

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
Ms. Carlepha Kyser	Principal	srgady@cps.edu
Mark Cohen	AP	cmwhigham@cps.edu
Anidra Taylor	Other [Counselor]	ataylor3@cps.edu
Carmen Kile	Other Instructional Coach	ckile@cps.edu
Wendy Riedel	Other Case Manager	wriedel@cps.edu
Melissa Jones	Teacher Leader	mmjones21@cps.edu
Stacie Bell	Teacher Leader	sibell2@cp.edu
Marquita Foote	Teacher Leader	mfoote1@cps.edu
Kira Jones	Teacher Leader	kjones10@cps.edu
Kimberly Rosa	Teacher Leader	kprosa@cps.edu
Brian Grauer	Teacher Leader	bmgrauer@cps.edu
Menda Mitchell	Teacher Leader	mrmitchell4@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	5/30/23	5/30/23
Reflection: Curriculum & Instruction (Instructional Core)	6/28/23	7/17/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/28/23	7/17/23
Reflection: Connectedness & Wellbeing	6/28/23	7/17/23
Reflection: Postsecondary Success	6/28/23	7/17/23
Reflection: Partnerships & Engagement	6/28/23	7/17/23
Priorities	6/28/23	7/17/23
Root Cause	6/28/23	7/17/23
Theory of Action	7/17/23	7/17/23
Implementation Plans	7/17/23	7/17/23
Goals	7/17/23	7/17/23
Fund Compliance	8/21/23	8/21/23
Parent & Family Plan	8/21/23	8/28/23
Approval	8/29/23	8/29/23

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	10/24/23
Quarter 2	12/14/23
Quarter 3	3/21/24
Quarter 4	6/4/24

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](#)

[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	We analyzed the EOY data to see where our strengths and areas of growth were for next year. Star 360 and or IReady Data we had the following grade bands achieving less than 50% students at or above grade levels. 3 Reading 37%, at or above, 3 Math 42%, performed at or above level 4 Reading 29% , at or above, 4 Math 48%, performed at or above level 5 Reading 30%, at or above, 5 Math 48%, performed at or above level 6 Reading 29%, at or above, 6 MATH 46%, performed at or above level IReady Kdg Reading, 76% , Mid-Above Kdg Math 56% Mid - Above First Grade Reading, 29%, Mid -Above 1st Grade. Math, 6% Mid-Above Second Grade Reading, 44% Mid -Above 2nd Grade, Math, 30% Mid-Above	 iAR (Math) iAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading)
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction	<p>What is the feedback from your stakeholders?</p> All teachers had access to ELA Skyline and Eureka Math curriculum materials. Teachers had access to the Savvas Social Studies curriculum. This is the data from the learning Walk: Targeting and Aligning to Standards No Partial Yes Does the lesson learning target address the standards? 17 5 19 Is the student Task aligned to the learning target 16 13. By the end of the year, we did see an improvement in teachers following the ELA and Math curriculum and the student work was aligned to the learning target, however, it was only seen minimally in classrooms which is a growth area for the school. Teachers address the identity, community, and relationships as it relates to the ELA units of study for Skyline, however, this is an area of growth because relationship building within the classroom community is needed. Student voices are not being heard consistently within all grade bands regarding how their learning environment is meeting their needs. Based on the Cultivate Survey, Student Voice was a priority. The ILT team began the year being structured on how the team would interact for the school year. The ILT team gave clear goals and expectations to the staff. The team also	 STAR (Math) 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		
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		
		Customized Balanced Assessment Plan ES Assessment Plan Development Guide		

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.

[HS Assessment Plan Development Guide](#)

assisted in leading some of the PD workshops throughout the school year. The ILT would like to have had more opportunities to observe their peers during check in visits to support classroom teachers. Not all members were able to observe their peers. Due to the number of vacancies and lack of subs to cover classrooms, we were not able to provide the opportunities for teachers to observe their colleagues.

Kindergarten	Green Stripe	Green
Total		
Reading	39%	33%
72%		
Math	30%	21%
51%		

1st Grade	Green Stripe	Green
Reading	13%	16%
29%		
Math	0%	6%
6%		

2nd Grade	Green Stripe	Green
Reading	35%	13%
48%		
Math	17%	13%
30%		

Subject	Mid/Above	Early On
Total		
Reading (K-2)	28%	21%
49%		
Math (K-2)	16%	13%
29%		

If we look at the 360 and or IReady Data we had the following grade bands achieving less than 50% students at or above grade levels.

