

## CIWP Team & Schedules

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### 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
Adriana Arias	Principal	asanchez2@cps.edu
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Emily Cozzie	Curriculum & Instruction Lead	emcozzie@cps.edu
Elena Hudson	ELPT	eramirez9@cps.edu
Norma Covarrubias	MTSS Interventionist	ncovarrubias@cps.edu
Mia Fey	Postsecondary Lead	mfey@cps.edu
Jeff Senf	LSC Member	jasenf@cps.edu
	Select Role	
	Select Role	
	Select Role	
	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	6/15/23	6/15/23
Reflection: Curriculum & Instruction (Instructional Core)	6/15/23	6/15/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/15/23	6/15/23
Reflection: Connectedness & Wellbeing	6/15/23	8/14/23
Reflection: Postsecondary Success	8/14/23	8/14/23
Reflection: Partnerships & Engagement	6/15/23	8/29/23
Priorities	6/15/23	8/29/23
Root Cause	6/15/23	8/29/23
Theory of Acton	6/15/23	8/29/23
Implementation Plans	6/15/23	9/5/23
Goals	6/15/23	9/5/23
Fund Compliance	7/31/23	8/29/23
Parent & Family Plan	7/31/23	8/29/23
Approval	9/14/23	9/14/23

## 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	10/26/23
Quarter 2	12/22/23
Quarter 3	3/19/24
Quarter 4	6/7/24

**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.	<a href="#">CPS High Quality Curriculum Rubrics</a>
Yes	Students experience grade-level, standards-aligned instruction.	<a href="#">Rigor Walk Rubric</a> <a href="#">Teacher Team Learning Cycle Protocols</a> <a href="#">Quality Indicators Of Specially Designed Instruction</a>
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.	<a href="#">Powerful Practices Rubric</a> <a href="#">Learning Conditions</a>
Partially	The ILT leads instructional improvement through distributed leadership.	<a href="#">Continuum of ILT Effectiveness</a> <a href="#">Distributed Leadership</a>
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.	<a href="#">Customized Balanced Assessment Plan</a> <a href="#">ES Assessment Plan Development Guide</a> <a href="#">HS Assessment Plan Development</a>
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	<a href="#">Assessment for Learning Reference Document</a>


A key takeaway is improving our assessment practices.  
 -Ensuring instruction and assessments are standard aligned.  
 -Ensure that all classrooms are using formative assessments in order to inform decision making.  
 -Progress monitor student learning towards end of unit and end of year student goals. 

**What is the feedback from your stakeholders?**

The ILT developed and is implementing a schoolwide LASW protocol in order to ensure standards based assessments and progress monitoring. 

There are some curriculum transitions as we are adopting some Skyline curriculums throughout the school each year.


**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?**

Revamping our Looking at Student Work Protocol (LASW)   
 -ensures a deeper understanding of the standard  
 -uses backward design model so that the assessment is standard align  
 -uses progress monitor through analysis of student task

- [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.

We have a group of students who are struggling with foundational skills in the core subject areas which leads to providing whole group instruction on remediating these skills and not in depth grade level standards based instruction. 

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**Inclusive & Supportive Learning Environment**


**Using the associated references, is this practice consistently implemented?**

**References**

**What are the takeaways after the review of metrics?**

**Metrics**

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	<a href="#">MTSS Integrity Memo</a> <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a>
		<a href="#">MTSS Integrity Memo</a>

A key takeaway is building on our current MTSS practices   
 -We are developing our knowledge and implementation with MTSS, looking at data, providing interventions, and using Branching Minds  
 -Our focus area is the systems and structures according to the MTSS Continuum

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

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.	<a href="#">LRE Dashboard Page</a>
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	<a href="#">IDEA Procedural Manual</a>
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	<a href="#">EL Placement Recommendation Tool ES</a> <a href="#">EL Placement Recommendation Tool HS</a>
Partially	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.

