

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
Mark Carson	Principal	mcarson@cps.edu
Stacey Bouier	AP	srbouier@cps.edu
Morgan Minisee-Barber	Curriculum & Instruction Lead	mminiseebarber@cps.edu
Shawn Baker	Partnerships & Engagement Lead	sbaker@cps.edu
Glinda Baker	Connectedness & Wellbeing Lead	gyphinisee@cps.edu
Nicole Quinn	Inclusive & Supportive Learning Lead	ndquinn@cps.edu
Yolanda Bell	Postsecondary Lead	YDavis2@cps.edu
Aracili Armour	Parent	araceligalloway@yahoo.com
Stephon Jones	Parent	stevonjoneszaddy@icloud.com
Tanya Ramsey	Instructional Coach Literacy Lead	Tmramsey@cps.edu
	Select Role	
	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	5/18/23	6/16/23
Reflection: Curriculum & Instruction (Instructional Core)	6/1/23	6/30/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/1/23	6/30/23
Reflection: Connectedness & Wellbeing	6/1/23	6/30/23
Reflection: Postsecondary Success	6/1/23	6/30/23
Reflection: Partnerships & Engagement	6/1/23	6/30/23
Priorities	7/6/23	7/7/23
Root Cause	7/10/23	7/14/23
Theory of Action	7/17/23	7/21/23
Implementation Plans	7/24/23	7/28/23
Goals	7/31/23	8/4/23
Fund Compliance	7/31/23	8/11/23
Parent & Family Plan	7/31/23	8/11/23
Approval	8/9/23	8/11/23

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	10/20/23
Quarter 2	12/21/23
Quarter 3	04/01/24
Quarter 4	06/07/24

Indicators of a Quality CIWP: Reflection on Foundations

Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.
 Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.
 Stakeholders are consulted for the Reflection of Foundations.
 Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

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
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
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document

This year using grade level curriculum we saw growth within our student data in ELA and Math from all previous years. Based on the data, we have more students that are partially meeting the expectations of the IAR assessment. Teachers have started internalizing their curriculum to understand the depth of learning at each standard to create learning targets that align to the standards. As a Leadership team we have identified the learning condition of "Classroom Community" for teachers to cultivate student identities by creating a classroom that enhances learning. Teams this year used a variety of assessment systems to measure student achievement within their classrooms.

What is the feedback from your stakeholders?

Although, students are making growth on assessments, stakeholders are looking to continue to close the academic gap for students. Stakeholders want a quality, standards aligned curriculum. Skyline will provide grade level content , vocabulary, assessments , home and class assignments. They also want to ensure that the students academic needs are and that trusting relationships are built in the classrooms. The Skyline curriculum addresses all the stakeholders needs as far as instruction and instructional materials. Stakeholders also want to see student-centered classrooms where the learning includes collaboration and idea sharing. The ILT is developing and changes needs to happen so that they focus on action items that aligns to the CIWP goals. The assessment system should also be balanced with timely feedback of data and interventions.

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

We have adopted the Skyline Curriculum to ensure that all students and teachers have access to high quality curricular materials . By choosing this curriculum teachers have the opportunities to attend Professional Learning centered around the curriculum. By attending professional development and grade level protocol led meetings teachers have opportunities to internalize the curriculum and make plans to meet the needs of the students. We will also continue to do Co-Labs and focus on the Inner Core and building capacity for students and teachers using cultivate data and learning conditions. We will continue to build teacher capacity with establishing positive classroom communities by helping them learn how to provide opportunities for students to connect to one another and equity of student voice. We are restructuring our ILT with new members and will continue the work as instructional leaders. These efforts allow teachers to plan for all students in all sub groups to differentiated instruction to scaffold learning.

- [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 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.

Some student-centered problems that can be addressed include:

- Students need a space where they can share their ideas with their peers.
- Established norms and agreements that hold space for students to collaborate in the classroom
- May need additional support with differentiating their work so that they can understand the concepts that are being taught.
- The ability to learn using different modalities or learning styles.
- Exposure to grade level curriculum that encourages student engagement.
- Students having access to materials, whether via digital platform or handouts.
- Technology issues that hinder instructional learning.

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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

No	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey
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Students who have been identified and have an IEP are receiving service in their LRE. The MTSS team will have to be restructured to include the counselor, diverse learner teachers, and MTSS interventionist. Teachers are not including language targets in lesson plans or on board configurations, and interventions are not being monitored on Branching Minds with fidelity.

- Unit/Lesson Inventory for Language Objectives (School Level Data)
- [MTSS Continuum](#)
- [Roots Survey](#)

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.	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.	LRE Dashboard Page
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 Tool ES EL Placement Recommendation Tool HS
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.

- EL students are not being taught on their WIDA language target.
- Intervention progress with students are not being shown on intervention plan
- Tier 2 and 3 interventions are not consistently engaged with.
- Students are not receiving interventions that are logged into Branching Minds.

What is the feedback from your stakeholders?

