

CIWP Team & Schedules

Resources 

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

[CIWP Team Guidance](#)

Name	Role	Email
Dr. Verona S.E. Portis	Principal	vsportis@cps.edu
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Berlinder Fry	Curriculum & Instruction Lead	bfry@cps.edu
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Tracy Netter	LSC Member	tmnetter@cps.edu
Tony Lee	Teacher Leader	tdlee@cps.edu
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Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	7/20/23	7/20/2023
Reflection: Curriculum & Instruction (Instructional Core)	7/24/23	7/28/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/24/23	7/25/23
Reflection: Connectedness & Wellbeing	8/8/23	8/9/23
Reflection: Postsecondary Success	8/9/23	8/10/23
Reflection: Partnerships & Engagement	8/9/23	8/10/23
Priorities	8/15/2023	8/16/2023
Root Cause	8/15/2023	8/16/2023
Theory of Action	8/10/23	8/11/23
Implementation Plans	8/17/23	8/18/23
Goals	8/24/23	8/25/23
Fund Compliance	8/31/2023	9/1/2023
Parent & Family Plan	9/8/23	9/9/23
Approval	9/11/23	9/15/23

SY24 Progress Monitoring Schedule

Indicate the SY24 dates when your CIWP team will hold progress monitoring check-ins.

As a reference, these dates will auto-populate in your implementation plans.

CIWP Progress Monitoring Meeting Dates

Quarter 1	11/1/2023
Quarter 2	1/17/2024
Quarter 3	3/20/2024
Quarter 4	5/8/2024

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](#)

[Return to Top](#)




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	175 students did not meet/partially met in math and 122 students did not meet/partially met in ELA. More of a focus on the math standards/objectives because 175 are not at grade level or partially below grade level. Teacher skill level need to be built around implementing the Skyline Curriculum 	iAR (Math) iAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading)
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		STAR (Math)
Yes	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	<p>What is the feedback from your stakeholders?</p> <p>More of a focus on the math standards/objectives because 175 are not at grade level or partially below grade level. Teacher skill level need to be built around implementing the Skyline Curriculum </p>	iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold Interim Assessment Data
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 Development Guide HS Assessment Plan Development		
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	<p>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?</p> <p>MTSS instructional practices and trainings that were provided by the interventionist/Instructional coach. Interventionist working with tier 2/3 students in small groups in reading and math. Students were tracked in Branching Minds. Instructional coaching with teachers around instructional best practices. K-2 students showed growth from BOY to the EOY. Ensuring students are taking the Interim Assessments to progress monitor building academic stamina in reading and mathematics text. </p>	

What student-centered problems have surfaced during this reflection?

If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

Students are experiencing challenges around comprehending grade level texts as well as the stamina to read complex/longer texts. Students are experiencing difficulties mastering basic math fluency. 

[Return to Top](#) **Inclusive & Supportive Learning Environment**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>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.</p> <p>MTSS Integrity Memo</p> <p>MTSS Continuum</p> <p>Roots Survey</p>	<p>Ensure students are receiving required EL/and or DL services. Ensure consistency of progress monitoring in Branching Minds. Ensuring allotted time is given to work with teacher teams to discuss and progress monitor student data.</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p>MTSS Continuum</p> <p>Roots Survey</p> <p>ACCESS</p> <p>MTSS Academic Tier Movement</p> <p>Annual Evaluation of Compliance (ODLSS)</p>
Partially	<p>School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.</p> <p>MTSS Integrity Memo</p>		<p>Quality Indicators of Specially Designed Curriculum</p>
Yes	<p>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.</p> <p>LRE Dashboard Page</p>	<p>What is the feedback from your stakeholders?</p> <p>Ensure students are receiving required EL/and or DL services. Ensure consistency of progress monitoring in Branching Minds. Ensuring allotted time is given to work with teacher teams to discuss and progress monitor student data.</p>	<p>EL Program Review Tool</p>
Partially	<p>Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.</p> <p>IDEA Procedural Manual</p>		
Yes	<p>English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.</p> <p>EL Placement Recommendation Tool ES</p> <p>EL Placement Recommendation Tool HS</p>	<p>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?</p> <p>At New Sullivan, our bilingual program consists of a TBE and TPI program. It currently serves 32 screened and identified bilingual students. Of these students there are 31 Spanish speaking children and 1 student who speaks Ga. Students needing EL services are placed with teachers that have the bilingual/ESL endorsement. However, because of our constantly changing population, more efforts need to be placed on hiring more bilingual/ESL, SECA personnel to reflect our bilingual subgroup population. We are also in the process of having a student member on the LSC. MTSS interventions will provide ongoing training and support for teachers progress monitoring in Branching Minds.</p>	
No	<p>There are language objectives (that demonstrate HOW students will use language) across the content.</p>		
<p>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.</p> <p>Students who are DL/EL are not receiving adequate services due to staffing. All students are not receiving consistent Tier 2 small group instruction in general education classrooms as well as progress monitored in Branching Minds.</p>			