- We need to support our students in developing a growth mindset
- We need to support students in understanding the difference between tier 1 instruction and growth within interventions
- We need to support students in understanding what grades mean and how they reflect tier 1 instruction and not the growth made during interventions
- We need to support students in understanding the purpose of the interventions

**What is the feedback from your stakeholders?**

Having the extra MTSS Block will support teachers and allow the school to bring some of the partials up to yes

We are always working to bring in more bilingual, ESL, and DL certified teachers to support our students

**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?**

Work we have been doing in this area:

- Teachers have spent GLM time looking at data
- Understanding the different tiers for students
- Navigating and using BrM
- TutorCorp providing interventions
- Our MTSS lead supporting groups of teachers and individual teachers
- Growing the understanding of PM using Star 360 and iReady
- Evidence based interventions
- Growing our understanding of creating a SMART Goal
- OLCE after school program
- OLCE summer program
- 5th - 8th Newcomer program

- [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	<a href="#">BHT Key Component Assessment</a> <a href="#">SEL Teaming Structure</a>	Nightingale has a developed <a href="#">Attendance Plan</a> . In the plan there are specific expectations, and protocols to take in order to encourage student attendance. Currently, the plan has outlined the following: Attendance Data, Attendance Goals, Attendance Team, Professional Development, Policies and Procedures, Key Stakeholders, Strategies, Valid Reasons for a Student Absence, Resources and Related links. The only area that is still in need of development is the re-entry plan for those students that are chronically absent. The Attendance Team is aware of this gap and will work on developing a plan.	<a href="#">% of Students receiving Tier 2/3 interventions meeting targets</a> <a href="#">Reduction in OSS per 100</a> <a href="#">Reduction in repeated disruptive behaviors (4-6 SCC)</a> <a href="#">Access to OST</a> <a href="#">Increase Average Daily Attendance</a> <a href="#">Increased Attendance for Chronically Absent Students</a>
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		<a href="#">Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</a>
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	<b>What is the feedback from your stakeholders?</b> -We need to develop a re-entry plan for our students and to support their families -Is there a way to hold families accountable for their attendance -Attendance is important because it is impacting their academic growth - Families are looking for more after school programs for their families but all teachers are not able to teach after school programs -How can we get more families involved as coaches	<a href="#">Cultivate (Belonging &amp; Identity)</a> Staff trained on alternatives to exclusionary discipline (School Level Data) <a href="#">Enrichment Program Participation: Enrollment &amp; Attendance</a>

No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		<a href="#">Student Voice Infrastructure</a>  <a href="#">Reduction in number of students with dropout codes at EOY</a>
<b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.		<b>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?</b>	
That we have a core group of students with chronic absenteeism. These students were not always seen by our attendance team.	We do have an active attendance team. Our classroom teachers have established attendance incentives and protocols. We also have an attendance clerk that reaches out to the families of these identified students. All teachers were given a refresher on Second Step -Counselors worked to make sure all teachers had active accounts and materials for Second Step -Counselors are supporting teachers during their SEL block and shared an updated curriculum map		

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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
Partially	<a href="#">College and Career Competency Curriculum (C4)</a>  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).	Currently have school-wide SEL Tier 1 curriculum with Second Step taught by classroom teachers, and 7th and 8th grade have been receiving Success Bound Curriculum, taught with fidelity once a week by the counselors.  We want to expand the postsecondary curriculum ultimately to include 3-8th, and involve teachers more in the implementation, perhaps by integrating Success Bound lessons into the SEL curriculum map, or in collaboration with resource teachers	<a href="#">Graduation Rate</a>  <a href="#">Program Inquiry: Programs/participation/attainment rates of % of ECCE</a>  <a href="#">3 - 8 On Track</a>
Partially	<a href="#">Individualized Learning Plans</a>  Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).		<a href="#">Learn, Plan, Succeed</a>  <a href="#">% of KPIs Completed (12th Grade)</a>
Partially	<a href="#">Work Based Learning Toolkit</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).	<b>What is the feedback from your stakeholders?</b>  Feedback from stakeholders: -career fair and adding other grades -Success Bound -Building to a high school fair -Sharing all high school Open House dates -Switching from Career Fair to a Career Week	<a href="#">9th and 10th Grade On Track</a>  <a href="#">Cultivate (Relevance to the Future)</a>  Freshmen Connection Programs Offered (School Level Data)
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).		
N/A	<a href="#">ECCE Certification List</a>  Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		
N/A	<a href="#">PLT Assessment Rubric</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	<a href="#">Alumni Support Initiative One Pager</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).		
<b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.		<b>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?</b>	
Buy-in from students regarding the why, especially with regards to college and career planning; difficulty with short- and long-term goal setting (especially identifying specific steps to reach their goal)	Barriers: - Parent communication and involvement in the high school planning process, - Creating a schedule to meet with them that fits parent schedules - Naviance was not user-friendly - Buy-in from students regarding the why, especially with regards to college and career planning - Difficulty with short- and long-term goal setting (especially identifying specific steps to reach their goal)	Improvement efforts: - New School-Links curriculum more user-friendly - Earlier and more often parent outreach - Figuring out a consistent and versatile parent communication system - Filtering in 6th grade Success Bound - Focus on high school fair and high school/colleae field trips	

