

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  |
|--|--|---|
| Maura Kelly | AP | mekelly6@cps.edu |
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| Maria Arellano | Teacher Leader | mgbusmail@cps.edu |
| Sara Schneeberg | IB Coordinator | sschneeberg@cps.edu |
| Erin Romo | IB Coordinator | eegschwind@cps.edu |
| John McGinnis | IB Coordinator | jtmcginnis@cps.edu |
| Jessica French | LSC Member | jessica.a.french@gmail.com |
| Sara Levinstein | Parent | slevinstein@cps.edu |
| Elvira Puentes | Parent | pitufina619@hotmail.com |
| TaJuan Donald | Other [Student] | tkdonald@cps.edu |
| | Select Role | |

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

| CIWP Components | Planned Start Date  | Planned Completion Date  |
|--|--|--|
| Team & Schedule | 8/8/23 | 9/15/23 |
| Reflection: Curriculum & Instruction (Instructional Core) | 8/8/23 | 9/15/23 |
| Reflection: Inclusive & Supportive Learning (Instructional Core) | 8/8/23 | 9/15/23 |
| Reflection: Connectedness & Wellbeing | 8/8/23 | 9/15/23 |
| Reflection: Postsecondary Success | 8/8/23 | 9/15/23 |
| Reflection: Partnerships & Engagement | 8/8/23 | 9/15/23 |
| Priorities | 8/18/23 | 9/15/23 |
| Root Cause | 8/18/23 | 9/15/23 |
| Theory of Acton | 8/18/23 | 9/15/23 |
| Implementation Plans | 8/18/23 | 9/15/23 |
| Goals | 8/18/23 | 9/15/23 |
| Fund Compliance | 8/18/23 | 9/15/23 |
| Parent & Family Plan | 8/18/23 | 9/15/23 |
| Approval | 9/15/23 | 9/15/23 |

SY24 Progress Monitoring Schedule

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

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

CIWP Progress Monitoring Meeting Dates

| | |
|-----------|----------|
| Quarter 1 | 10/20/23 |
| Quarter 2 | 12/21/23 |
| Quarter 3 | 3/22/23 |
| Quarter 4 | 6/6/23 |

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

[Return to Top](#)

Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

| | | | | | |
|-----------|--|--|---|--|---|
| Yes | All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive. | CPS High Quality Curriculum Rubrics | East: I-Ready (IK-2). Math: Overall, 50% of Students scored at or above grade level at the end of the year (up from 17% BOY) Priority subgroups: 36% of Black Boys scored at or above grade level (up from 8% BOY) and only 14% of Black Girls scored at or above Grade level. Reading (up from 2%): Reading: Overall, 66% of students scored at or above grade level in reading (up from 26% BOY) Priority Subgroups: 45% of Black Boys scored at or above Grade level in Reading (up from 17% BOY), 43% of Black girls scored at or above grade level in Reading (up from 13% BOY) STAR 360: Student Growth Percentile. The expected Pre-COVID student growth percentile was 50. Our 3rd Grade Reading SGP is 46 and Math SGP is 49. Priority Subgroup of Black Students: 3rd Grade SGP for Black Students is 27 in Reading and 36 in Math. Our 4th Grade SGP is 44 in Reading and 58.56 in Math Priority Subgroup of Black Students 4th Grade SGP for Black Students is 33 in Reading and 48 in Math. | | iAR (Math) iAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading) STAR (Math) |
| Partially | Students experience grade-level, standards-aligned instruction. | Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction | What is the feedback from your stakeholders? | | iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold Interim Assessment Data |
| 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 | <i>IB Coordinators: All programmes reflected on performance throughout evaluation. Feedback from IB focused on curriculum integration, vertical and horizontal alignment, broad concept-based instruction, and criterion/ standards based assessment. With this in mind, the coordinators will focus on curriculum alignment and instruction based on IB standards & practices.</i> | | |
| Partially | The ILT leads instructional improvement through distributed leadership. | Continuum of ILT Effectiveness Distributed Leadership | <i>Parent/ LSC Stakeholder Meeting: One place where IB should always be listed is in the section that says what related improvement efforts are in progress--it seems that this would be central, especially in the area of Curriculum & Instruction</i> | | |
| 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 | What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity? | | |
| Partially | Evidence-based assessment for learning practices are enacted daily in every classroom. | Assessment for Learning Reference Document | IB Coordinators are working with teachers on planning, assessment, and reflection to align to the IB Approaches to Teaching and Standards and Practices. These requirements are being assessed by the IB during the evaluation visit in November 2023. Both the Instructional Leadership Team and Racial Equity Ambassador Teams have set goals to more effectively and consistently use data to drive instructional improvement this year. Both the ILT and the REA team are particularly focused on our priority subgroup of Black students. This year, the ILT will continue to support teachers in implementing the Foundations Foundational Reading Skills Curriculum (new last year and new for the first time in 3rd grade this year). They are in the process of identifying protocols to assess teacher implementation of the curriculum as well as student progress. Our REA team will be working to identify strategies to improve the educational experience of both Black Boys and Black girls. Over the course of the next month they will be identifying particularly strategies for instructional improvement and piloting them with teachers, students, and families. | | |