Stakeholders want consistent interventions to happen in the classrooms and have plans for Tier 2&3 students listed in Branching Minds. Stakeholders would like to see consistent MTSS meetings that are student focused and align with looking at the learning plans. Stakeholders would also like to see learning plans for incoming EL students and academic learning targets that are posted in the classroom.

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?

Currently we have changed who is on the MTSS team with focus to include diverse learning teachers, school psychologist, and MTSS interventionist. Training around Branching Minds so teachers know how to implement learning plans into the platform. With the adoption of Skyline all the academic learning language targets are included within the curriculum, teachers will now post them in the classroom.

- [ACCESS](#)
- [MTSS Academic Tier Movement](#)
- [Annual Evaluation of Compliance \(ODLSS\)](#)
- [Quality Indicators of Specially Designed Curriculum](#)
- [EL Program Review Tool](#)

[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	BHT Key Component Assessment SEL Teaming Structure	-Provide increased opportunities and supports at the Tier 1/2 levels -Progress monitoring the interventions with fidelity, to discontinue or adjust service needs - suspensions and behaviors seemed to decrease, yet it was inconsistent in terms of student identification (multiple areas of hot spots) -Providing supports to teachers as they implement Tiered interventions, as well as understanding how to document, identify, and progress monitor.	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	What is the feedback from your stakeholders? Stakeholders have provided feedback in the following areas -Training around supports, as well as becoming more familiar with how to document them in branchingMinds, -More support from the BHT team in identifying interventions that are specific to the student's concerns -What is the followup, turn-around time, and parent involvement within the BHT process	Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance

Partially	<p>Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.</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>- Transitional concerns; walking out of class without permissions, lingering in the halls - Relationship building (bet. teachers and students)</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 improvement efforts that are in progress are - identifying team members for the upcoming school year (as we are replacing core members) , creating a calendar to schedule meetings</p>

[Student Voice Infrastructure](#)

[Reduction in number of students with dropout codes at EOY](#)

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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)	<p>We need to address College and Career Readiness with our students by giving them opportunities to see high schools, colleges, and professionals in science careers on the local level. This will allow them to observe and make real-world connections so that they can make the best decision when choosing a college or career path. During the IOP visit, it was noted that 75% of the classes observed showed students seldomly engaged in problem solving. It was also noted that to increase innovation within STEM disciplines, more afterschool learning opportunities should be offered. It was further noted that students were actively engaged in STEM learning and had the opportunity to think creatively. The IOP walk-through was done during the morning reading block and therefore, teachers should maybe start STEM activities in the morning during the school year so they are prepared to demonstrate the student learning next time.</p> <p>What is the feedback from your stakeholders?</p> <p>Parents want to be informed on how they can best assist their child(ren) with post-secondary and career resources so that they can help with making decisions about high schools, college and trade school enrollment. Students would like to experience more hands-on activities in STEM classes and homerooms. Teachers noted that they enjoyed the additional classroom resources distributed and would like more assistance with introducing the monthly challenges.</p>	Graduation Rate
No	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		Program Inquiry: Programs/participation/attainment rates of % of ECCC
No	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit		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 (12th Grade)
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		College Enrollment and Persistence Rate
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		9th and 10th Grade On Track

<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 aren't prepared for advanced level course work. --Students would like to participate in a variety of hands-on STEM projects in the classroom, STEM Lab, and after school. --Student want more support from family members with daily support and encouragement.</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>Presently, students research different careers when completing the Amplify lessons, Black History Month activities, Women in Science and other professionals in science. By exposing students to different STEM activities and experiences, this will impress upon them their capacity for accomplishing high school and college-level work of high quality. We plan to have career fairs, high school and college visits, and speakers that are professionals in science careers. We will also continue to explore career paths for students based on their interests, passions and hobbies. The impact of highlighting the different skills or careers discussed in the STEM activities or lessons has motivated students to ask more questions and want to explore their interest in the career or skill.</p> <p>Nicholson STEM academy has 100% low income students. The objective is to for students to feel like they belong to a college or career setting and attending college or working in a science career is something they can and should achieve.</p>
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--Students have not been exposed enough to self identifying real-world problems to solve.
 --Students do not work consistently collaborately.
 --Students aren't focusing on STEM Ready careers or classes

science career is something they can and should achieve.

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	Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	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 need for more parent involvement is necessary. We have a functioning LSC and Pac, but the meeting are mostly attended by some 6 - 10 parents. Based on the 5 essential survey, most teachers agree that Parent involvement is weak, nearly 60% of our staff feel respected by parents. Additionally, %100 of staff either agree or strongly agree that they work hard to build trusting relationships with parents. 	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		Formal and informal family and community feedback received locally. (School Level Data)
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	<p>What is the feedback from your stakeholders?</p> Feedback suggest strong need for more parent engagement. Additionally, that parent and teacher relationship need improvement. 	
	<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> --Students and parents feel disconnected from the learning environment. --Parents and Teacher Relationships affects how the student identity is felt in the classroom. 		<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> For SY 24 , we are committed to making sure parents understand their value within the school community. We are reopening the Nicholson Parent Room with hopes to lure more patents into the building. Additonally, we are offering parents seats on all school committees. It is our hope by drawing more parents into the school and working closely with teachers, parents ond teacher perspectives will imporve which will support all students. 	