- Focus on high school fair and high school/college visits  
 - Expanding career fair  
 - Include more teacher involvement in the Success Bound

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## Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>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.</p>	<p>We have an established Student Voice committee. We as a staff listen to feedback and suggestion from our Student Voice Committee. However, we can continue to push the students to have more of a voice with regards to instruction (student choice) and the development of the CIWP. Nighthale students elected the first student representative to the school LSC.</p>	<p><a href="#">Cultivate</a></p> <p><a href="#">5 Essentials Parent Participation Rate</a></p> <p><a href="#">5E: Involved Families</a></p>
Yes	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p><a href="#">5E: Supportive Environment</a></p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</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 &amp; CIWP).</p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>Feedback from stakeholders:                      -We now have a student elected member on the LSC to include more of a student voice                      -Staff is working to engage families through email, social media, in person meetings, and more.                      There is some concern about the same parents attending all the events</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p><b>What student-centered problems have surfaced during this reflection?</b>                      If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p><b>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?</b></p>	
<p>Through the SVC students shared they wanted more opportunities to share out informally about non academic topics in order to build classroom community. Students stated this will increase their comfort level for academic participation and academic conversations.</p>		<p>- We have participated in Middle Grades Network for the past 4 years. This is where the Student Voice Committee started.                      -In our revised LASW protocol, there is a section where students are given student choice with engagement. This comes from the Elevate/Cultivate Data                      - We have worked to build our community partnerships, such as Touch of Wholeness , where we plan to continue to foster this relationship. We also plan on adding additional partnerships.</p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

A key takeaway is improving our assessment practices.  
 -Ensuring instruction and assessments are standard aligned.  
 -Ensure that all classrooms are using formative assessments in order to inform decision making.  
 -Progress monitor student learning towards end of unit and end of year student goals.

What is the feedback from your stakeholders?

The ILT developed and is implementing a schoolwide LASW protocol in order to ensure standards based assessments and progress monitoring.  
 There are some curriculum transitions as we are adopting some Skyline curriculums throughout the school each year.

What student-centered problems have surfaced during this reflection?

We have a group of students who are struggling with foundational skills in the core subject areas which leads to providing whole group instruction on remediating these skills and not in depth grade level standards based instruction.

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?

Revamping our Looking at Student Work Protocol (LASW)  
 -ensures a deeper understanding of the standard  
 -uses backward design model so that the assessment is standard align  
 -uses progress monitor through analysis of student task

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Determine Priorities

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

**Students...**  
 We have a group of students who are struggling with foundational skills in the core subject areas which leads to providing whole group instruction on remediating these skills and not in depth grade level standards based instruction.

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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Root Cause

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

**As adults in the building, we...**  
 are currently working on building confidence and capacity  
 - in providing instruction to the depth of the standard  
 - to provide more just in time supports and less remediation  
 -to increase our expectations of student work and performance

Resources:

[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.  
 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....**  
 If we strengthen our structures by implementing and monitoring the LASW protocol school-wide with fidelity, by using our standards aligned tier 1 curriculum and LSI rigor walks,

Resources:

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

then we see....  
 an increase of standard aligned assessments and instruction that includes progress monitoring with student tasks



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...  
 increased mastery of standards as measured on school assessments, district assessments, and state assessments.