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.

Instruction does not meet the needs of all students according to Math and Reading data.
 Students have limited opportunities to receive feedback from peers or teachers. Instruction should be inquiry-based in which connections are made to other disciplines and contexts with high levels of cognitive demand.

[Return to Top](#)

Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

| | | | | | |
|-----------|--|---|--|--|---|
| Partially | 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 | MTSS Academic Tier Movement Data point: Less than 30% of students were assigned goals and tracked through branching minds. Math- 42% of Tier 1 students assigned goals met their goal, 36% of Tier 2 students met goal Reading- 59% of Tier 1 students assigned goals met their goal, 47% of Tier 2 students met goal | | 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 |
| Partially | Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP. | LRE Dashboard Page |
| Partially | Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity. | IDEA Procedural Manual |
| Partially | English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services. | EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS |
| Partially | There are language objectives (that demonstrate HOW students will use language) across the content. | |

77% of Tier 2 students met goal

ODLSS Data point: YEARLY EVALUATION DATA/COMPLIANCE
LRE Trends-->
9th grade: LRE 1: 57%, LRE 2: 39%, LRE 3: 4%
10th grade LRE1: 67%, LRE2: 33%
11th grade: LRE 1: 80%, LRE2: 20%
12th grade: LRE1: 60%, LRE2: 40%

ACCESS Data point:
2020-2021: 91% not reaching proficiency
2021-2022 94% not reaching proficiency
2022-2023: 96% not reaching proficiency

What is the feedback from your stakeholders?

Feedback from MTSS Team: The MTSS team is eager to build upon their knowledge of equitable support and share them with the staff in hopes to grow this school year and truly understand how to support every student at OIHS

Feedback from Case Manager: The DL team is eager to build upon foundations of supporting students in differentiated, equitable ways and to foster a sense of independence for HS students to ensure they are prepared for post secondary as well.

Feedback from Counselor via scheduling EL: Eager to build upon the feedback and ensure our EL students know what their support systems are and how to access them as well

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?

MTSS - all students are taking the Star360 test this year which will provide another data point to be able to support students equitably. We will use this data alongside behavior, grades, attendance, and EOS insight cards (SEL), to determine how to best support students and understand where they are at. This will be incorporated through an accelerated learning model rather than a remediated approach and data discussions will be had using the ATLAS protocol

ODLSS - DL team members will meet weekly to look at data and case manager will have continuous touch points with students and families as well as outreach to support with transition plans and ensuring LRE is accurate for student growth

ACCESS - ongoing conversations about how to best support our EL students/families. Specific touch points will be added to ensure those stakeholders are supported and growing

[Roots Survey](#)

[ACCESS](#)

[MTSS Academic Tier Movement](#)

[Annual Evaluation of Compliance \(ODLSS\)](#)

[Quality Indicators of Specially Designed Curriculum](#)

[EL Program Review Tool](#)

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.

MTSS team runs school wide professional development, MTSS teams analyze grade-level data, access to IB curriculum, co-teaching, need for consistent data input through Branching Minds, Freshmen on track, students are mostly scheduled with EL endorsed teachers accordingly (ACCESS testing), coaching is available to support all staff with differentiation and co-teaching.

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

| Using the associated references, is this practice consistently implemented? | References |
|---|--|
| Partially | BHT Key Component Assessment SEL Teaming Structure |
| Partially | Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices. |
| Partially | All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs. |

What are the takeaways after the review of metrics?

24% of students disagree that teachers always keep their promises while 23% strongly agree and 48% of students are neutral. Students for the most part feel that teachers treat them with respect with 42% strongly agreeing and 46% agreeing.

17% of students do not feel that teachers listen to students' ideas while 44% agree and 35% strongly agree that they do. 14% of students disagree that a teacher is willing to give them extra help on schoolwork if they need it, while 50% agree and 31% Strongly agree that teachers are willing to help.