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.
Partially	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

This year using grade level curriculum we saw growth within our student data in ELA and Math from all previous years. Based on the data, we have more students that are partially meeting the expectations of the IAR assessment. Teachers have started internalizing their curriculum to understand the depth of learning at each standard to create learning targets that align to the standards. As a Leadership team we have identified the learning condition of "Classroom Community" for teachers to cultivate student identities by creating a classroom that enhances learning. Teams this year used a variety of assessment systems to measure student achievement within thier classrooms.

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Although, students are making growth on assessments, stakeholders are looking to continue to close the academic gap for students. Stakeholders want a quality, standards aligned curriculum. Skyline will provide grade level content , vocabulary, assessments , home and class assignments. They also want to ensure that the students academic needs are and that trusting relationships are built in the classrooms. The Skyline curriculum addresses all the stakeholders needs as far as instruction and instructional materials. Stakeholders also want to see student-centered classrooms where the learning includes collaboration and idea sharing. The ILT is developing and changes needs to happen so that they focus on action items that aligns to the CIWP goals. The assessment system should also be balanced with timely feedback of data and interventions.

What student-centered problems have surfaced during this reflection?

Some student-centered problems that can be addressed include:
 --Students need a space where they can share their ideas with their peers.
 --Established norms and agreements that hold space for students to collaborate in the classroom
 --May need additional support with differentiating their work so that they can understand the concepts that are being taught.
 --The ability to learn using different modalities or learning styles.
 --Exposure to grade level curriculum that encourages student engagement.
 --Students having access to materials, whether via digital platform or handouts.
 --Technology issues that hinder instructional learning.

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

We have adopted the Skyline Curriculum to ensure that all students and teachers have access to high quality curricular materials . By choosing this curriculum teachers have the opportunities to attend Professional Learning centered around the curriculum. By attending professional development and grade level protocol led meetings teachers have opportunities to internalize the curriculum and make plans to meet the needs of the students. We will also continue to do Co-Labs and focus on the Inner Core and building capacity for students and teachers using cultivate data and learning conditons. We will continue to build teacher capacity with establishing positive classroom communities by helping them learn how to provide opportunities for students to connect to one another and equity of student voice. We are restructuring our ILT with new members and will continue the work as instructional leaders. These efforts allow teachers to plan for all students in all sub groups to differentiated instruction to scaffold learning.

Return to Top Determine Priorities

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

Students...
 Students do not have multiple opportunities to engage in grade level curriculum that encourages student engagement and academic growth.

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.

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

As adults in the building, we...
 As adults in the building, we need opportunities to internalize the curriculum, receive professional development, and implement high quality grade level tasks with fidelity.

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.

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What is your Theory of Action?

If we...
 If we implement rigorous grade level task, internalize high quality grade level curriculum across all subject areas, and attend professional development

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.

then we see....

then we will see that each student is supported in receiving multiple opportunities for engagement, student creativity, critical thinking, collaboration, and communication in learning.



which leads to...

which leads to increased academic growth of students making 10 percent gains on district and state assessment for both ELA and Math.



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Resources:

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

ILT/Instructional Coaches/AP

Dates for Progress Monitoring Check Ins

Q1 10/20/23

Q3 04/01/24

Q2 12/21/23

Q4 06/07/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	100% of teachers implementing high quality curriculum.	Instructional Coaches/Administration/ILT	May 31, 2024	Select Status
Action Step 1	Teachers will engage in all unit launches, skyline sprints, and planning sessions for Skyline and Envision Curriculum at the school, network, and district level.	ILT/Instructional Coaches	CPS professional learning deadlines	Select Status
Action Step 2	Teachers will engage in professional conversations during grade level team meetings to collaborate around Skyline TFG, units, and lessons to improve the quality of instruction.	ILT/Instructional Coaches	May 31, 2024	Select Status
Action Step 3	ILT members and coaches conduct learning walks (observation) to observe, collect data, and provide feedback on implementation of curriculum	ILT/Instructional Coaches	Monthly	Select Status
Action Step 4	Co-Teach, Model, and Coach teachers who struggle with implementation of the curriculum with Tier 2 teachers.	Instructional Coaches	May 31, 2024	Select Status
Action Step 5	Co-Teach, Model, and Coach teachers who struggle with implementation of the curriculum with Tier 3 teachers.	Instructional Coaches	May 31, 2024	Select Status
Implementation Milestone 2	100% of teachers trained to annotate lesson TFGs using school criteria.	Instructional Coaches	December 22, 2023	Select Status
Action Step 1	Teachers will engage in training on how to internalize and annotate lesson TFGs.	Instructional Coaches	October 26, 2023	Select Status
Action Step 2	Teachers will use the annotation guide and standards map to reflect the depth of knowledge that students will need to master lessons.	Instructional Coaches/ILT	October 26, 2023	Select Status
Action Step 3	Teachers will focus on annotating the TFG as it relates to time constraints (work the clock) by identifying misconceptions, areas needing specific modeling, just in time supports, discourse opportunities, and formative assessments.	Instructional Coaches/ILT	December 22, 2023	Select Status
Action Step 4	Conduct lesson annotation review and provide feedback for annotated lesson TFGs to ensure internalization of core curriculum.	Instructional Coaches	Weekly	Select Status
Action Step 5				Select Status
Implementation Milestone 3	100% of teachers trained with student centered classroom culture with accountable talk practices.	Instructional Coaches/ILT	May 31, 2024	Select Status
Action Step 1	Teachers will engage in professional learning that focuses on establishing a strong positive classroom community.	Instructional Coaches	October 26, 23	Select Status
Action Step 2	Teachers will create classroom structures to promote student discussion by establishing norms and student agreements.	ILT/Instructional Coaches	October 26, 2023	Select Status
Action Step 3	Teachers will use varied discussion protocols that allow students to share their ideas and listen to each other to build on ideas.	ILT/Instructional Coaches	May 31, 2024	Select Status
Action Step 4	Teachers will engage in classroom community building and activities that builds a supportive classroom community	ILT/Instructional Coaches	Weekly	Select Status
Action Step 5	Conduct learning walks and provide feedback to teachers around classroom community learning conditions	Instructional Coaches/AP	Bi-weekly	Select Status