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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/Grade Level Teams

**Dates for Progress Monitoring Check Ins**

Q1 10/26/23 Q3 3/19/24  
 Q2 12/22/23 Q4 6/7/24

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	Engage school staff with LASW protocol	ILT	September of 2023	In Progress
<b>Action Step 1</b>	Review of Tier 1 Curriculum and School Wide expectations	Admin	August, 2023	Completed
<b>Action Step 2</b>	Provide staff with an in depth understanding of the purpose, expectations, and use for the LASW	ILT	September of 2023	In Progress
<b>Action Step 3</b>	Safe Practice of LASW Protocol school -wide	Grade Level Teams	October of 2023	In Progress
<b>Action Step 4</b>				Not Started
<b>Action Step 5</b>				Not Started
<b>Implementation Milestone 2</b>	Implementation of Cycle 1 LASW Protocol School -Wide	Grade Level Teams	on-going	In Progress
<b>Action Step 1</b>	Staff will engage in LASW Protocol Cycle 1	Grade Level Teams	on-going	In Progress
<b>Action Step 2</b>	School Staff provides ILT feedback on implementation of LASW protocol (Data Review)	Grade Level Teams	on-going	In Progress
<b>Action Step 3</b>	Examine progress and adjust	ILT	on-going	In Progress
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>	Implementation of Cycle 2 LASW Protocol School-Wide	Grade Level Teams	on-going	In Progress
<b>Action Step 1</b>	Staff will engage in LASW Protocol Cycle 2	Grade Level Teams	on-going	In Progress
<b>Action Step 2</b>	School Staff provides ILT feedback on implementation of LASW protocol (Data Review)	Grade Level Teams	on-going	In Progress
<b>Action Step 3</b>	Examine progress and adjust	ILT	on-going	In Progress
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>	Implementation of Cycle 3 LASW Protocol School-Wide	Grade Level Teams	on-going	In Progress
<b>Action Step 1</b>	Staff will engage in LASW Protocol Cycle 3	Grade Level Teams	on-going	In Progress
<b>Action Step 2</b>	School Staff provides ILT feedback on implementation of LASW protocol (Data Review)	Grade Level Teams	on-going	In Progress
<b>Action Step 3</b>	Examine progress and adjust	ILT	on-going	In Progress
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

**SY25-SY26 Implementation Milestones**

**SY25 Anticipated Milestones**  
 -Increased alignment between standard expectation and student task  
 -Common instructional understanding of standard expectation  
 -Alignment between rigor walks and student tasks

**SY26 Anticipated Milestones**  
 -Full alignment between standard expectation and student task  
 -Deeper instructional understanding of standard expectation  
 -Alignment between rigor walks and peer observations

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**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
We are targeting our students with an IEP that fell in the "partially met expectations" category on IAR. For our students in the general education program we are targeting the "approached expectations" category on IAR.	Yes <input type="checkbox"/>	IAR (English)	Students with an IEP	34	36	38	40
			Overall	34	36	38	40
We are targeting our students with an IEP that fell in the "partially met expectations" on IAR. For our students in the general education program we are targeting the "approached expectations" category on IAR.	Yes <input type="checkbox"/>	IAR (Math)	Students with an IEP	36	38	40	42
			Overall	29	31	33	35

**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.	Teacher in K-2 will adopt and implement with fidelity Skyline Foundational Skills and progressed monitored through iReady data reviews. Our Tier 1 high quality curricular materials will be implemented as followed: ELA (HMH and Pearson), Math (Go Math), Science (Skyline Amplify) Social Science (Skyline) and SEL (Second Step). We will progress monitor our Tier 1 instruction via our LASW protocol to help ensure that teachers are using our Tier 1 curricular to provide instruction to the depth of the standards covered.		
Select a Practice			
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
We are targeting our students with an IEP that fell in the "partially met expectations" category on IAR. For our students in the general education program we are targeting the "approached expectations" category on IAR.	IAR (English)	Students with an IEP	34	36	<span>On Track</span>	Select Status	Select Status	Select Status
		Overall	34	36	<span>On Track</span>	Select Status	Select Status	Select Status