12% of students feel that students do not take coming to school every day seriously while 25% believe only half of the students take attendance seriously.

What is the feedback from your stakeholders?

Feedback from BHT: Believes that there needs to be a stronger foundation for Tier 1 supports through inventivizing appropriate behavior. The suggestion was to create a Culture and Climate Team that would be focusing directly on the area of incentives and creating consistent expectations for the building.

Feedback from MTSS/ Enrichment support team: The MTSS team believes that with the appropriate Tier 1 foundations and support that they provide to staff, there will be a shift in students' responses in the cultivate and 5 essentials survey.

Feedback from Attendance team: Students need to be held

Metrics

[% 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](#)

[Reconnected by 20th Day, Reconnected after 8 out of 10 days absent](#)

[Cultivate \(Belonging & Identity\)](#)

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

| | | | |
|--|---|--|---|
| 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>accountable for attendance and need supports earlier regarding attendance. The Attendance Team will be looking to incentivize students who have attendance at 95% and above with special events.</p> | <p>Enrichment Program Participation: Enrollment & Attendance</p> <p>Student Voice Infrastructure</p> <p>Reduction in number of students with dropout codes at EOY</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 CIWR.</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>All students would benefit from additional supports based on Cultivate data from SY22-23, our school priorities were as follows: 1- Feedback for growth 2- Classroom Community</p> | | <p>Improvement efforts in progress-- BHT and Culture Climate team were established 22-23 and continuing to support school wide initiatives. The team is working to create routines and systems for SY23-24.</p> <p>Enrichment/ SEL: 60minutes weekly teachers lead SEL activities and all students participate (Tier 1)</p> <p>Attendance: team was formed SY22-23, met to create attendance polict to support Tier 1, 2 and 3 interventions including absences and tardies.</p> | |

[Return to Top](#) **Postsecondary Success**

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

| | Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A) | References | What are the takeaways after the review of metrics? | Metrics |
|--|---|--|---|--|
| Yes | 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>Current model for Post Secondary work is postively impacting students, resulting in expected HS and college admissions outcomes (factoring in match and fit). Students are receiving significant exposure to various career and academic pathways through a variety of initiatives. On track data, esp at the high school level, is closely monitored and used to inform MTSS interventions for students. EOS partnership has dramatically increased access to DP, college credit bearing courses for typically underrepresented students.</p> | Graduation Rate |
| Yes | Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th). | Individualized Learning Plans | | Program Inquiry: Programs/participati on/attainment rates of % of ECCC |
| 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). | Work Based Learning Toolkit | | 3 - 8 On Track |
| Yes | 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 |
| No | Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th). | ECCE Certification List | | % of KPIs Completed (12th Grade) |
| Yes | 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 |
| Yes | 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 CIWR.</p> | | <p>What is the feedback from your stakeholders? Need to continue to strengthen Post Secondary Leadership Team on the high school level, esp with a new head of campus. Utilization of on track data for ES can be increased and improved.</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>We will need to develop a plan to continue and expand upon our current EOS work once the partnership expires (at the end of this school year.)</p> | | |

[Cultivate \(Relevance to the Future\)](#)
Freshmen Connection Programs Offered (School Level Data)

Increasing access to rigorous, college level courses requires continued development and improvement of our academic/instructional model, esp in the MYP years. One initial effort to support students transitioning to DP courses was a DP boot camp offered to rising juniors and seniors during the summer. Freshman connection will likely also be increasingly shaped as an opportunity to increase student awareness of college level course tracks and laying the foundation for academic success in those classes by leveraging components of the IB framework such as ATLs, Learner Profiles, etc. There is also a need to further expand targeted academic supports for students through tutoring, mentoring, and afterschool programs run in partnership with PRAA or using OST funds.

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

| Using the associated references, is this practice consistently implemented? | References | What are the takeaways after the review of metrics? | Metrics |
|--|--|--|---|
| Yes | <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>Weekly campus newsletters, biweekly One Ogden newsletter, continued development of Friends of Ogden and campus parent groups, parent run library @ East campus, blueprint being developed to improve website, external partnerships such as Gardening program, BOY curriculum nights at all campuses, revised student/family handbooks, Back 2 School events for both ES and HS, frequent open houses/coffee chats/etc.</p> | <p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p> |
| Yes | <p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p> | | <p>5E: Supportive Environment</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> |
| Yes | <p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p> | <p>What is the feedback from your stakeholders?</p> <p>Continue to rethink parent organizational structures to encourage and secure increased participation and more consistent volunteer support</p> | <p>Formal and informal family and community feedback received locally. (School Level Data)</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>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>How can students be involved in increasing parent engagement at events/meetings that are not one-off visits, celebrations, etc?</p> | | <p>Primary obstacle tends to be connecting parents across campuses, increasing attendance at meetings, finding volunteers for more demanding/frequent roles (Kiss n Go)</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. |
| 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?