[Return to Top](#) **Connectedness & Wellbeing**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.</p> <p>BHT Key Component Assessment</p> <p>SEL Teaming Structure</p>	<p>Teaming structures are in place however a more intentional monitoring of those students needing SEL support is still critically needed. The BHT and Climate and Culture team will function more cohesively to progress monitor students that are at risk. SEL instruction such as Second Step and Champs will need to be done with fidelity in order to consistently support the needs of students. Attendance percentage has increased in the last 2 years.</p>	<p>% of Students receiving Tier 2/3 interventions meeting targets</p> <p>Reduction in OSS per 100</p>

				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.			Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	<p>What is the feedback from your stakeholders?</p> <p>All student have access to program offerings. Additional programs are forthcoming. 🍌</p>		Reconnected by 20th Day, Reconnected after 8 out of 10 days absent Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data)
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.			Enrichment Program Participation: Enrollment & Attendance Student Voice Infrastructure Reduction in number of students with dropout codes at EOY
<p>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.</p> <p>We are concerned that a specific set of students have been flagged as having chronic absences. To address this concern, we plan to do the following; 🍌</p> <ul style="list-style-type: none"> • Create a comprehensive school-wide plan which emphasizes clear and consistent attendance policies that apply to all students in the school. • Ensure both staff and parents are informed and aware of the attendance policies to promote consistent adherence, both through print and digital means. • Develop a plan for students who have had prolonged absences to smoothly reintegrate into school and catch up on missed work. <p>[problems experienced by most students; problems experienced by specific student groups]</p>		<p>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?</p> <p>The SEL Spartan room was lunched SY 23 with the intentions to allow students a safe space to work out issues as they arrive with classmates or teachers. This space is also a calming place for students to deescalate or cool down throughout the date. This room has been used as a restorative practice room to work out conflicts using a protocol that brings about understanding amongst all parties. SEL restorative practices have taken place int the past school year. 🍌</p>		

[Return to Top](#) **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.

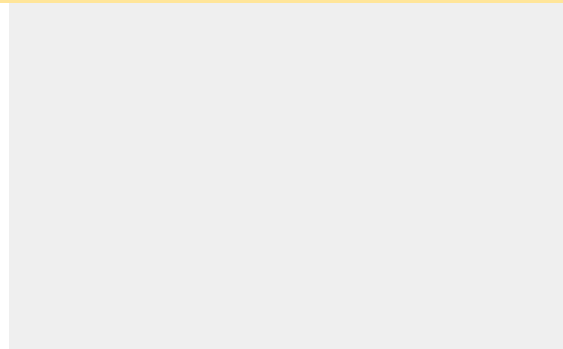
Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Yes	College and Career Competency Curriculum (C4) An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	Provide more strategic and intentional programming for grades 6-8 college and careerreadiness throughout the school year. Determine interventions for students that are not on track. 🍌	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC

					3 - 8 On Track Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate 9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
Yes	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans			
N/A	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit		What is the feedback from your stakeholders? More hands on opportunity and experiences for Grades 6-8 to provide a college and career readiness. More student voice as out of school programs are being created.	
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).				
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List			
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric		What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity? Students currently engage in College and Career week. Students have taken fieldtrips to colleges as well as other places that provide them an opportunity to see other careers. The barriers that we face are due to students having a desire to want to experience more, but not fully having the support from home.	
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager			
What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP. There are several Tier 2 and 3 students who are struggling with SEL that is affecting them which makes it difficult for them to see themselves in a college and career setting. Many students are lacking parental support in their education.					