- 3 Reading 37%, at or above, 3 Math 42%, performed at or above level
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- 5 Reading 30%, at or above, 5 Math 48%, performed at or above level
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IReady
 Kdg Reading, 76% , Mid-Above Kdg Math 56%
 Mid - Above
 First Grade Reading, 29%, Mid -Above 1st Grade.
 Math, 6% Mid-Above
 Second Grade Reading, 44% Mid -Above 2nd Grade,
 Math, 30% Mid-Above


Teachers utilized the unit assessments for ELA Skyline and Eureka Math, however small group lessons were not documented in the MTSS Branching Minds to monitor progress towards end of year goals. Teachers developed goals for their student groups and submitted data reflections based on the BOY, MOY, and EOY results. Teachers utilized the Star 360 and I-Ready assessments to develop small groups throughout the school year. Teachers developed goals for their student groups and submitted data reflections based on the BOY, MOY, and EOY results.

Partially

Evidence-based assessment for learning practices are enacted daily in every classroom.

[Assessment for Learning Reference Document](#)

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

The implementation of researched based curriculum such as Skyline, Eureka Math, Skyline Science & Skyline Social Science will provide a strong Tier I core for all students. The impact allows all teachers to have coherence in core instruction which address the need for universal curriculum and instruction. 

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.

Progress monitoring using the Branching Minds, differentiated small group lessons are needed, remediate the deficits in all grade levels,. For grades K-2, a strong foundation is needed in the area of developing the phonics, phonemic awareness, decoding, and blending skills as well as develop the academic vocabulary skills in all grade levels. For Math, a need for implementing the LED protocol with fidelity is needed, enhancing the concept development and understanding of the Math academic vocabulary. Procedural, conceptual, and application must be a focus. The use of Branching Minds must be implemented and monitored weekly by the MTSS lead and classroom teachers.



[Return to Top](#)

Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.</p> <p>MTSS Integrity Memo</p> <p>MTSS Continuum</p> <p>Roots Survey</p>	<p>MTSS Reading % of intervention plan minutes completed Total of 21 plans for Tier 2 students and a total of 29 plans for Tier 3 students in grades K-6 Tier 2 students had 62% of the plans minutes were completed between 75%-100% Tier 2 students had 12% of the plans minutes were completed between 0-25% Tier 3 students had 62% of the plans minutes were completed between 75%-100% Tier 3 students had 10% of the plans minutes were completed between 50-75% Tier 3 students had 4% of the plans minutes were completed between 25-50% Tier 3 students had 24% of the plans minutes were completed between 0-25%</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p>MTSS Continuum</p> <p>Roots Survey</p> <p>ACCESS</p> <p>MTSS Academic Tier Movement</p>