East:
 I-Ready (IK-2).
 Math: Overall, 50% of Students scored at or above grade level at the end of the year (up from 17% BOY)
 Priority subgroups: 36% of Black Boys scored at or above grade level (up from 8% BOY) and only 14% of Black Girls scored at or above Grade level.
 Reading (up from 2%):
 Reading: Overall, 66% of students scored at or above grade level in reading (up from 26% BOY)
 Priority Subgroups: 45% of Black Boys scored at or above Grade level in Reading (up from 17% BOY), 43% of Black girls scored at or above grade level in Reading (up from 13% BOY)
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 Our 3rd Grade Reading SGP is 46 and Math SGP is 49.
 Priority Subgroup of Black Students:
 3rd Grade SGP for Black Students is 27 in Reading and 36 in Math.
 Our 4th Grade SGP is 44 in Reading and 58.56 in Math
 Priority Subgroup of Black Students
 4th Grade SGP for Black Students is 33 in Reading and 48 in Math.

What is the feedback from your stakeholders?

IB Coordinators:
 All programmes reflected on performance throughout evaluation. Feedback from IB focused on curriculum integration, vertical and horizontal alignment, broad concept-based instruction, and criterion/ standards based assessment. With this in mind, the coordinators will focus on curriculum alignment and instruction based on IB standards & practices.

Parent/ LSC Stakeholder Meeting: One place where IB should always be listed is in the section that says what related improvement efforts are in progress--it seems that this would be central, especially in the area of Curriculum & Instruction

What student-centered problems have surfaced during this reflection?

Instruction does not meet the needs of all students according to Math and Reading data. Students have limited opportunities to receive feedback from peers or teachers. Instruction should be inquiry-based in which connections are made to other disciplines and contexts with high levels of cognitive demand.

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?

IB Coordinators are working with teachers on planning, assessment, and reflection to align to the IB Approaches to Teaching and Standards and Practices. These requirements are being assessed by the IB during the evaluation visit in November 2023.

Both the Instructional Leadership Team and Racial Equity Ambassador Teams have set goals to more effectively and consistently use data to drive instructional improvement this year. Both the ILT and the REA team are particularly focused on our priority subgroup of Black students. This year, the ILT will continue to support teachers in implementing the Foundations Foundational Reading Skills Curriculum (new last year and new for the first time in 3rd grade this year). They are in the process of identifying protocols to assess teacher implementation of the curriculum as well as student progress. Our REA team will be working to identify strategies to improve the educational experience of both Black Boys and Black girls. Over the course of the next month they will be identifying particularly strategies for instructional improvement and piloting them with teachers, students, and families.

[Return to Top](#)

Determine Priorities

Resources:

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

Students...
 are scoring below grade level for Reading and Math
 have limited opportunities to receive feedback
 struggle to make connections to other disciplines and contexts with high levels of cognitive demand



[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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

[Return to Top](#)

Root Cause

Resources:

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

As adults in the building, we...
 will utilize the IB Approaches to Teaching when planning instruction and ensuring all skills are vertically and horizontally aligned.



[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....
 use the IB Approaches to Teaching to support all learners in identifying their own strengths and areas for growth.



Resources:

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

then we see....

inquiry-focused classroom environments in which connections are made to other disciplines and contexts with high levels of cognitive demand. Both teachers and students use specific, skill-aligned feedback to monitor and promote growth.

which leads to...

all students having agency within their learning process, leading to a culture in which students seek improvement through self-assessment and reflection.