[Return to Top](#) **Partnership & Engagement**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	Spectrum of Inclusive Partnerships	According to the 5 Essentials survey, there is weak parent support and involvement. The data showed weak in collaborative teachers, effective leadership, parent involvement, and supportive environments. Teachers collaborating in pockets, however a need for all information needing to be shared amongst all grade bands.	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families

Yes	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p> <p style="text-align: right;">Reimagining With Community Toolkit</p>
Partially	<p>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).</p> <p style="text-align: right;">Student Voice Infrastructure Rubric</p>



[SE: Supportive Environment](#)

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

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

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

What is the feedback from your stakeholders?

There are pockets of teachers that collaborate for consistently than others which shows through student performance data as well as throughout the school observation learning walks. 📌

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.

The problems experienced within the school is the lack of student choice when it comes to schoolwide incentives or classroom incentives at times. Chronic attendance and issues with student regulation (SEL). Also, the lack of parent involvement shows up in the poor attendance of some students which affects them being On Track. 📌

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?

Student council is currently in progress. Students who experience struggles with self regulation are engaging in after school programs that allow them to express themselves creatively. 📌

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

175 students did not meet/partially met in math and 122 students did not meet/partially met in ELA. More of a focus on the math standards/objectives because 175 are not at grade level or partially below grade level. Teacher skill level need to be built around implementing the Skyline Curriculum

What is the feedback from your stakeholders?

More of a focus on the math standards/objectives because 175 are not at grade level or partially below grade level. Teacher skill level need to be built around implementing the Skyline Curriculum

What student-centered problems have surfaced during this reflection?

Students are experiencing challenges around comprehending grade level texts as well as the stamina to read complex/longer texts. Students are experiencing difficulties mastering basic math fluency.

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

MTSS instructional practices and trainings that were provided by the interventionist/Instructional coach. Interventionist working with tier 2/3 students in small groups in reading and math. Students were tracked in Branching Minds. Instructional coaching with teachers around instructional best practices. K-2 students showed growth from BOY to the EOY. Ensuring students are taking the Interim Assessments to progress monitor building academic stamina in reading and mathematics text.


[Return to Top](#)

Determine Priorities

Resources: 

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

Students...

Students are experiencing challenges around comprehending grade level texts as well as the stamina to read complex/longer texts. Students are experiencing difficulties mastering basic math fluency. 

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities
 Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.
 Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).
 For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.
 Priorities are determined by impact on students' daily experiences.


[Return to Top](#)

Root Cause

Resources: 

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

As adults in the building, we...

have varying understanding of how to implement Skyline Curriculum as well as challenges implementing strategic small grouping based on multiple data points. Also, students having varying needs in reading in math based on the iReady and STAR 360 data. We are also not spending a consistent amount of time on students practicing math facts/basic math fluency. 

[5 Whys 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.

spending a consistent amount of time on students practicing math facts/basic math fluency before working on Skyline math tasks. Math small group instruction is inconsistently happening throughout the building. We are not engaging students in enough consistent student discourse around math and ELA. We are not consistently collaborating amongst colleagues around student work to determine next steps in meeting students' instructional needs.

The root cause is based on evidence found when examining the student-centered problem.
 Root causes are specific statements about adult practice.
 Root causes are within the school's control.

[Return to Top](#) **Theory of Action**

What is your Theory of Action?

If we....

If we collaborate and plan weekly about skyline curriculum specific plans, student work, grade/subject specific data in PLCs and have intentional conversations with colleagues around student work and schoolwide data in PLCs, follow up during teacher meetings from prior action steps, preplan discourse questions in lesson plans, and conduct peer observations, share during instruction.



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.

Resources:

then we see....

Then we see staff engaging in consistent discussion in Grade Level Meetings/PLCs around student work, data, and teacher strategies. Then we see students engaging in basic math fluency practice daily, engaging in discourse and writing connecting to the overall objective in ELA and Math.



which leads to...

Which leads to students engaging in meaningful conversation, increased math scores on daily tasks, schoolwide assessments, comprehension of the reading and writing tasks. Which leads to overall attainment in reading and math.