<a href="#">Jump to...</a>	<a href="#">Priority</a>	<a href="#">TOA</a>	<a href="#">Goal Setting</a>	<a href="#">Progress Monitoring</a>	<i>Select the Priority Foundation to pull over your Reflections here =&gt;</i>				<b>Curriculum &amp; Instruction</b>					
<a href="#">Reflection</a>	<a href="#">Root Cause</a>	<a href="#">Implementation Plan</a>												
We are targeting our students with an IEP that fell in the "partially met expectations" on IAR. For our students in the general education program we are targeting the "approached expectations" category on IAR.					IAR (Math)	Students with an IEP	36	38	<span style="background-color: #28a745; color: white; padding: 2px;">On Track</span>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	
						Overall	29	31	<span style="background-color: #28a745; color: white; padding: 2px;">On Track</span>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	

**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.	Teacher in K-2 will adopt and implement with fidelity Skyline Foundational Skills and progressed monitored through iReady data reviews. Our Tier 1 high quality curricular materials will be implemented as followed: ELA (HMH and Pearson), Math (Go Math), Science (Skyline Amplify) Social Science (Skyline) and SEL	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>
<i>Select a Practice</i>		<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>
<i>Select a Practice</i>		<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>

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.
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

A key takeaway is building on our current MTSS practices  
 -We are developing our knowledge and implementation with MTSS, looking at data, providing interventions, and using Branching Minds  
 -Our focus area is the systems and structures according to the MTSS Continuum

What is the feedback from your stakeholders?

Having the extra MTSS Block will support teachers and allow the school to bring some of the partials up to yes  
 We are always working to bring in more bilingual, ESL, and DL certified teachers to support our students

What student-centered problems have surfaced during this reflection?

-We need to support our students in developing a growth mindset  
 -We need to support students in understanding the difference between tier 1 instruction and growth within interventions  
 -We need to support students in understanding what grades mean and how they reflect tier 1 instruction and not the growth made during interventions  
 -We need to support students in understanding the purpose of the interventions

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?

Work we have been doing in this area:  
 -Teachers have spent GLM time looking at data  
 -Understanding the different tiers for students  
 -Navigating and using BrM  
 -TutorCorp providing interventions  
 - Our MTSS lead supporting groups of teachers and individual teachers  
 -Growing the understanding of PM using Star 360 and iReady  
 - Evidence based interventions  
 -Growing our understanding of creating a SMART Goal  
 -OLCE after school program  
 -OLCE summer program  
 -5th - 8th Newcomer program

Return to Top Determine Priorities

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

Students...

-We need to support our students in developing a growth mindset  
 -We need to support students in understanding the difference between tier 1 instruction and growth within interventions  
 -We need to support students in understanding what grades mean and how they reflect tier 1 instruction and not the growth made during interventions  
 -We need to support students in understanding the purpose of the interventions

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.

Return to Top Root Cause

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

As adults in the building, we...

-We are developing our knowledge and implementation with MTSS, looking at data, providing i

Resources:

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

Indicators of a Quality CIWP: Root Cause Analysis

-Students and families attach emotion to the grades and this prevents them from developing a growth mindset. Students and families do not always understand what a grade means and that it is part of measuring their knowledge on tier 1 instruction. There is a misunderstanding between effort and mastery of grade level standards.

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....**  
as teachers strategically utilize the problem solving process for MTSS to make data informed, culturally responsive decisions for all students

**Resources:**

**Indicators of a Quality CIWP: Theory of Action**

Theory of Action is grounded in research or evidence based practices. Theory of Action is an impactful strategy that counters the associated root cause. Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics. Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)" All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

