conduct regular reviews of intervention effectiveness, and adapt strategies based on feedback and data analysis. Organize regular parent workshops on recognizing signs of struggle, providing effective home support, and enhancing communication between school and home. Collaborate with counselors and social workers to provide regular emotional support sessions, workshops on stress management, and access to counseling resources for students facing personal issues.

Resources: 🚀

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

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What is your Theory of Action?

If we....

adopt a set of school-wide behavior expectations and restorative practices and common strategies to address disciplinary concerns,

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

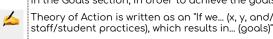Theory of Action is grounded in research or evidence based practices.

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

Connectedness & Wellbeing

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

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

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

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

then we see....

students utilizing strategies taught explicitly through SEL curriculum, consistent school-wide expectations, and common language amongst teachers and students, as well as students feeling safe and affirmed by adults in the building, as well positive interactions amongst students and staff ✍️

"

which leads to...

reduction in behavior infractions by 50%, and student more Safe and Secure and connected to School as referenced by the 5 Essenitals. ✍️

"

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 ✍️

BHT, Senior Leadship, Culture and Climate

Dates for Progress Monitoring Check Ins

Q1	10/25/23	Q3	3/20/2024
Q2	12/20/2023	Q4	6/5/2024

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	Work with the Culture and climate team to support student and teach	Burnette/Jones/Cooperwood/ Baker/Davis, and Lydon	Bi-weekly	In Progress
Action Step 1	Conduct surveys, focus groups, and interviews to understand students' perceptions of connectedness and well-being.	Burnette/Jones/Cooperwood/ Baker	September 2023	In Progress
Action Step 2	Improve school culture and student behavior, promoting a safe environment for lea	Burnette/Cooperwood	Monthly	In Progress
Action Step 3	Incorporate social-emotional learning (SEL) lessons, mindfulness pra	Burnette/Teacher	SY2023	In Progress
Action Step 4	implement positive behavior support programs	Burnette/Teacher	SY2023	In Progress
Action Step 5	Increase positive relationship between teacher and students that is central to educational success.		SY2023	In Progress
Implementation Milestone 2	Increase opportunities for students to feel connected to school, so students will not want to miss school	Burnette, Baker, Cooperwood, and Jones	SY2023	In Progress
Action Step 1	Recognize and celebrate student achievements, acts of kindness, and positive contributions to the school community.	All stake-holders	Q1-October 6, 2023 Q2-December 15, 2023 Q3-March 15, 2024 Q4 March 31, 2024	In Progress
Action Step 2	Increase stu Increase s Increase stu Increase stu Increase stud Incre	Cooperwood/Burnette	SY2023	In Progress
Action Step 3	Create student voice committee to plan and launch student centered events	Cooperwood/Burnette	October 2, 2023	In Progress
Action Step 4	Create opportunities for teacher and students to work on activities that promote connectedness	Burnette/Coopewood/Lydon/d avis	SY2023	In Progress
Action Step 5	Promote morning/afternoon meetings or advisories to bring	Burnette/Coopewood/Lydon/d	SY2023	In Progress
Implementation Milestone 3	Work on Bridging the gap between School and Home, creating more opportunities for parents	Baker/Jones	SY 23 -26	In Progress
Action Step 1	Establish clear communication channels, such as a dedicated email newsletter	Baker/Jones/Burnette/Teache rs/Administrators	SY 23-26	In Progress
Action Step 2	Increase the number of parent volunteers that will allow for parents	Burnette/Jones/Baker	Biweekly SY 23-26	In Progress
Action Step 3	Organize events such as open houses, cultural showcases, and student exhibitions where parents can experience their children's accomplishments and connect with teachers and other parents.	Administrators/Burnette/Jone s	Monthly SY23-26	In Progress
Action Step 4	Regularly gather feedback from parents about their needs, concerns	Jones/CooperwoodUrnette/B aker	Weekly SY23-26	In Progress
Action Step 5	Organize regular workshops covering various topics such as effectiv	Burnette/Jones/Baker	Monthly SY23-26	In Progress
Implementation Milestone 4	Expand opportunities for Social-Emotional Learning (SEL) for both students and adults within the school community to promote well-being, emotional intelligence, and a positive learning environment.	Burnette/Jones/Baker	Sy23-26	In Progress
Action Step 1	Establish mentorship or peer support programs where older students guide younger ones in developing social skills, conflict resolution, and resilience.	Cooperwood/	Sy23	In Progress
Action Step 2	Create wellness weeks or months with a focus on different aspects of SEL, incorporating activities like mindfulness exercises, journaling, and gratitude practices.	Burnette/Cooperwood	Sept-1 2023- Monthly	In Progress
Action Step 3	Organize events that encourage students and adults to interact outsi	All Stakeholders	Sy23-26	In Progress
Action Step 4	Host events like SEL awareness days or assemblies that celebrate the progress made in fostering emotional intelligence and well-being in the school community.	Burnette/Cooperwood	December 15, 2023 and May 31, 2024	In Progress