[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

AP Jackson & Berlinder Fry, Latarsha Winners, Lisa Gonzalez, Leticia Pineda, and Latonya Bokin

Dates for Progress Monitoring Check Ins

Q1 11/1/2023 Q3 3/20/2024

Q2 1/17/2024 Q4 5/8/2024

SY24 Implementation Milestones & Action Steps

Who



By When

Progress Monitoring

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	100% of teachers will be trained on utilizing skyline reading and math TFG.	Admin, Coach, and Interventionists	9/29	Select Status
Action Step 1	Engage in Skyline trainings schoolwide and district wide.	Assistant Principal, Coach and Interventionists	9/15	Select Status
Action Step 2	Teachers will engage identifying/developing questions using the TFGs for daily student discourse.	Assistant Principal, Coach and Interventionists	9/15	Select Status
Action Step 3	Teachers will model how to implement questions using sentence starters during Grade Level Meetings.	Assistant Principal, Coach and Interventionists	9/29	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	100% of planning reflects discourse questions from skyline directly from the TFG.	Admin, Coach, and Interventionists	10/27	Select Status

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>		Curriculum & Instruction
Reflection	Root Cause	Implementation Plan					
Action Step 1	Plan and identify discourse questions with Grade Level Team using upcoming lesson using TFG.	ILT	9/29	Select Status			
Action Step 2	Teachers will highlight questions in their lesson plans.	ILT	10/13	Select Status			
Action Step 3	Teachers will work together to create questions and model.	ILT	10/13	Select Status			
Action Step 4	Teachers will bring lesson from a lesson recently taught and discuss how discussion questions were incorporated into the lesson.	ILT	10/27	Select Status			
Action Step 5				Select Status			
Implementation Milestone 3	100% of Staff will conduct quarterly peer observations utilizing Skyline questioning and procedures.	Admin, Coach, and Interventionists	1/26	Select Status			
Action Step 1	Schedule Peer Observations.	ILT	11/1	Select Status			
Action Step 2	Determine look fors based on data discussed in ILT.	ILT	10/12	Select Status			
Action Step 3	Discuss findings and next steps.	ILT	10/19	Select Status			
Action Step 4	Schedule next peer observation date.	ILT	10/27	Select Status			
Action Step 5				Select Status			
Implementation Milestone 4	100% of ILT will conduct monthly learning walks.	Admin and Dr. Ramirez	11/7	Select Status			
Action Step 1	Determine foci.	ILT	10/24	Select Status			
Action Step 2	Create schedule.	ILT	10/25	Select Status			
Action Step 3	Callibrate and determine next steps.	ILT	11/7	Select Status			
Action Step 4	Share findings in Grade Level meeting and with specific classroom teacher.	ILT	11/10	Select Status			
Action Step 5				Select Status			

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	100% of staff will have modeled and have evidence of student discourse taking place utilizing the Skyline TFG as well as discussion strategies posted/available to students.	
SY26 Anticipated Milestones	100% of teachers will implement discourse questions, materials, and procedures based on the TFG from Skyline.	

[Return to Top](#)

Goal Setting

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on an applicable baselines and trend data).
 Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).
 Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#).
 There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.
 Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.
 Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.



Resources:

IL-EMPOWER Goal Requirements

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

Performance Goals

Numerical Targets [Optional]

Specify the Goal 	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 	SY24	SY25	SY26
Teachers will engage in biweekly and monthly collaboration on student work, data, and skyline plans.	Yes <input type="checkbox"/>	SE: Supportive Environment	Overall <input type="text"/>	18			
			Overall <input type="text"/>	18			

Students will engage in daily discourse around the objectives as well as engage in writing activities derived from Skyline Lessons leading to deeper comprehension.	Yes	MTSS Academic Tier Movement	Overall	23%, 13%, 21%		
			Overall	23%, 13%, 21%		

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.	100% teachers trained utilizing Skyline and implementing K-5 Foundational skills that are aligned to standards.	100% of teachers are implementing K-5 Foundational Skills with 80% of students at attainment or above.	100% of teachers will implement Skyline curriculum, K-5 Foundational skills materials that are standards aligned showing 85% attainment.
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.	Teachers create at least 2 groups per learning cycle and progress monitor in Branching minds.	Teachers and interventionists will monitor academic intervention plans in Branching Minds leading to 80% tier movement by EOY.	ILT and teacher teams will progress monitor academic intervention plans in Branching Minds
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT leads discuss data and determine instructional next steps which will be modeled by team leads.	ILT will develop peer observation schedule based on data where colleagues will view others, model what was seen, and discuss	The ILT will lead learning walks based on data and debrief with 100% of teachers and collaborate during Grade Level Meetings on next steps leading to 100% of collaborative support reflected on the 5 Essential Survey.