Implementation Milestone 4	100% of teachers providing just in time supports and small group differentiation for student growth.	Instructional Coaches/Interventionist	May 31, 2023	Select Status
Action Step 1	Teachers engage in collaboration during GLT meetings around best practices with small group instruction.	Instructional Coaches/Interventionist	December 21, 2023	Select Status
Action Step 2	During GLT meetings teachers and coaches collaborate on activities and classroom management of activities that are appropriate for Grade and abilities.	Instructional Coaches/Interventionist	Monthly	Select Status
Action Step 3	Teachers identify and create flexible groups based on analyzing student data.	Instructional Coaches/ILT	October 26, 2023	Select Status
Action Step 4	Teachers frequently progress monitor student groups to ensure that students are making progress.	Instructional Coaches/ILT/Interventionist	Ongoing	Select Status
Action Step 5	Conduct learning walks and provide feedback to make certain small group instruction is happening in the classroom.	ILT/Instructional Coaches/AP	Bi-Weekly	Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	--100 % of teachers trained to provide feedback that is impactful for student growth. --100% of teachers observed reflect instruction using high quality rigorous student tasks. --Continuous from SY24	
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SY26 Anticipated Milestones	--100% of teachers trained to provide supportive teaching that is impactful for student growth. --100% of teachers will participate in peer observations to provide peer feedback to teachers centering around classroom learning conditions. --Continuous from SY25 --Fully operational on implementation of high quality curriculum	
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[Return to Top](#) **Goal Setting**

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

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
By implementing rigorous grade level high quality curriculum the number of students identified as meeting expectations on the ELA IAR will increase by 20%	Yes <input type="checkbox"/>	IAR (English)	Overall <input type="checkbox"/>	22 students 8			
			NA <input type="checkbox"/>				
By implementing rigorous grade level high quality curriculum the number of students identified as meeting expectations on the Math IAR will increase by 10%	Yes <input type="checkbox"/>	IAR (Math)	Overall <input type="checkbox"/>	3 students 1			
			NA <input type="checkbox"/>				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	All teachers attend network and district professional learning to incorporate usage of high quality curriculum. Progress will be measured using sign up forms	All teachers will annotate and internalize high quality curriculum to meet the needs of the students in their classrooms.	All teachers will teach using only high quality curriculum for Tier 1 instruction.
C&I:2 Students experience grade-level, standards-aligned instruction.	All teachers are observed as effectively implementing high quality core curriculum through formal and informal observations rubric.	Most teachers are utilizing instructional materials to implement and adjust instruction, including differentiating based on student needs.	All teacher are utilizing instructional materials to implement an adjust instruction, including differentiating based on student needs.

<p>C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.</p>	<p>Teachers will focus on the learning conditions identified through the cultivate student survey. The identified learning conditions are Classroom Community, Supportive Teaching and Feedback for Growth.</p>	<p>Peer observations will happen to ensure teachers are identifying the practice shifts needed to foster supportive learning conditions.</p>	<p>All teachers will have supportive classrooms that foster positive learning conditions for students to be successful.</p>
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Return to Top SY24 Progress Monitoring

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
By implementing rigorous grade level high quality curriculum the number of students identified as meeting expectations on the ELA IAR will increase by 20%	IAR (English)	Overall	22 students	8	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
		NA			<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
By implementing rigorous grade level high quality curriculum the number of students identified as meeting expectations on the Math IAR will increase by 10%	IAR (Math)	Overall	3 students	1	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
		NA			<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="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.	All teachers attend network and district professional learning to incorporate usage of high quality curriculum. Progress will be measured using sign up forms	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
C&I:2 Students experience grade-level, standards-aligned instruction.	All teachers are observed as effectively implementing high quality core curriculum through formal and informal observations rubric.	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Teachers will focus on the learning conditions identified through the cultivate student survey. The identified learning conditions are Classroom Community, Supportive Teaching and Feedback for Growth.	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

No	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
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.
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?