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

Connectedness & Wellbeing

Action Step 5	Implement digital platforms or apps that offer SEL resources, activities, and interactive tools for students, teachers, and parents to engage with at their convenience.			
		Burnette/Cooperwood/Jones	SY23-26	In Progress

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Culture and climate team will develop, introduce and monitor norms that promote school community which will lead to an increase on the cultivate Survey from a Weak Sense of Belonging to a Strong Sense of belonging.	✍
SY26 Anticipated Milestones	By the end SY 26, Parental engagement will increase by 50% by sharing weekly communications, creating more parent opportunities to engage in the school community and participate in MTSS collaborations, as measured by the increase in Parent volunteers, sign-in sheets and a 50% increase in 5 Essential responses.	✍

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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

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍	SY24	SY25	SY26
By May 2024, The parent involvement and support will increase by 50%, going from 15 parents to 3o parents. Involvement- Parents will attend monthly meetings. Active on Parent Portal, lead events and volunteer on committees. Support- Student with following school rules and regulations. (Student with SEL, Student with academics)	Yes	5 Essentials Parent Participation Rate	Overall	15	30	60	120
			Overall	15	30	35	40
By May 2024, Students S.C.C. violation will decrease 20% going from 31% infractions to 25% infractions. Students will learn- *Conflict resolution, *Self-regulation, *Self-control.	Yes	Reduction in repeated disruptive behaviors (4-6 SCC)	Overall	78	62	50	40
			Overall	78		50	40

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.	50% Teachers will be able to follow and understand the structure and system	Referal for the BHT will decrease by 10%.	Create a cohesive climate and culture team for all stakeholders that creat a safe and welcoming enviroment
C&I:2 Students experience grade-level, standards-aligned instruction.	25% of students will be enrolled in out-of-school programs that will effectivley supplement their learning throughout the school day.	50% of students will be enrolled in out-of-school programs that will effectivley supplement their learning throughout the school day.	75% of students will be enrolled in out-of-sc
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	05% of students will receive centered supports for SEL, Skyline and restorative practice.	75% of students will recieve centered su	100% of students will recieve centered supports for SEL, Skyline and restorative practice.

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SY24 Progress Monitoring

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

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
going from 15 parents to 30 parents. Involvement- Parents will attend monthly meetings. Active on Parent Portal, lead events and volunteer on committees. Support- Student with following school rules and	5 Essentials Parent Participation Rate	Overall	15	30	On Track	Select Status	Select Status	Select Status
		Overall	15	30	On Track	Select Status	Select Status	Select Status
By May 2024, Students S.C.C. violation will decrease 20% going from 31% infractions to 25% infractions. Students will learn- *Conflict resolution, *Self-regulation, *Self-control.	Reduction in repeated disruptive behaviors (4-6 SCC)	Overall	78	62	On Track	Select Status	Select Status	Select Status
		Overall	78	62	On Track	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.	50% Teachers will be able to follow and understand the structure and system	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	25% of students will be enrolled in out-of-school programs that will effectivley supplement their learning throughout the school day.	Select Status	Select Status	Select Status	Select Status
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	05% of students will receive centered supports for SEL, Skyline and restorative practice.	Select Status	Select Status	Select Status	Select Status

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

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?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Yes	The ILT leads instructional improvement through distributed leadership.
Yes	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?