[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
Teachers will engage in biweekly and monthly collaboration on student work, data, and skyline plans.	5E: Supportive Environment	Overall	18		Select Status	Select Status	Select Status	Select Status
		Overall	18		Select Status	Select Status	Select Status	Select Status
Students will engage in daily discourse around the objectives as well as engage in writing activities derived from Skyline Lessons leading to deeper comprehension.	MTSS Academic Tier Movement	Overall	23%, 13%, 21%		Select Status	Select Status	Select Status	Select Status
		Overall	23%, 13%, 21%		Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	100% teachers trained utilizing Skyline and implementing K-5 Foundational skills that are aligned to standards.	Select Status	Select Status	Select Status	Select Status
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Teachers create at least 2 groups per learning cycle and progress monitor in Branching minds.	Select Status	Select Status	Select Status	Select Status

Jump to... [Priority](#) [TOA](#) [Goal Setting](#) [Progress Monitoring](#)
[Reflection](#) [Root Cause](#) [Implementation Plan](#)

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

Curriculum & Instruction

C&I:4 The ILT leads instructional improvement through distributed leadership.

ILT leads discuss data and determine instructional next steps which will be modeled by team leads.

Select Status

Select Status

Select Status

Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

Ensure students are receiving required EL/and or DL services. Ensure consistency of progress monitoring in Branching Minds. Ensuring allotted time is given to work with teacher teams to discuss and progress monitor student data.

What is the feedback from your stakeholders?

Ensure students are receiving required EL/and or DL services. Ensure consistency of progress monitoring in Branching Minds. Ensuring allotted time is given to work with teacher teams to discuss and progress monitor student data.

What student-centered problems have surfaced during this reflection?

Students who are DL/EL are not receiving adequated services due to staffing. All students are not receiving consistent Tier 2 small group instruction in general education classrooms as well as progress monitored in Branching Minds.

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?

At New Sullivan, our bilingual program consists of a TBE and TPI program. It currently serves 32 screened and identified bilingual students. Of these students there are 31 Spanish speaking children and 1 student who speaks Ga. Students needing EL services are placed with teachers that have the bilingual/ESL endorsement. However, because of our constantly changing population, more efforts need to be placed on hiring more bilingual/ESL, SECA personnel to reflect our bilingual subgroup population. We are also in the process of having a student member on the LSC. MTSS interventions will provide ongoing training and support for teachers progress monitoring in Branching Minds.

[Return to Top](#)


Determine Priorities

Resources: 

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

Students...
Students are not consistently being progressed monitored in Branching minds by teachers.

[Determine Priorities Protocol](#)

 Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.
Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).
For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.
Priorities are determined by impact on students' daily experiences.

[Return to Top](#)

Root Cause

Resources: 

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

As adults in the building, we...
Are not consistently meeting with students.

[5 Why's Root Cause Protocol](#)

 Indicators of a Quality CIWP: Root Cause Analysis

Inclusive & Supportive Learning Environment

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team. The root cause is based on evidence found when examining the student-centered problem. Root causes are specific statements about adult practice. Root causes are within the school's control.

Return to Top Theory of Action

What is your Theory of Action?

If we...

If we provide training and interventionist support around Branching Minds...If we allow an allotted time for teachers to update Branching minds during Grade Level Meeting...If we model for teachers how to conduct small groups daily...



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.

Resources:

then we see...

Then we will see teachers creating tiered groups and progress monitor in Branching Minds based on data. Then we will see teachers working with students in small groups daily.



which leads to...

Then we will see an increase in students meeting academic goals based on schoolwide, district, and statewide tests.



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

AP Jackson, Berlinger Fry, Tracy Netter, Tony Lee, Jacqueline Ramirez, Danielle Price, and Tamra Crump-Jordan

Dates for Progress Monitoring Check Ins

Q1 11/1/2023 Q3 3/20/2024

Q2 1/17/2024 Q4 5/8/2024

SY24 Implementation Milestones & Action Steps

Who



By When

Progress Monitoring

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	100% of teachers are trained in Branching Minds platform.	MTSS Interventionists	10/6	Select Status
Action Step 1	MTSS interventionists will train all teachers in grouping students, creating goals, selecting supports, and progress monitor.	MTSS Interventionists	9/15	Select Status
Action Step 2	MTSS interventionist will provide support every biweekly grade level meeting for Branching Minds progress monitoring or updating.	MTSS Interventionists	10/6	Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	100% of teachers planning reflects Branching Minds Differentiated grouping in the classroom and in lesson plans.	MTSS Interventionists	10/6	Select Status
Action Step 1	Teacher will create Tier 2 and Tier 3 groups in Branching Minds.	MTSS Interventionists	9/15	Select Status
Action Step 2	Teachers will monitor groups every 4 weeks in Branchings Minds.	MTSS Interventionists	9/29	Select Status