Partially	<p>School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.</p>	<p>MTSS Math % of intervention plan minutes completed Total of 17 plans for Tier 2 students and a total of 33 plans for Tier 3 students in grades K-6 Tier 2 students had 45% of the plans minutes were completed between 75%-100% Tier 2 students had 12% of the plans minutes were completed between 0-25% Tier 3 students had 62% of the plans minutes were completed between 75%-100% Tier 3 students had 3% of the plans minutes were completed between 50-75% Tier 3 students had 52% of the plans minutes were completed between 0-25% MTSS Reading students meeting goal targets Total of 42 plans for Tier 2 students and a total of 40 plans for Tier 3 students and a total of 66 plans for Tier 1 students in grades K-6 Tier 2 students had 14% of the plans minutes were completed between 75%-100% Tier 2 students had 14% of the plans minutes were completed between 50-75% Tier 2 students has 17% of the plans minutes were completed between 0-25% Tier 2 students has 55% of the students had no goals assigned Tier 3 students had 15% of the plans minutes were completed between 75%-100% Tier 3 students had 10% of the plans minutes were completed between 50-75% Tier 3 students had 10% of the plans minutes were completed between 25-50% Tier 3 students had 25% of the plans minutes were completed between 0-25% Tier 3 students had 40% of the plans had no goals assigned Tier 1 27% students had 27% of the plans minutes were completed 75%-100% Tier 1 73% of the students had no goals assigned MTSS Math students meeting goal targets % of intervention plan minutes competed for SEL & student supports 2 students in Tier 1 support were 100% complete 1 student in Tier support were 100% complete</p> <p>Students receiving tiered MTSS Interventions, support of services Week 5 0% support and 12.5% interventions Week 10 5.84% support and 28.5% interventions Week 15 43.23% support and 10.97% interventions Week 20 5.16% support and 23.87% interventions Week 25 1.27% support and 17.09% interventions Week 30 0% support and 6.96% interventions</p> <p>Total of 34 plans for Tier 2 students and a total of 54 plans for Tier 3 students and a total of 60 plans for Tier 1 in grades K-6 Tier 2 students had 38% of the plans minutes were completed between 75%-100% Tier 2 students had 9% of the plans minutes were complete between 50-0% Tier 2 students had 53% of the plans had no goals assigned Tier 3 students had 20% of the plans minutes were completed between 75%-100% Tier 3 students had 10% of the plans minutes were completed between 0-25% Tier 1 students had 13% of the plans minutes were completed between 75%-100% Tier 1 students had 2% of the plans minutes were completed between 50-75% Tier 1 students had 85% of the plans had no goals assigned</p> <p>LRE Data: Kindergarten LRE1- 2 students 1st grade LRE 1 - 1 students; LRE 3- 1 student 2nd grade LRE 1 -2 students; LRE 3- 2 students 3rd grade LRE 1 - 1 student; LRE 3- 4 students 4th grade LRE 2 - 1 student 5th grade LRE 1 - 4 students; LRE 2 - 2 students; LRE 3 - 4 students 6th grade LRE 1 - 1 students; LRE 2 - 1 student</p> <p>LRE for the school 35% of students are in LRE 3 (9 students) 23% of students are in LRE 2 (6 students) 42% of students are in LRE 3 (11 students)</p>	<p>Annual Evaluation of Compliance (ODLSS)</p>
No	<p>Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.</p> <p style="text-align: right;">LRE Dashboard Page</p>	<p>What is the feedback from your stakeholders?</p> <p>Currently in the Skyline curriculum has WIDA standards for students with EL needs and can be used for Diverse learners. Some parents of DL students were not satisfied with some of the IEPs and supports provided for their children. Some supports from teachers were inconsistent and collaboration</p>	<p>Quality Indicators of Specially Designed Curriculum</p> <p>EL Program Review Tool</p>

Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier 1 instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.	

supports from teachers were inconsistent, and collaboration was a growth area.

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?

All IEPs are currently being reviewed, and revised if needed. Supports and SECA justification is in progress to address the needs of our DL students. The impact should address students individual needs resulting in improved academics and less behavior interruptions. 🍌

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.

Collaboration between Gen. Ed. and DL teachers was a challenge because teachers did not have common planning time. Progress monitoring for students with an IEP was not done consistently by DL teachers and/or Gen. Ed. teachers. Differentiation is a challenge sometimes for teachers when planning lessons based on the needs of students. Some students need some additional resources for the Tier 1 Instruction. 🍌

[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
Partially	BHT Key Component Assessment SEL Teaming Structure	As adults in the building we need to create a safe and supportive environment which will encourage students to come to school. 🍌 If we create an integrated BHT to minimize student disruptive behaviors and a student advisory council to maximize student connectedness to Pirie, then we will see students encouraged to attend class and an increase in Student-Teacher trust then we will see a reduction of chronically absent students to 20%, an increase in our overall student attendance to 95%, and an increase in our Student-Teacher Trust and Student Voice ratings as measured by the 5Essentials and Cultivate survey.	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Access to OST
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Implementation Milestones: Create a BHT with all stakeholders and a schedule of meetings and objectives Create a Student Advisory Council by the 5th week with a schedule of meetings and objectives Identify Chronically absent students who are returning to Pirie and implement an attendance plan that includes check-ins	Increase Average Daily Attendance
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	What is the feedback from your stakeholders? Students have input into the OST programs to ensure there are programs they would like to participate in. We use the responses from the 5Essentials surveys to share information with staff and make changes. Students rated Pirie as "Neutral" for Safety and Student-Teacher trust. Students also rated "Human & Social Resources in the Community" as weak, reflecting that Pirie must work hard to make up the deficit seen in the rest of the community to make sure that our students feel supported. 🍌	Reconnected by 20th Day, Reconnected after 8 out of 10 days absent Cultivate (Belonging & Identity)
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance Student Voice Infrastructure

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

What student-centered problems have surfaced during this reflection?