Students who have been identified and have an IEP are receiving service in their LRE. The MTSS team will have to be restructured to include the counselor, diverse learner teachers, and MTSS interventionist. Teachers are not including language targets in lesson plans or on board configurations, and interventions are not being monitored on Branching Minds with fidelity.

What is the feedback from your stakeholders?

Stakeholders want consistent interventions to happen in the classrooms and have plans for Tier 2&3 students listed in Branching Minds. Stakeholders would like to see consistent MTSS meetings that are student focused and align with looking at the learning plans. Stakeholders would also like to see learning plans for incoming EL students and academic learning targets that are posted in the classroom.

What student-centered problems have surfaced during this reflection?

--EL students are not being taught on their WIDA language target.
 --Intervention progress with students are not being shown on intervention plan
 --Tier 2 and 3 interventions are not consistently engaged with.
 --Students are not receiving interventions that are logged into 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?

Currently we have changed who is on the MTSS team with focus to include diverse learning teachers, school psychologist, and MTSS interventionist. Training around Branching Minds so teachers know how to implement learning plans into the platform. With the adoption of Skyline all the academic learning language targets are included within the curriculum, teachers will now post them in the classroom.

Return to Top Determine Priorities

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

Students...
 Students do not have consistent opportunities for targeted tiered support with interventions for all students and groups.



[Determine Priorities Protocol](#)

Resources:

Indicators of a Quality CIWP: Determine Priorities

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

Return to Top Root Cause

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

As adults in the building, we...
 As adults in the building, we are not planning for intentional interventions with students and struggle with choosing the best interventions for Tier 2 and 3 students.



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

Resources:

Indicators of a Quality CIWP: Root Cause Analysis

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

Return to Top Theory of Action

What is your Theory of Action?

If we....
 If we strengthen our school-wide MTSS structures by planning and providing students with intentional interventions and tiered scaffolded support



[Indicators of a Quality CIWP: Theory of Action](#)

Resources:

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

Inclusive & Supportive Learning Environment

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

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

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

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

then we see....

then we will see growth in content areas to close the academic achievement gap of students performing below grade level

which leads to...

which leads to a decrease in students who need Tier 2 & Tier 3 intervention supports.

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

MTSS Lead/MTSS Team/Interventionist/Counselor

Dates for Progress Monitoring Check Ins

Q1 10/20/23 Q3 04/01/24
 Q2 12/21/23 Q4 06/07/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	100% of teacher understand student learning needs.	MTSS Lead/Interventionist	May 31, 2024	Select Status
Action Step 1	Teachers will be engaged in professional development that addresses how to interpret data, analyze student work to understand how to tier students and create and review interventions.	MTSS Lead/Instructional Coaches	May 31, 2024	Select Status
Action Step 2	Teachers will engage in Tier-1 differentiated instruction across all content areas.	MTSS Lead/Instructional Coaches	Ongoing	Select Status
Action Step 3	Teachers provide and document differentiated instruction for students who struggle with tier 1 instruction.	MTSS Lead/Instructional Coaches	Ongoing	Select Status
Action Step 4	During Grade/Content Level MTSS Meetings discuss and review Tier 1 supports, referrals, and look across small group data trends (prior to meeting) to create and monitor small group support plans	MTSS Lead/Instructional Coaches	May 31, 2024	Select Status
Action Step 5	MTSS Team regularly progress monitor teacher data and other types of data that may impact fidelity, including student attendance, behavioral, or other scheduling conflicts	MTSS Lead/MTSS Team	Ongoing	Select Status
Implementation Milestone 2	100% of teachers effectively progress monitor students and meets FOUNDATIONAL requirements on the MTSS Continuum	MTSS Lead/MTSS Team	May 31, 2024	Select Status
Action Step 1	Teachers will receive GLT professional learning addressing how to progress monitor in Branching Minds	MTSS Lead/Interventionists	May 31, 2024	Select Status
Action Step 2	MTSS team will observe tiered group instruction to provide coaching, strategies	MTSS Lead/MTSS Team	Ongoing	Select Status
Action Step 3	Interventionists will coteach, model and coach with teachers on how to progress monitor the tiered students interventions in small groups and in Branching Minds	Interventionists	May 31, 2024	Select Status
Action Step 4	MTSS Team will monitor the intervention plans for the students in the Branching Minds platform	MTSS Lead/MTSS Team	Ongoing	Select Status
Action Step 5	Ensure personnel regularly interacting with student are providing int	MTSS Leads/Interventionists	Ongoing	Select Status
Implementation Milestone 3	100% of teachers trained in MTSS structures of Branching Minds.	MTSS Leads/MTSS Team/Interventionists	May 31, 2024	Select Status
Action Step 1	Ensure personnel regularly interacting with student are providing interventions through documentation and observation	MTSS Lead/MTSS Team	September 30, 2024	Select Status
Action Step 2	School personnel use universal screening data to develop support plans and implement selected platform interventions for students/groups	MTSS Lead/MTSS Team/Interventionist/Counselor	September 30, 2024	Select Status
Action Step 3	Create protocols that established how to identify and analyze student data for students identified for tiered intensive	MTSS Team/MTSS Leads	Ongoing	Select Status
Action Step 4	MTSS Team uses the Branching Minds platform to review screener data as well as progress monitoring data and graphs to evaluate student responses to intervention(s)	MTSS Team/MTSS Leads	Ongoing	Select Status