[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

IB Coordinators

Dates for Progress Monitoring Check Ins


Q1 10/20/23 Q3 3/22/23
 Q2 12/21/23 Q4 6/6/23

| | SY24 Implementation Milestones & Action Steps | Who | By When | Progress Monitoring |
|-----------------------------------|---|--------------------|----------------|----------------------------|
| Implementation Milestone 1 | PYP students have agency over their learning | IB Coordinators | 6/6/24 | In Progress |
| Action Step 1 | All IB PYP unit planners include opportunities for student agency (voice, choice, ownership) | Programme teachers | 6/6/24 | In Progress |
| Action Step 2 | Students reflect on Units of Inquiry after each unit (and reflections are recorded in PYP planners) | Programme teachers | 6/6/24 | Not Started |
| Action Step 3 | Structures are in place for students receive feedback on their learning in all disciplines | Programme teachers | 12/21/23 | Not Started |
| Action Step 4 | Learning is inquiry-based | Programme teachers | 3/22/24 | In Progress |
| Action Step 5 | Planning is informed by assessment data | Programme teachers | 10/20/23 | In Progress |
| Implementation Milestone 2 | MYP students will be able to monitor performance through use of assessment and feedback. | IB Coordinators | 6/6/24 | In Progress |
| Action Step 1 | MYP teachers will complete unit planners that address all IB Criterion. | Programme teachers | 10/20/23 | In Progress |
| Action Step 2 | All subjects will utilize criterion-based assessments as summatives and are previewed with students at the beginning of every unit. | Programme teachers | 12/21/23 | In Progress |
| Action Step 3 | MYP teachers will use task specific rubrics to provide specific feedback to students. | Programme teachers | 3/22/24 | In Progress |
| Action Step 4 | Students will reflect on their progress by completing self-reflections using IB rubrics. | Programme teachers | 6/6/24 | In Progress |
| Action Step 5 | | | | Select Status |
| Implementation Milestone 3 | DP Curriculum is tied to the DP CORE | IB Coordinator | 6/6/24 | In Progress |
| Action Step 1 | Completion of unit planners | Programme teachers | 10/20/23 | In Progress |
| Action Step 2 | Reflection and revision of unit planners | Programme teachers | 12/21/23 | In Progress |
| Action Step 3 | Integration of TOK in unit planners using TOK Concepts and Questions | Programme teachers | 3/22/24 | Not Started |
| Action Step 4 | Revise Curriculum Overview to reflect taught curriculum | Programme teachers | 6/6/24 | Not Started |
| Action Step 5 | | | | Select Status |
| Implementation Milestone 4 | | | | Select Status |
| Action Step 1 | | | | Select Status |
| Action Step 2 | | | | Select Status |
| Action Step 3 | | | | Select Status |
| Action Step 4 | | | | Select Status |
| Action Step 5 | | | | Select Status |

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones

We will see inquiry-focused classroom environments in which connections are made to other disciplines and contexts with high levels of cognitive demand. Both teachers and students use specific, skill-aligned feedback to monitor and promote growth.

SY26 Anticipated Milestones All students having agency within their learning process, leading to a culture in which students seek improvement through self-assessment and reflection. 

[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 |
| Throughout the length of the CIWP, 80% of all students will show reading proficiency with grade level and IB standards through implementation of IB Approaches to Teaching. | Yes | STAR (Reading) | African American | | | | |
| | | | Latinx | | | | |
| Throughout the length of the CIWP, 80% of all students will show math proficiency with grade level and IB standards through implementation of IB Approaches to Teaching. | Yes | STAR (Math) | African American | | | | |
| | | | Latinx | | | | |

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. | Throughout the length of the CIWP, 80% of all students will show reading & math proficiency with grade level and IB standards through implementation of IB Approaches to Teaching. | Throughout the length of the CIWP, 80% of all students will show reading & math proficiency with grade level and IB standards through implementation of IB Approaches to Teaching. | Throughout the length of the CIWP, 80% of all students will show reading & math proficiency with grade level and IB standards through implementation of IB Approaches to Teaching. |
| C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom. | Throughout the length of the CIWP, 80% of teachers utilize evidence-based assessment practices daily in every classroom. | Throughout the length of the CIWP, 80% of teachers utilize evidence-based assessment practices daily in every classroom. | Throughout the length of the CIWP, 80% of teachers utilize evidence-based assessment practices daily in every classroom. |
| C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals. | Throughout the length of the CIWP, 80% of assessment utilizes standards/ IB criterion based rubrics and opportunities for instructional vertical and horizontal alignment are provided for all school teams. | Throughout the length of the CIWP, 80% of assessment utilizes standards/ IB criterion based rubrics and opportunities for instructional vertical and horizontal alignment are provided for all school teams. | Throughout the length of the CIWP, 80% of assessment utilizes standards/ IB criterion based rubrics and opportunities for instructional vertical and horizontal alignment are provided for all school teams. |