**then we see....**  
the MTSS problem solving process utilized schoolwide

**which leads to...**  
a shift in tiers and student growth on district assessments

[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

**Dates for Progress Monitoring Check Ins**  
Q1 10/26/23 Q3 3/19/24  
Q2 12/22/23 Q4 6/7/24

SY24 Implementation Milestones & Action Steps		Who	By When	Progress Monitoring
<b>Implementation Milestone 1</b>	Problem Solving Process: Identify the Problem	MTSS Team	on-going	In Progress
<b>Action Step 1</b>	Common understanding of what is quantitative and qualitative data is	MTSS Team	on-going	Completed
<b>Action Step 2</b>	Common understanding on how to use quantitative and qualitative data using probing questions from the Problem Solving Process Flow Chart	MTSS Team	on-going	In Progress
<b>Action Step 3</b>	Common understanding how to gather quantitative and qualitative data in order to identify student targeted focus within	MTSS Team	on-going	In Progress
<b>Action Step 4</b>	Gain an understanding of how this data can be utilized to drive instruction.	MTSS Team	on-going	In Progress
<b>Action Step 5</b>				Not Started

<b>Implementation Milestone 2</b>	Problem Solving Process: Develop the Plan	MTSS Team	on-going	In Progress
<b>Action Step 1</b>	Creating SMART Goal based on identified student focus using the MTSS guidance tool	Teacher Team / MTSS Team	on-going	In Progress
<b>Action Step 2</b>	Decide on interventions of support for the student using the BrM Library	Teacher Team / MTSS Team	on-going	In Progress
<b>Action Step 3</b>	Choose reliable progress monitoring tool	Teacher Team / MTSS Team	on-going	In Progress
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>	Problem Solving Process: Implement and Monitor the Plan	Teacher Team / MTSS Team	on-going	In Progress
<b>Action Step 1</b>	Implement with fidelity the supports and interventions	Teacher Team / MTSS Team	on-going	In Progress
<b>Action Step 2</b>	Progress Monitor student focus skill with fidelity	Teacher Team / MTSS Team	on-going	In Progress
<b>Action Step 3</b>	Document notes and progress monitoring using BrM platform for Tier 2 and 3	Teacher Team / MTSS Team	on-going	In Progress
<b>Action Step 4</b>	Monitor the progress and make necessary shifts of the selected intervention	Teacher Team / MTSS Team	on-going	Not Started
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

**SY25-SY26 Implementation Milestones**

<b>SY25 Anticipated Milestones</b>	-Increase use of the Problem Solving Process -Increased use of data to inform decision -School-wide implementation of progress monitoring practices.	
<b>SY26 Anticipated Milestones</b>	-Problem solving process implemented with fidelity -All instructional decisions will be data based -Progress monitoring will guide instructional shifts	

**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:**

<b>IL-EMPOWER Goal Requirements</b>
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
We are targeting our students with that fall in the "one grade level below" category on i-Ready.	Yes	iReady (Reading)	Overall	31%	28%	25%	22%
			Select Group or Overall				
We are targeting our students that fell in the "intervention" category on Star 360.	Yes	STAR (Reading)	Overall	25%	22%	20%	18%
			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

<i>I&amp;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.</i>	The goal will be monitored by providing staff with : a bi-weekly MTSS working period. Conducting data reviews at BOY, MOY and EOY Data for both i-Ready and Star 360.		
<input type="text" value="Select a Practice"/>			
<input type="text" value="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
We are targeting our students with that fall in the "one grade level below "category on i-Ready.	iReady (Reading)	Overall	31%	28%	<span style="background-color: #28a745; color: white; padding: 2px;">On Track</span>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>
		<i>Select Group or Overall</i>			<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>
We are targeting our students that fell in the " intervention" category on Star 360.	STAR (Reading)	Overall	25%	22%	<span style="background-color: #28a745; color: white; padding: 2px;">On Track</span>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>
		<i>Select Group or Overall</i>			<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>

**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.	The goal will be monitored by providing staff with : a bi-weekly MTS:	<span style="background-color: #28a745; color: white; padding: 2px;">On Track</span>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>
<i>Select a Practice</i>		<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>
<i>Select a Practice</i>		<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	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).
Partially	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).
Partially	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).
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?

Currently have school-wide SEL Tier 1 curriculum with Second Step taught by classroom teachers, and 7th and 8th grade have been receiving Success Bound Curriculum, taught with fidelity once a week by the counselors.