Action Step 5	MTSS Teams and/or grade level content teams decide whether to add, remove, modify, or change interventions based on student progress and progress monitoring as well as make adjustments to interventions and supports	MTSS Leads/Interventionist/Coaches/Counselor	Ongoing	Select Status
Implementation Milestone 4	100% of teachers' small group plans reflect targeted interventions for students who need tiered support.	MTSS Leads/MTSS Team	December 21, 2023	Select Status
Action Step 1	Teachers have been trained and utilize instructional materials to teach grade level standards	MTSS Leads/Interventionists	May 31, 2024	Select Status
Action Step 2	Coaches will model, coteach and coach teachers on how to implement small group tiered instruction to students	Coaches/Interventionist/MTSS Lead	May 31, 2024	Select Status
Action Step 3	Teachers will be engaged in professional development addressing how to create intervention plans in the Branching Minds Platform	MTSS Leads/Interventionists	May 31, 2024	Select Status
Action Step 4	MTSS team will provide observations during small group time to grades K to 8th for tiered groups	MTSS Leads/Interventionist/Coaches	May 31, 2024	Select Status
Action Step 5	Interventionist will monitor the Branching Minds Platform weekly to ensure that new intervention plans have been implemented and created for students in the Branching Minds Platform	MTSS Lead/Interventionist	May 31, 2024	Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	--Operational components of high quality, well-documented student support and support plans: 100% of interventions are within the CPS curated list, 100% of interventions are documented and monitored within the Branching Minds Platform, 60% of student support plans and supports implemented with fidelity. --Developed components of supplemental intervention: progress monitoring, MTSS team and 60% of teachers regularly progress monitor and implement actions in BMs, using multiple data plans.	
SY26 Anticipated Milestones	--100% of teachers effectively differentiating core instruction. --Maintain OPERATIONAL components of high quality, well-documented students support and support plans: 100% of student support plans and supports implemented with fidelity. --FULLY OPERATIONAL on supplemental intervention: 100% of teachers progress monitoring and adjusting interventions and supports based on data. --FULLY OPERATIONAL on interpret data and adjust instructions from MTSS Continuum.	

[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
Increase Percentage of Students who make adequate growth on IReady Math from One Grade Level Below to On Grade level in EOY I-Ready by 10%	Yes	iReady (Math)	Overall Select Group or Overall	9 31 students			
Increase Percentage of Students who make adequate growth on IReady ELA from One Grade Level Below to On Grade level in EOY I-Ready by 10%	Yes	iReady (Reading)	Overall Select Group or Overall	15 53 students			

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&I:2 Students experience grade-level, standards-aligned instruction.	All teachers are observed as effectively implementing high quality core curriculum through formal and informal observational rubrics	Most teachers are utilizing instructional materials to implement and adjust instruction, including differentiating based on student needs	All teachers are utilizing instructional materials to implement and adjust instruction, including differentiating based on student needs.

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.	The MTSS Leadership Team rates as "Developed" or higher in the in the "High quality well-documented student support and support plans	The MTSS Leadership Team rates as "Foundational" in the Supplemental Intervention:Progress Monitoring components as measured by the MTSS Continuum.	The MTSS Leadership Team rates as "Operational" in most components as measured by the MTSS Continuum.
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.	All teachers are creating and implementing the interventions in the Branching Minds Platform	MTSS teams and some teachers are progress monitoring interventions using multiple types of data.	MTSS team and all teachers are interpreting data, progress monitoring, and adjusting instruction based on interventions and multiple types of data.

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
Increase Percentage of Students who make adequate growth on IReady Math from One Grade Level Below to On Grade level in EOY I-Ready by 10%	iReady (Math)	Overall	9 31 students		Select Status	Select Status	Select Status	Select Status
		<i>Select Group or Overall</i>			Select Status	Select Status	Select Status	Select Status
Increase Percentage of Students who make adequate growth on IReady ELA from One Grade Level Below to On Grade level in EOY I-Ready by 10%	iReady (Reading)	Overall	15 53 students		Select Status	Select Status	Select Status	Select Status
		<i>Select Group or Overall</i>			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	All teachers are observed as effectively implementing high quality core curriculum through formal and informal observational rubrics	Select Status	Select Status	Select Status	Select Status
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	The MTSS Leadership Team rates as "Developed" or higher in the in the "High quality well-documented student support and support plans	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.	All teachers are creating and implementing the interventions in the Branching Minds Platform	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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).
No	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).
No	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).
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).
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).
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).