[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 |
|---|----------------|-----------------------------|----------|------|---------------|---------------|---------------|---------------|
| Throughout the length of the CIWP, 80% of all students will show reading proficiency with grade level and IB standards through implementation of IB Approaches to Teaching. | STAR (Reading) | African American | | | Select Status | Select Status | Select Status | Select Status |
| | | Latinx | | | Select Status | Select Status | Select Status | Select Status |
| Throughout the length of the CIWP, 80% of all students will show math proficiency with grade level and IB | STAR (Math) | African American | | | 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. | Throughout the length of the CIWP, 80% of all students will show reading & math proficiency with grade level and IB standards through implementation of IB Approaches to Teaching. | Select Status | Select Status | Select Status | Select Status |
| C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom. | Throughout the length of the CIWP, 80% of teachers utilize evidence-based assessment practices daily in every classroom. | Select Status | Select Status | Select Status | Select Status |
| C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals. | Throughout the length of the CIWP, 80% of assessment utilizes standards/ IB criterion based rubrics and opportunities for instructional vertical and horizontal alignment are provided for all school teams. | Select Status | Select Status | Select Status | Select Status |

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

| | |
|-----------|--|
| Partially | School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo. |
| Partially | School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo. |
| Partially | Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP. |
| Partially | Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity. |
| Partially | English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services. |
| Partially | There are language objectives (that demonstrate HOW students will use language) across the content. |

What are the takeaways after the review of metrics?

MTSS Academic Tier Movement Data point:
 Less than 30% of students were assigned goals and tracked through branching minds.
 Math- 42% of Tier 1 students assigned goals met their goal, 36% of Tier 2 students met goal
 Reading- 59% of Tier 1 students assigned goals met their goal, 47% of Tier 2 students met goal

ODLSS Data point: YEARLY EVALUATION DATA/COMPLIANCE
 LRE Trends-->
 9th grade: LRE 1: 57%, LRE 2: 39%, LRE 3: 4%
 10th grade LRE1: 67%, LRE2: 33%
 11th grade: LRE 1: 80%, LRE2: 20%
 12th grade: LRE1: 60%, LRE2: 40%

ACCESS Data point:
 2020-2021: 91% not reaching proficiency
 2021-2022 94% not reaching proficiency
 2022-2023: 96% not reaching proficiency

What is the feedback from your stakeholders?

Feedback from MTSS Team: The MTSS team is eager to build upon their knowledge of equitable support and share them with the staff in hopes to grow this school year and truly understand how to support every student at OIHS

Feedback from Case Manager: The DL team is eager to build upon foundations of supporting students in differentiated, equitable ways and to foster a sense of independence for HS students to ensure they are prepared for post secondary as well.

Feedback from Counselor via scheduling EL: Eager to build upon the feedback and ensure our EL students know what their support systems are and how to access them as well

What student-centered problems have surfaced during this reflection?

MTSS team runs school wide professional development, MTSS teams analyze grade- level data, access to IB curriculum, co-teaching, need for consistent data input through Branching Minds, Freshmen on track, students are mostly scheduled with EL endorsed teachers accordingly (ACCESS testing), coaching is available to support all staff with differentiation and co-teaching.

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

MTSS - all students are taking the Star360 test this year which will provide another data point to be able to support students equitably. We will use this data alongside behavior, grades, attendance, and EOS insight cards (SEL), to determine how to best support students and understand where they are at. This will be incorporated through an accelerated learning model rather than a remediated approach and data discussions will be had using the ATLAS protocol

ODLSS - DL team members will meet weekly to look at data and case manager will have continuous touch points with students and families as well as outreach to support with transition plans and ensuring LRE is accurate for student growth

ACCESS - ongoing conversations about how to best support our EL students/families. Specific touch points will be added to ensure those stakeholders are supported and growing

Return to Top Determine Priorities

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

Students...
 Do not consistently have access to high quality, rigorous instruction informed by performance data in order for them to grow academically based on academic tiers, student's current "least restrictive environment", and access scores, as well as tiered behavioral supports that are based on student profile/needs.

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...
 Have not used specific protocols to look at student-data to inform our instruction/SEL support OR had access to real-time student data

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

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

Return to Top Theory of Action

What is your Theory of Action?

If we....
 align our instructional and behavior strategies around MTSS structures so that there are strong strong tier 1 practices, as well as established process and procedures to additionally support tier 2 and 3 academic and social-emotional needs of students.

Resources: [Indicators of a Quality CIWP: Theory of Action](#)
 Theory of Action is grounded in research or evidence based practices.

Inclusive & Supportive Learning Environment

then we see....
 teachers utilizing the systems of support based on student data within the school to improve behavior and learning outcomes for students and aligned practices across the campus(s).