We want to expand the postsecondary curriculum ultimately to include 3-8th, and involve teachers more in the implementation, perhaps by integrating Success Bound lessons into the SEL curriculum map, or in collaboration with resource teachers

What is the feedback from your stakeholders?

Feedback from stakeholders:  
 -career fair and adding other grades  
 -Success Bound  
 -Building to a high school fair  
 -Sharing all high school Open House dates  
 -Switching from Career Fair to a Career Week

What student-centered problems have surfaced during this reflection?

Buy-in from students regarding the why, especially with regards to college and career planning; difficulty with short- and long-term goal setting (especially identifying specific steps to reach their goal)

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?

Barriers:  
 - Parent communication and involvement in the high school planning process,  
 - Creating a schedule to meet with them that fits parent schedules  
 - Naviance was not user-friendly  
 - Buy-in from students regarding the why, especially with regards to college and career planning  
 - Difficulty with short- and long-term goal setting (especially identifying specific steps to reach their goal)

Improvement efforts:  
 - New School-Links curriculum more user-friendly  
 - Earlier and more often parent outreach  
 - Figuring out a consistent and versatile parent communication system  
 - Filtering in 6th grade Success Bound  
 - Focus on high school fair and high school/college field trips  
 - Expanding career fair  
 - Include more teacher involvement in the Success Bound curriculum

Return to Top Determine Priorities

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

Students...  
 - Buy-in from students regarding the why, especially with regards to college and career planning  
 - Difficulty with short- and long-term goal setting (especially identifying specific steps to reach their goal)

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.

Return to Top Root Cause

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

As adults in the building, we...  
 - need to work on gradually exposing younger and younger students to postsecondary curriculum and education  
 - need to expose students to more hands-on experiences with postsecondary options to supplement their classroom learning to help them connect to the "why"  
 - need to make an effort to focus on SMART goals in the primary grades, specifically the exact steps students can take to achieve their goals.

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.

Return to Top Theory of Action

What is your Theory of Action?

If we....  
 expose students at a younger age to postsecondary education

Resources:

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

then we see....  
students engaging and learning about the wide variety of postsecondary options available to them



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...  
more confidence and determination in planning for their future



[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**   
School Counseling Team and eventually classroom teachers

**Dates for Progress Monitoring Check Ins**  
Q1 10/26/23 Q3 3/19/24  
Q2 12/22/23 Q4 6/7/24

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	Implementation of Success Bound curriculum for 6th grade	Counseling team	Quarter 3	Not Started
<b>Action Step 1</b>	Familiarize ourselves with the 6th grade Success Bound curriculum	Counseling team	Quarter 3	Not Started
<b>Action Step 2</b>	Collaborate on planning for supplemental hands-on activities	Counseling team	Quarter 4	Not Started
<b>Action Step 3</b>	Pre- and Post-test on postsecondary options available to them	Counseling team	Quarter 4	Not Started
<b>Action Step 4</b>	100% Completion of district-assigned ILP tasks	Counseling team	Quarter 4	Not Started
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	Development of or expansion upon SMART goal lesson for individual student planning	Counseling team	Quarter 4	Not Started
<b>Action Step 1</b>	Familiarize ourselves with the options available to students on the new School Links database	Counseling team	Quarter 1	In Progress
<b>Action Step 2</b>	Expanding on whole-class lesson or lessons on SMART goals	Counseling team	Quarter 4	Not Started
<b>Action Step 3</b>	Individualized support for goal-setting	Counseling team	Quarter 4	Not Started
<b>Action Step 4</b>				
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>	Focus on building a connection between high school classes and activities with students' postsecondary plans	Counseling team	Quarter 4	Not Started
<b>Action Step 1</b>	Introduce the idea of this connection before 8th grade (which is when the Success Bound curriculum introduces it)	Counseling team	Quarter 4	In Progress
<b>Action Step 2</b>	Allow more time to build a solid understanding of this concept	Counseling team	Quarter 4	Not Started
<b>Action Step 3</b>	Expand lessons that discuss the way that making important choices in the now can affect your future	Counseling team	Quarter 4	Not Started
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