Grades PreK - 2
- ELA -Grades 1 and 2 have the greatest percentage of students one and two grade levels below with 2nd grade having an even higher percentage.
- Students need academic support with all domains, with the greatest needs in vocabulary development and informational text exposure.
- Mathematics - 8 more students are one to two grade levels below as compared to ELA.
- Students need more academic support with Measurement/Data and Geometry.
Grades 3 - 5
- ELA - In grade 3, more than 90% of students showed growth of at least .9 GE ore more.
- ELA - 23% of students at At/Above grade level. This is a 4% increase from BOY.
- Math - In grade 4, 30% of students are At/Above grade level. This is a 1% decrease from BOY to MOY.
- Math - There was a 13% decrease in the percentage of students At/Above Grade level from 13% to 0% from BOY to EOY.
Grades 6 - 8
- ELA - Percentage of students At/Above grade level in grade 6 and 7 did not increase or decrease from BOY to MOY.
- Math - In grade 6, there was no movement in the data. Grade 7 percentage of students At/Above grade level increased by 4% from BOY to EOY. In grade 8, percentage of students At/Above grade level decreased by 13% at EOY (Percentage of students on grade level at EOY was 13%.
Next Steps:
- Instructional support with Tier 1 is needed, including lesson planning, supporting small groups, and analyzing assessment and student work data.

What is the feedback from your stakeholders?

In the recent 5-Essentials Student Survey for the 2023 school year, students shared some feedback. They felt that teachers were teaching new things as if the students already knew about them, which made it a bit difficult to follow. Students also mentioned that they didn't have enough time to understand new concepts, and they wished they had more help in learning and using these new ideas. Additionally, some students felt that teachers spoke too quickly during lessons. To address these concerns, we have some plans in mind. First, we want to help teachers become better at asking questions that make students think more deeply about the topics. This way, students can understand things better. We're also thinking about providing support to both teachers and students through smaller group lessons, so everyone can get more personalized attention. Lastly, we're considering activities that connect different subjects together. These activities can help students use what they've learned in a practical way. Overall, we're focused on making learning a smoother and more enjoyable experience for everyone.

What student-centered problems have surfaced during this reflection?

To strengthen our support for Tier 1 instruction, with a fous on student we are implementing key strategies. We are focusing on better planning to ensure instruction is tailored to each student's needs, providing various entry points for effective learning. Through a reflection process, we discuss lesson plans and assess students' current needs, ensuring our teaching methods align with their requirements for better comprehension. Small group instruction remains a priority, allowing us to offer personalized attention and closely monitor progress. Constructive feedback is, guiding students toward movement and giving them the feedback needed to grow.

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?

Strengthing our MTSS (Multi-Tiered System of Supports) will be instrumental in aiding teachers through the use of Branching Minds. This support extends to facilitating small group instruction. By carefully examining student work and data, we've been able to enhance our teaching methods. As a result, we've witnessed growth in English Language Arts (ELA) across various grade levels. Our commitment continues with ongoing monitoring and assistance for teachers in implementing small group activities and effectively tracking progress.

Determine Priorities

Return to Top

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

Students...

Will receive small group instruction tailored to their needs, they will receive regular feedback with timely progress communication. Learn self-advocacy skills to support their growth as a learner; e.g. questioning, self-reflection and goal setting.

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...

Will provide regular feedback to support student growth, we weill reflect on our practices to ensure that we are meeting the needs of students, use data to make informed decsions about students and student outcomes.

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?

Curriculum & Instruction

If we....

implement the skyline curriculum across all grades and content areas with fidelity, monitoring for implementation, and supporting teachers by differentiating professional learning ✍

then we see....

teachers implementing skyline at a proficient level, using all components of the TFG and leveraging the interim assessments to monitor mastery of grade level standards while informing reteaching opportunities and extension opportunities. ✍

which leads to...

Increased teacher responsiveness to student misconceptions, as it relates to grade level content which will result in a 25% increase on grade level attainment measured through STAR 360 Reading & Math and on the IAR
" ✍

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.