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

Students do not see many resources available in their community. Student attendance rate is 88.3% well below our school goal of 95%. Students rated Student-Teacher trust as Neutral in our 5essentials survey. According to our Cultivate Survey Student Voice, Classroom Communities, and Affirming identities are areas of concern.



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?

Pirie works with community resources to make sure that students have access to these programs inside the school. 60% of our students participate in OST programs and 100% of classes are involved with other partnerships such as Design Dance. We have a staff member who calls each day a student is absent in order to build family connections and offer supports to families. We offer incentives to students for attendance. We are currently working to implement a Climate and Culture team to improve relational trust and structures that will improve student engagement and integration into the Pirie culture.



[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)	C4-Yes We use Success Bound and Naviance. Since Success Bound has been opened up to younger students, we prepare students early for this new program. ILPs-Yes The Pirie Counselor works with students to complete activities to prepare students for the future such as resumes, college research, and career exploration. Students utilize Naviance to navigation information and preparation for their post-secondary future including college and work goals.	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track
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	WBL - Partial Students attend a High School Fair at Olive Harvey The students have learned about internships and how to build a resume. Metrics 13% of 6th graders were off-track at the end of SY23	Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate
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	What is the feedback from your stakeholders? Students enjoy learning about how to navigate their future, build resumes, and learn job salaries. Students love to voice their opinions and feel it gives them a platform to have their voices heard and gives teachers insight to students' ideas and concerns.	9th and 10th Grade On Track Cultivate (Relevance to the Future) 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	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric	What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?	

N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager
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Pirie would like to start using the Work Based Learning workbook, include guest speakers, host a career day, and provide job shadowing opportunities. These types of activities may encourage students to take their work more seriously and see how it may impact them in the future. 

What student-centered problems have surfaced during this reflection?

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

Students don't feel motivated to complete many of the career preparation activities because they do not get graded or get immediate feedback on their activities. 

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	Spectrum of Inclusive Partnerships	<p>Pirie does proactively foster relationships with families, school committees, and community members. There are opportunities for all stakeholders to contribute to the school's goals by way of the following: </p> <p>School Committees ILT, CIWP, Attendance(Hot Chocolate/Ice Cream Socials/, Culture & Climate, BHT, Social, Assembly, Science, Math, ELA, PLC, PPC</p> <p>Community Partnerships: Blessing in a Backpack Mr. Dad's Father's Club Mr. Howard's Male Mentoring Programs Polish Pebbles Girls Mentoring Programs PAC School programs Boys to Men (Mr. Moore) Pirie staff does have two-way communication with families and community members through the following areas: Principal Monthly newsletter Teacher to Parent Newsletters Town Hall Meetings PAC LSC State of the School Address Bi-Quarterly Conference Progress & Report Card ASPEN Teacher phone calls Remind me app Parent teacher conference Parent teacher admin conference Admin and parent conference Community partnership: Mr. Dad's Father's Club Male Mentorship: Mr. Howard Female Mentorship: Counselor Taylor Awards Assemblies Student Celebrations Muffin with Moms Daddy Daughter Dance Mommy Son Dance Sneaker Ball Boys to Men</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</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 ODLS Family Advisory Board (School Level Data)</p>
Yes	Reimagining With Community Toolkit		
No	Student Voice Infrastructure Rubric	<p>What is the feedback from your stakeholders?</p> <p>Pirie staff does have two-way communication with families and community members through the following areas: </p> <p>Principal Monthly newsletter Teacher to Parent Newsletters Town Hall Meetings PAC LSC</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>