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...
 alignment to and investment in powerful Tier 1 instructional practices, continuous collection and evaluation of individual student data (academic and behavioral), differentiated and targeted student interventions based on relevant and timely data, higher levels of student engagement and 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 | | Dates for Progress Monitoring Check Ins | | |
|---|--|---|------------|---------------------|
| MTSS TEAM | | Q1 10/20/23 | Q3 3/22/23 | |
| | | Q2 12/21/23 | Q4 6/6/23 | |
| SY24 Implementation Milestones & Action Steps | | Who | By When | Progress Monitoring |
| Implementation Milestone 1 | MTSS team will collaborate to support grade level teams to collect and evaluate student data in order to inform interventions. | MTSS Team | 6/6/2023 | In Progress |
| Action Step 1 | Administer Star360 to all students, use protocols to begin analyzing data (Star360, P/SAT, Behavior, Attendance, Grades, EOS) | MTSS Team | 10/2023 | In Progress |
| Action Step 2 | Grade level teams will use data to create a targeted small group | MTSS Team | 12/2023 | Not Started |
| Action Step 3 | Teachers will create groups in branching minds | MTSS Team | 3/2023 | Not Started |
| Action Step 4 | Teachers will progress monitor small group work in branching minds | MTSS Team | 6/2023 | Not Started |
| Action Step 5 | | | | Select Status |
| Implementation Milestone 2 | DL Team will continue to build upon their data reflection in order to understand what a student's true LRE is in order to prepare them for independence and success post-secondary | Case Manager & DL Team | 6/2023 | In Progress |
| Action Step 1 | Creating snap shots of student's IEP | Case Manager & DL Team | 10/2023 | In Progress |
| Action Step 2 | Understanding student strengths and areas of growth through data | Case Manager & DL Team | 12/2023 | In Progress |
| Action Step 3 | Providing accelerated NOT remediated interventions and support to students | Case Manager & DL Team | 3/2023 | Not Started |
| Action Step 4 | Tracking growth and revising LRE accordingly | Case Manager & DL Team | 6/2023 | Not Started |
| Action Step 5 | | | | Select Status |
| Implementation Milestone 3 | EL students will have support in all spaces at OIHS which will lead to increased ACCESS score | EL and All Teachers | 6/2023 | In Progress |
| Action Step 1 | Students will have access to EL teachers/support | EL and All Teachers | 10/2023 | In Progress |
| Action Step 2 | ELPT will have frequent touch points with students and families to streamline the supports | EL and All Teachers | 12/2023 | In Progress |
| Action Step 3 | Growth will be monitored and interventions will be student centered | EL and All Teachers | 3/2023 | Not Started |
| Action Step 4 | Feedback and next steps will be based on student growth | EL and All Teachers | 6/2023 | Not Started |
| Action Step 5 | | | | Select Status |
| Implementation Milestone 4 | | | | Select Status |
| Action Step 1 | | | | Select Status |
| Action Step 2 | | | | Select Status |
| Action Step 3 | | | | Select Status |
| Action Step 4 | | | | Select Status |
| Action Step 5 | | | | Select Status |

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
 SY24 will be focused on understanding how to utilize various diverse data points in order to understand our student's needs to provide them with accelerated NOT remediated support - SY 25 will be focused on implementation with fidelity as SY24 will be used to learn systems and processes. We will be able to see student support gaps and will utilize a cycle of learning to support those gaps

SY26 Anticipated Milestones
 SY26 will be focused on ensuring that we can measure growth using equitable student data and make any necessary changes to the plan based on the what we are seeing through the data. We hope that SY26 will show an accurate measure of students in Tier 1 which will lead to a clear understanding of which students need targeted support