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	10/25/23	Q3	3/20/2024
	Q2	12/20/2023	Q4	6/5/2024

	SY24 Implementation Milestones & Action Steps ✍	Who ✍	By When ✍	Progress Monitoring
Implementation Milestone 1	100% of teachers will receive professional learning on planning for Tier 1 instruction that is rigorous and aligns to standards.	Admin/Instructional Coach	By end of quarter 3 - March 22, 2024	In Progress
Action Step 1	Utilize our learning from our professional learning to inform a regular cadence of reviewing data and planning for coaching	Admin/Instructional Coach	By end of quarter 1 - 10/20/23	In Progress
Action Step 2	Dive deeper into differentiated instructional strategies for various learning styles and abilities.	Admin/Instructional Coach/Teachers	By end of quarter 2 - 12/21/23	Not Started
Action Step 3	Professional learning on the depth of standards	Lead Coach, Interventionists	By end of quarter 1 - 10/20/23	Select Status
Action Step 4	Provide examples of well-designed lessons that align with standards	Lead Coach, Interventionists	By end of quarter 1 - 10/20/23	Select Status
Action Step 5	Push educators to share successes, challenges, and lessons learned	Admin/Instructional Coach	By end of quarter 1 -	Not Started
Implementation Milestone 2	100% of teachers will receive professional learning on how to use leverage data to plan for small groups to improve student performance.	Admin/Instructional Coach	By end of quarter 3 - March 22, 2024	In Progress
Action Step 1	100% of teachers will participate in PD that guide them in using data to make informed decisions about instructional styles, and interventions.	Admin/Instructional Coach	By end of quarter 1 - 10/20/23	In Progress
Action Step 2	Show teachers how to use data to personalize instruction for diverse student needs, modifying content, pacing, and activities.	Instructional Coach	By end of quarter 2 - 12/21/23	In Progress
Action Step 3	Help educators translate data analysis into actionable insights, such as adjusting lesson plans or instructional strategies.	Instructional Coach	By end of quarter 1 - 10/20/23	In Progress
Action Step 4	Share examples of how data-informed decision-making leads to positive outcomes, motivating educators to embrace data-driven practices.	Instructional Coach	By end of quarter 1 - 10/20/23	In Progress
Action Step 5	Create opportunities for educators to receive feedback on their data interpretation skills and reflect on how it impacts their teaching.	Admin/Instructional Coach	By end of quarter 2 - 12/21/23	In Progress
Implementation Milestone 3	Utilize Strategies and Supports for students to increase Reading Data on I-READY, STAR 360 and IAR	Teachers	By end of quarter 3 - March 22, 2024	In Progress
Action Step 1	Provide phonics instruction to build foundational reading skills,fluency helping students decode words accurately.	Teachers	By end of quarter 1 - 10/20/23	In Progress
Action Step 2	Implement explicit vocabulary instruction by introducing new words, discussing meanings, and using them in context.	Teachers	By end of quarter 1 - 10/20/23	In Progress
Action Step 3	Engage students in repeated readings to improve fluency, accuracy in reading.	Teachers	By end of quarter 1 - 10/20/23	In Progress
Action Step 4	Use assessment data to identify reading strengths and areas needing improvement. Differentiate instruction accordingly.	Teachers	By end of quarter 2 - 12/21/23	In Progress
Action Step 5	Offer one-on-one or small group support to students who need extra assistance on literacy topics.	Teachers	By end of quarter 1 - 10/20/23	In Progress

Curriculum & Instruction

Implementation Milestone 4	Increase academic support for teachers in implementing Mathematics instructional strategies to increase math fluency, algebraic thinking and problem solving skills.	Admin/Instructional Coach	By end of quarter 3 - March 22, 2024	In Progress
Action Step 1	Help students to explain their thought processes and reasoning., Teach student to participate in classroom discussions, using accountable talk strategies to enhance understanding of Math	Teachers	By end of quarter 2 - 12/21/23	Not Started
Action Step 2	Explicitly teach math vocabulary to make sure students can understand and communicate math concepts effectively.	Teachers	By end of quarter 1 - 10/20/23	In Progress
Action Step 3	Support math instruction by working with teachers to provide a variety of manipulatives (e.g., cubes, counters, geometric shapes) help in understanding math concepts.	Instructional Coach	By end of quarter 1 - 10/20/23	In Progress
Action Step 4	Provide a school-wide emphasis on Algebraic Reasoning and problem solving strategies.	Instructional Coach/Teacher	By end of quarter 2 - 12/21/23	Not Started
Action Step 5	Create one-on-one or small group support to students who need extra assistance in specific math topics.	Teachers	By end of quarter 1 - 10/20/23	In Progress