What are the takeaways after the review of metrics?

We need to address College and Career Readiness with our students by giving them opportunities to see high schools, colleges, and professionals in science careers on the local level. This will allow them to observe and make real-world connections so that they can make the best decision when choosing a college or career path. During the IOP visit, it was noted that 75% of the classes observed showed students seldomly engaged in problem solving. It was also noted that to increase innovation within STEM disciplines, more afterschool learning opportunities should be offered. It was further noted that students were actively engaged in STEM learning and had the opportunity to think creatively. The IOP walk-through was done during the morning reading block and therefore, teachers should maybe start STEM activities in the morning during the school year so they are prepared to demonstrate the student learning next time.

What is the feedback from your stakeholders?

Parents want to be informed on how they can best assist their child(ren) with post-secondary and career resources so that they can help with making decisions about high schools, college and trade school enrollment. Students would like to experience more hands-on activities in STEM classes and homerooms. Teachers noted that they enjoyed the additional classroom resources distributed and would like more assistance with introducing the monthly challenges.

What student-centered problems have surfaced during this reflection?

--Students aren't prepared for advanced level course work.
 --Students would like to participate in a variety of hands-on STEM projects in the classroom, STEM Lab, and after school.
 --Student want more support from family members with daily support and encouragement.
 --Students have not been exposed enough to self identifying real-world problems to solve.
 --Students do not work consistently collaborately.
 --Students aren't focusing on STEM Ready careers or classes

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?

Presently, students research different careers when completing the Amplify lessons, Black History Month activities, Women in Science and other professionals in science. By exposing students to different STEM activities and experiences, this will impress upon them their capacity for accomplishing high school and college-level work of high quality. We plan to have career fairs, high school and college visits, and speakers that are professionals in science careers. We will also continue to explore career paths for students based on their interests, passions and hobbies. The impact of highlighting the different skills or careers discussed in the STEM activities or lessons has motivated students to ask more questions and want to explore their interest in the career or skill. Nicholson STEM academy has 100% low income students. The objective is to for students to feel like they belong to a college or career setting and attending college or working in a science career is something they can and should achieve.

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Determine Priorities

Resources: 

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

Students...
 Students would like more opportunities to participate in collaborative problem-solving STEM opportunities in and outside the classroom as well as after school to prepare them for postsecondary success.

[Determine Priorities Protocol](#)

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

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Root Cause

Resources: 

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

As adults in the building, we...
 As adults in the building, we would need more training to incorporate STEM practices within each content area that provides students with opportunities to collaborate and engage with tasks using problem solving skills both inside and out of the classroom.

[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.

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Theory of Action

What is your Theory of Action?

If we....
 Provide students with opportunities to be problem solvers and use the design process throughout all content areas.

Resources: 

Indicators of a Quality CIWP: Theory of Action
 Theory of Action is grounded in research or evidence based practices.

then we see....
Students actively engaged in collaboration, asking questions, researching, and critically thinking.

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.

which leads to...
Students equip with problem solving and critical thinking skills, and an understanding of content and real-world connections that ultimately prepare them for post-secondary success.

[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
STEM Coaches/Postsecondary Team