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>	Inclusive & Supportive Learning Environment		
Reflection	Root Cause	Implementation Plan						
Action Step 3								Select Status
Action Step 4								Select Status
Action Step 5								Select Status
Implementation Milestone 3	100% of teachers observe differentiated grouping based on groups created in Branching Minds.	Admin, Coach, and Interventionists	4/19					Select Status
Action Step 1	Create a peer observation schedule.	Admin, Coach, and Interventionists	1/24					Select Status
Action Step 2	Observe Teachers	Admin, Coach, and Interventionists	4/17					Select Status
Action Step 3	Debrief and provide feedback.	Admin, Coach, and Interventionists	4/19					Select Status
Action Step 4								Select Status
Action Step 5								Select Status
Implementation Milestone 4								Select Status
Action Step 1								Select Status
Action Step 2								Select Status
Action Step 3								Select Status
Action Step 4								Select Status
Action Step 5								Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	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.	
SY26 Anticipated Milestones	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo. What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?	

[Return to Top](#)

Goal Setting

Indicators of a Quality CIWP: Goal Setting

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

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

Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#).

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

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

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




Resources:

IL-EMPOWER Goal Requirements

For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:

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

Performance Goals

Specify the Goal 	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 	Numerical Targets [Optional] 		
					SY24	SY25	SY26
100% of teachers will create student groups and progress monitor in Branching Minds based on data.	Yes <input type="checkbox"/>	MTSS Academic Tier Movement	Overall <input type="text"/>	30%			
			English Learners <input type="text"/>				
100% of teachers will provide differentiated instruction teacher led	Yes <input type="checkbox"/>	Select Metric <input type="text"/>	Overall <input type="text"/>	50%			

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

Inclusive & Supportive Learning Environment

small group instruction based on the tiered grouping in Branching Minds.		English Learners			
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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: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.	Measured by MTSS team weekly, biweekly, and monthly review of plans and progression of the practice goal.	Measured through evaluating the current progress and ensuring alignment with Integrity Memo. Measured by the Tier Movement in Branching Minds.	100% of teachers will be progress monitoring students in Branching Minds and showing 80% of students moving into a new tier.
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.	Measured by ILT and MTSS team reviewing Branching Minds and Dashboard to progress monitor the movement of students.	Measured by ILT and MTSS team reviewing Branching Minds and Dashboard to progress monitor the movement of students.	Measured by ILT evaluation tool.
Select a Practice			

[Return to Top](#)

SY24 Progress Monitoring

Resources: 📖

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
100% of teachers will create student groups and progress monitor in Branching Minds based on data.	MTSS Academic Tier Movement	Overall	30%		Select Status	Select Status	Select Status	Select Status
		English Learners			Select Status	Select Status	Select Status	Select Status
100% of teachers will provide differentiated instruction teacher led small group instruction based on the tiered grouping in Branching Minds.	Select Metric	Overall	50%		Select Status	Select Status	Select Status	Select Status
		English Learners			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
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.	Measured by MTSS team weekly, biweekly, and monthly review of plans and progression of the practice goal.	Select Status	Select Status	Select Status	Select Status
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Measured by ILT and MTSS team reviewing Branching Minds and Dashboard to progress monitor the movement of students.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Jump to... [Priority](#) [TOA](#) [Goal Setting](#) [Progress](#)
[Reflection](#) [Root Cause](#) [Implementation Plan](#) [Monitoring](#)

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

Inclusive & Supportive Learning Environment

Parent and Family Plan

If Checked:



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.

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

If Checked:



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

No action needed

SCHOOL & FAMILY ENGAGEMENT POLICY

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

- The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.
- At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.
- Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.
- Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.
- Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.
- Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.
- Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.
- Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.


SCHOOL & FAMILY COMPACT

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

- The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.
- The school will hold parent-teacher conferences.
- The school will provide parents with frequent reports on their children's progress.
- The school will provide parents reasonable access to staff.
- The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.
- The parents will support their children's learning.
- The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

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

The academic priority is around Curriculum and Instruction. Funds will be used to host literacy and math nights. Family trainings on how to read reports and supports that can be given throughout the school year. Funds will be used to also host family workshops around best practices, data, curriculum and instruction as well as the current curriculum that is currently being used. We will host quarterly faml literacy, science, and math nights. 

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