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	!00% of the teachers will recieve professional learning to support planning for Tier 1 instruction that is rigorous and aligns to standards, which will lead to students receiving access to grade level material, which will lead to 20% of the 3-8 students move from partially met expecatations to met expectations, and K-2 will improve overall 20% growth.	✏️
SY26 Anticipated Milestones	100% of teachers will receive support around teachers using assessment data to make appropriate instructional decisions for students, on a monthly basis in grade level team meetings, to ensure students are receiving Tier 1 instruction as measured by STAR 360, IReady and IAR data. On STAR 360 data we will observe 10% of students moving from red to yellow, yellow to blue, and blue to green on both the ELA and Math Interim assessments.	✏️

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] ✏️

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	SY24	SY25	SY26
Increase Tier 1 instruction to meet the needs of all students, especially students at/above grade level.	Yes	Rigor Walk Data	Overall	STAR 360 and IReady			
			Students with an IEP				
Increase the percentage of students moving from Below standards to at/above grade level on the STAR 360.	Yes	STAR (Reading)	Overall				
			Students with an IEP	STAR 360 and IReady			

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:4 The ILT leads instructional improvement through distributed leadership.	More opportunities are given for stakeholders to participate and provide a shared interest and skillset in the work.	All instructional teams will lead instrucitonal practices with fidelity and use appropriate date points to monitor progress.	All instructional teams will lead instrucitonal practices with fidelity and use appropriate date points to monitor progress. Teacher capacity and student growth will be evident through these efforts.
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.	Increased conversations for stakeholders around data practices. Changes in planning and instructional implementation will be evident. Lesson plan feedback will be utilized to increase instructional practices.	More Teachers and students will have full ownership of assessment data with action items.	All teachers and students will have full ownership of assessment data with action items.

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

Curriculum & Instruction

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.	Integrate technology tools for assessment where appropriate. Online platforms can streamline the assessment process, provide immediate feedback, and generate data for analysis.	Emphasize the importance of formative assessments that provide ongoing feedback to students and teachers. These assessments help identify learning gaps and inform instructional adjustments in real time.	Work with teachers to create assessments that support their small group instruction

| **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
Increase Tier 1 instruction to meet the needs of all students, especially students at/above grade level.	Rigor Walk Data	Overall	STAR 360 and IReady		Select Status	Select Status	Select Status	Select Status
		Students with an IEP			Select Status	Select Status	Select Status	Select Status
Increase the percentage of students moving from Below standards to at/above grade level on the STAR 360.	STAR (Reading)	Overall			Select Status	Select Status	Select Status	Select Status
		Students with an IEP	STAR 360 and IReady		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:4 The ILT leads instructional improvement through distributed leadership.	More opportunities are given for stakeholders to participate and provide a shared interest and skillset in the work.	Limited Progress	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.	Increased conversations for stakeholders around data practices. Changes in planning and instructional implementation will be evident. Lesson plan feedback will be utilized to increase instructional practices.	No Progress	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.	Integrate technology tools for assessment where appropriate. Online platforms can streamline the assessment process, provide immediate feedback, and generate data for analysis.	No Progress	Select Status	Select Status	Select Status

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

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.

To increase parent engagement at Nash these are the things we will be implementing to support parents First creating flexible engagement options offering more evening meetings and events to accommodate parents who are employed during the day. This ensures their participation and involvement. 2. Tailored support More workshops: Nash will offer workshops specifically designed to empower parents with tools and strategies to support their students' learning at home, even if they faced challenges in their own school experiences. 3. Clearer communication channels: online usage of website and facebook and Instagram. Increase community partnerships, we will collaborate with community organizations to provide additional support services, including tutoring, mentorship, and workshops for parents. Create learning kits provide parents with learning kits that contain resources and activities to engage

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