Dates for Progress Monitoring Check Ins
Q1 10/20/23 Q3 04/01/24
Q2 12/21/23 Q4 06/07/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	100% of teachers understand the Design Process across all content areas.	Stem Specialists	May 31, 2024	Select Status
Action Step 1	Providing a survey to assess what teachers already know about the design process	Stem Specialists	September 30, 2024	Select Status
Action Step 2	Provide professional development and coaching on the design process and implementation across all content areas.	Stem Specialists	Ongoing	Select Status
Action Step 3	Monitor implementation of the design process with hosting monthly design challenges and classroom observation.	Stem Specialists	May 31, 2024	Select Status
Action Step 4	Provide teachers with professional readings on the design process.	Stem Specialists	Ongoing	Select Status
Action Step 5	Teachers will provide evidence (pictures, portfolio, slide deck, etc) of	Teachers	May 31, 2024	Select Status
Implementation Milestone 2	Highlighting careers in 100% of content areas across all grade bands	Teachers	April 30, 2024	Select Status
Action Step 1	Referencing careers throughout instruction in all content areas.	Teachers	April 30, 2024	Select Status
Action Step 2	Career presentations in class using PowerPoint or Google slides	Teachers/STEM Specialists	May 31, 2024	Select Status
Action Step 3	Bring in presenters from various stem professions	Teachers/STEM Specialists	Quarterly	Select Status
Action Step 4	Plan STEM Engagement Nights and other STEM events	Teachers/STEM Specialists	April 30, 2024	Select Status
Action Step 5	Use external resources and partnerships to engage students in making real world STEM choices	Teachers/STEM Specialists	April 30, 2024	Select Status
Implementation Milestone 3	100% of teachers and community stakeholders receive after-school professional development.	STEM Specialists	May 31, 2024	Select Status
Action Step 1	Survey teachers and community stakeholders to identify needs for professional development.	STEM Specialists	September 30, 2024	Select Status
Action Step 2	Develop workshops to parents and community stakeholders to help them understand STEM and STEM Careers.	STEM Specialists	Bi-annually	Select Status
Action Step 3	Provide STEM resources to parents and community stakeholders	STEM Specialists	Monthly	Select Status
Action Step 4	Develop and present STEM PD's during and after school based on the identified teacher need	STEM Specialists	May 31, 2024	Select Status
Action Step 5	Encourage teachers to seek assistance via, google form, rmail and coaching session.	STEM Specialists	May 31, 2024	Select Status
Implementation Milestone 4	100% of Teachers focus on the STEM Standards for Success with focus on Instructional Approach (H&I) and Community Engagement (A)	STEM Specialists	May 31, 2024	Select Status
Action Step 1	Provide teachers with curriculum related STEM lessons/activities	STEM Specialists	September 21, 2023	Select Status
Action Step 2	Provide quarterly STEM engagement Days	STEM Specialists	Quarterly	Select Status
Action Step 3	Provide workshops for parents that focus on STEM Careers and Practices.	STEM Specialists	Quarterly	Select Status
Action Step 4	Host 2 Career Days for students that allows them to begin to think about post secondary support.	STEM Specialists	Bi-annually	Select Status
Action Step 5	Continue to allow 6-8 grade students to begin success bound career profiles with ILPs	STEM Specialists	May 31, 2024	Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
--Ongoing support of SY24 milestons
--Students participating in field trips to Career Academies
--Teachers enhance student learning through authentic performance assessments, project-based learning, standards-based instruction, technology

Reflection [Root Cause](#) [Implementation Plan](#) [Monitoring](#)
 integration, cooperative learning, personalization, and cross-curricular instruction

SY26 Anticipated Milestones
 --Ongoing support of SY25 milestones.
 --STEM Coaches and School Leadership ensure that teacher instructional practices align with STEM disciplines and approaches.



[Return to Top](#) **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	Numerical Targets [Optional]		
					SY24	SY25	SY26
Provide multiple opportunities for student creativity, critical thinking, collaboration, and communication using at least two STEM content areas (reading and math etc.) integrated into a lesson/activity for grades K-8.	Yes <input type="checkbox"/>	Cultivate	Overall				
			Select Group or Overall				
Families engaged with students in learning about STEM careers	Yes <input type="checkbox"/>	Enrichment Program Participation: Enrollment & Attendance	NA				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
PS:1 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).	Ongoing STEM Career goal portfolios 5th-8th	Ongoing STEM Career goal portfolios 5th-8th	Ongoing STEM Career goal portfolios 5th-8th
PS:2 Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Focus: 5th-8th: Introduce and expands the definition of postsecondary to include six pathways: college, military, employment, job training, apprenticeship, and gap year programs.	Develop a Learn, Plan, Succeed (LPS) approach with ensures that every student is supported and prepared in completing an Individual Learning Plan (ILP)—starting in grade 5 and through grade 8—to look beyond high school graduation toward fruitful careers and fulfilling lives.	Continue developing a Learn, Plan, Succeed (LPS) approach with ensures that every student is supported and prepared in completing an Individual Learning Plan (ILP)—starting in grade 5 and through grade 8—to look beyond high school graduation toward fruitful careers and fulfilling lives.
P&E:1 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.	Quarterly STEM Engagement Days	Quarterly STEM Engagement Days	Quarterly STEM Engagement Days

[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
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Jump to...	Priority	TOA	Goal Setting	Progress	Select the Priority Foundation to pull over your Reflections here =>				Postsecondary Success				
Reflection	Root Cause	Implementation Plan	Monitoring										
Provide multiple opportunities for student creativity, critical thinking, collaboration, and communication using at least two STEM content areas (reading and math etc.) integrated into a lesson/activity for grades K-8.	Cultivate	Overall			Select Status	Select Status	Select Status	Select Status					
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status					
Families engaged with students in learning about STEM careers	Enrichment Program Participation: Enrollment & Attendance	NA			Select Status	Select Status	Select Status	Select Status					
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status					

Practice Goals

Progress Monitoring

Identified Practices	SY24	Progress Monitoring			
		Quarter 1	Quarter 2	Quarter 3	Quarter 4
PS:1 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).	Ongoing STEM Career goal portfolios 5th-8th	Select Status	Select Status	Select Status	Select Status
PS:2 Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Focus: 5th-8th: Introduce and expands the definition of postsecondary to include six pathways: college, military, employment, job training, apprenticeship, and gap year programs.	Select Status	Select Status	Select Status	Select Status
P&E:1 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.	Quarterly STEM Engagement Days	Select Status	Select Status	Select Status	Select Status

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.

Provide trainings to support parents with the following...

-Data analysis
-Effective Home/School Communication
-Homework Assistance
-Understanding what's being taught
-Testing essentials and Test prep understanding



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