**SY25-SY26 Implementation Milestones**

**SY25 Anticipated Milestones**   
- Plan to deliver the Success Bound curriculum to 6th-8th grade for the entire school year  
- Plan to introduce the Success Bound curriculum to 5th grade for second semester  
- Begin classroom teacher training for Success Bound curriculum  
- Work with admin to determine a schedule for classroom administration of Success Bound curriculum

**SY26 Anticipated Milestones**   
- Plan to deliver the Success Bound curriculum to 5th-8th grade for the entire school year  
- Plan to introduce the Success Bound curriculum to 4th grade for second semester  
- Continue classroom teacher training for Success Bound curriculum

[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
We are targeting all 6th grade general and special education students enrolled at Nightingale for completion of district ILP tasks	Yes <input type="checkbox"/>	Other <input type="text"/>	Overall <input type="text"/>	0	100		
			Select Group or Overall <input type="text"/>				
We are targeting all 7th and 8th grade general and special education students enrolled at Nightingale for completion of district ILP tasks	Yes <input type="checkbox"/>	Other <input type="text"/>	Overall <input type="text"/>	50	100		
			Select Group or Overall <input type="text"/>				

**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.

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:2 Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Counselors will implement with fidelity the Success Bound curriculum, paying particular attention to the lessons that are linked to the ILP tasks			
Select a Practice <input type="text"/>				
Select a Practice <input type="text"/>				

[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
We are targeting all 6th grade general and special education students enrolled at Nightingale for completion of district ILP tasks	Other <input type="text"/>	Overall <input type="text"/>	0	100	Select Status <input type="text"/>	Select Status <input type="text"/>	Select Status <input type="text"/>	Select Status <input type="text"/>
		Select Group or Overall <input type="text"/>			Select Status <input type="text"/>	Select Status <input type="text"/>	Select Status <input type="text"/>	Select Status <input type="text"/>
We are targeting all 7th and 8th grade general and special education	Other <input type="text"/>	Overall <input type="text"/>	50	100	Select Status <input type="text"/>	Select Status <input type="text"/>	Select Status <input type="text"/>	Select Status <input type="text"/>



**Practice Goals**

**Progress Monitoring**

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
PS:2 Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Counselors will implement with fidelity the Success Bound curriculum	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

If Checked:  
Complete  
IL-Empower  
Section below



**Our school receives school improvement funding through Title I, Part A, 1003 (IL-Empower)**

This CIWP serves as your School Improvement Plan, which is required for schools in school improvement status (comprehensive or targeted) as identified by the Illinois State Board of Education (ISBE). The following section, "IL-Empower," addresses grant requirements, assurances, and alignment across your CIWP, grant budget, and state designation.

If Checked:  
No action needed



**Our school DOES NOT receive school improvement funding through Title I, Part A, 1003 (IL-Empower). (Continue to Parent & Family Plan)**

**IL-Empower**

**IL-EMPOWER GRANT ASSURANCES**

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



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



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



Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:

- a) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
- b) Contracting for professional services from State-Approved Learning Partners
- c) Conducting school-level needs assessments
- d) Analyzing data
- e) Identifying resource inequities
- f) Researching and implementing evidence-based interventions
- g) Purchasing standards-aligned curriculum and materials
- h) Purchasing and administering local assessments for progress monitoring



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



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



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



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



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



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

**IL-EMPOWER SMART GOALS**

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

**IL-Empower Goals Must have a Numerical Target**

Select a Goal Below

Student Groups

Baseline

SY24

SY25

SY26

Required Math Goal

IAR (Math):

Required Reading Goal

IAR (English):

Optional Goal

Select a Goal

Student Groups	Baseline	SY24	SY25	SY26

## 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.

Our parent engagement committee (ESSA) meets with parents informally throughout the school year. During those meetings the committee gathers information in regards to the needs of the parents in the school community in order for them to support their child academically. This past year, the parent committee engaged in SEL training to support their children's emotional and social needs. This will continue to be a focus which correlates with our Priority 2 providing inclusive and supportive learning environments. The ESSA committee members will aim to find training that will help supports parents in dealing with child trauma, cyber-bullying, and adolescent awareness. 

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