[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 |
| Throughout the length of the CIWP staff will be able to utilize equitable data points to understand how to support students in an accelerated rather than remediated way. This will be measured by 80% student movement from MTSS tiers. This data will allow us to see gaps that exist for our students and pick a focus group to improve upon. | Yes <input type="checkbox"/> | MTSS Academic Tier Movement | Overall <input type="text"/> | | | | |
| | | | Select Group or Overall | | | | |
| Throughout the length of the CIWP staff will have a clear understanding of how to support EL and DL students through fostering independence and updating student LREs based on performance data with an accelerated learning approach. Progress will be measured by student growth in Star360 and ACCESS testing | Yes <input type="checkbox"/> | % of Students in LRE 1 | Students with an IEP <input type="text"/> | | | | |
| | | | English Learners <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. | | |
|--|--|--|--|
| | SY24 | SY25 | SY26 |
| I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo. | Throughout the length of the CIWP staff will be able to utilize equitable data points to understand how to support students in an accelerated rather than remediated way. This will be measured by 80% student movement from MTSS tiers. This data will allow us to see gaps that exist for our students and pick a focus group to improve upon. | Throughout the length of the CIWP staff will be able to utilize equitable data points to understand how to support students in an accelerated rather than remediated way. This will be measured by 80% student movement from MTSS tiers. This data will allow us to see gaps that exist for our students and pick a focus group to improve upon. | Throughout the length of the CIWP staff will be able to utilize equitable data points to understand how to support students in an accelerated rather than remediated way. This will be measured by 80% student movement from MTSS tiers. This data will allow us to see gaps that exist for our students and pick a focus group to improve upon. |
| I&S:3 Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP. | Throughout the length of the CIWP staff will have a clear understanding of how to support DL students through fostering independence and updating student LREs based on performance data with an accelerated learning approach. Progress will be measured by student growth in Star360. | Throughout the length of the CIWP staff will have a clear understanding of how to support DL students through fostering independence and updating student LREs based on performance data with an accelerated learning approach. Progress will be measured by student growth in Star360. | Throughout the length of the CIWP staff will have a clear understanding of how to support DL students through fostering independence and updating student LREs based on performance data with an accelerated learning approach. Progress will be measured by student growth in Star360. |
| I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services. | Throughout the length of the CIWP staff will have a clear understanding of how to support EL students through fostering independence and updating student LREs based on performance data with an accelerated learning approach. Progress will be measured by student growth in ACCESS testing. | Throughout the length of the CIWP staff will have a clear understanding of how to support EL students through fostering independence and updating student LREs based on performance data with an accelerated learning approach. Progress will be measured by student growth in ACCESS testing. | Throughout the length of the CIWP staff will have a clear understanding of how to support EL students through fostering independence and updating student LREs based on performance data with an accelerated learning approach. Progress will be measured by student growth in ACCESS testing. |

[Return to Top](#) **SY24 Progress Monitoring**

Resources:

Below are the goals for this Theory of Action that were created

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

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 |
|--|-----------------------------|-----------------------------|----------|------|---------------|---------------|---------------|---------------|
| Throughout the length of the CIWP staff will be able to utilize equitable data points to understand how to support students in an accelerated rather than remediated way. This will be measured by 80% student movement from MTSS tiers. This data will allow us to see gaps that exist for our students and pick a focus group to improve upon. | MTSS Academic Tier Movement | Overall | | | Select Status | Select Status | Select Status | Select Status |
| | | Select Group or Overall | | | Select Status | Select Status | Select Status | Select Status |
| Throughout the length of the CIWP staff will have a clear understanding of how to support EL and DL students through fostering independence and updating student LREs based on performance data with an accelerated learning approach. Progress will be measured by student growth in Star360 and ACCESS testing | % of Students in LRE 1 | Students with an IEP | | | Select Status | Select Status | Select Status | Select Status |
| | | English Learners | | | Select Status | Select Status | Select Status | Select Status |

Practice Goals

Progress Monitoring

| Identified Practices | SY24 | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|--|--|---------------|---------------|---------------|---------------|
| I&S: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. | Throughout the length of the CIWP staff will be able to utilize equitable data points to understand how to support students in an accelerated rather than remediated way. This will be measured by 80% student movement from MTSS tiers. This data will allow us to see gaps that exist for our students and pick a focus group to improve upon. | Select Status | Select Status | Select Status | Select Status |
| I&S:3 Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP. | Throughout the length of the CIWP staff will have a clear understanding of how to support DL students through fostering independence and updating student LREs based on performance data with an accelerated learning approach. Progress will be measured by student growth in Star360. | Select Status | Select Status | Select Status | Select Status |
| I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services. | Throughout the length of the CIWP staff will have a clear understanding of how to support EL students through fostering independence and updating student LREs based on performance data with an accelerated learning approach. Progress will be measured by student growth in ACCESS testing. | 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)**



| | | | | | |
|----------------------|--|--|--|--|--|
| <p>Select a Goal</p> | | | | | |
| <p>Select a Goal</p> | | | | | |
| <p>Select a Goal</p> | | | | | |

Parent and Family Plan

If Checked:



Our school is a Title I school operating a Schoolwide Program

This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.

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

If Checked:



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

No action needed

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

SCHOOL & FAMILY COMPACT

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

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

The parent and family engagement budget will support parent training related to academic and social/emotional supports for students and provide needed supplies for effective management of relevant organizations/groups.



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