- LSC
- State of the School Address
- Bi-Quarterly Conference
- Progress & Report Card
- ASPEN
- Teacher phone calls
- Remind me app
- Parent teacher conference
- Parent teacher admin conference
- Admin and parent conference
- Community partnership: Mr. Dad's Father's Club
- Male Mentorship: Mr. Howard
- Female Mentorship: Counselor Taylor
- Awards Assemblies
- Student Celebrations
- Muffin with Moms
- Daddy Daughter Dance
- Mommy Son Dance
- Sneaker Ball
- Boys to Men

Pirie: This is an area of growth for Pirie to continue to have opportunities for parents, community to join us throughout the year.
 We need to elect a parent and/or community member on the CIWP team
 Cultivate/5Essentials


Pirie does not have school teams that have established a student voice infrastructure that builds youth-adult partnerships in decision making, and centers student perspective and leadership at all levels of continuous improvement. (Targeted Universalism, Learning Cycles, and the CIWP).

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 do not have a student centered ,student voice infrastructure that builds youth-adult partnerships in decision making and centers the student perspective. 

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

We will have an active Student Council, student surveys, student choice activities 

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?

We analyzed the EOY data to see where our strengths and areas of growth were for next year. Star 360 and or IReady Data we had the following grade bands achieving less than 50% students at or above grade levels.
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 Second Grade Reading, 44% Mid -Above 2nd Grade, Math, 30% Mid-Above

What is the feedback from your stakeholders?

All teachers had access to ELA Skyline and Eureka Math curriculum materials. Teachers had access to the Savvas Social Studies curriculum. This is the data from the learning Walk: Targeting and Aligning to Standards No Partial Yes Does the lesson learning target address the standards? 17 5 19 Is the student Task aligned to the learning target 16 13. By the end of the year, we did see an improvement in teachers following the ELA and Math curriculum and the student work was aligned to the learning target, however, it was only seen minimally in classrooms which is a growth area for the school. Teachers address the identity, community, and relationships as it relates to the ELA units of study for Skyline, however, this is an area of growth because relationship building within the classroom community is needed. Student voices are not being heard consistently within all grade bands regarding how their learning environment is meeting their needs. Based on the Cultivate Survey, Student Voice was a priority.

The ILT team began the year being structured on how the team would interact for the school year. The ILT team gave clear goals and expectations to the staff. The team also assisted in leading some of the PD workshops throughout the school year. The ILT would like to have had more opportunities to observe their peers during check in visits to support classroom teachers. Not all members were able to observe their peers. Due to the number of vacancies and lack of subs to cover classrooms, we were not able to provide the opportunities for teachers to observe their colleagues. Kindergarten Green Stripe

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What student-centered problems have surfaced during this reflection?

Progress monitoring using the Branching Minds, differentiated small group lessons

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

The implementation of researched based curriculum such as Skyline, Eureka Math, Skyline

Jump to... [Priority](#) [TOA](#) [Goal Setting](#) [Progress Monitoring](#) [Reflection](#) [Root Cause](#) [Implementation Plan](#) [Monitoring](#) Select the Priority Foundation to pull over your Reflections here =>

are needed, remediate the deficits in all grade levels. For grades K-2, a strong foundation is needed in the area of developing the phonics, phonemic awareness, decoding, and blending skills as well as develop the academic vocabulary skills in all grade levels. For Math, a need for implementing the LED protocol with fidelity is needed, enhancing the concept development and understanding of the Math academic vocabulary. Procedural, conceptual, and application must be a focus. The use of Branching Minds must be implemented and monitored weekly by the MTSS lead and classroom teachers.

Science & Skyline Social Science will provide a strong Tier I core for all students. The impact allows all teachers to have coherence in core instruction which address the need for universal curriculum and instruction.

[Return to Top](#) **Determine Priorities**

Resources:

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

[Determine Priorities Protocol](#)

Students...

For Math students are not able to explain their thinking and apply the mathematical concepts to solve word problems. Students lack the prerequisite skills such as knowing the basic addition, subtraction, multiplication, and division facts which makes it difficult for them to solve problems. Students do not use the mathematical vocabulary terms when explaining how to solve problems. For ELA, students are not able to read fluently because they are not able to decode words. Students are not using the academic vocabulary. Overall our students struggle with foundational and pre-requisite deficits that impact their ability to learn grade level content in both ELA and Math.



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?

[5 Whys Root Cause Protocol](#)

As adults in the building, we...

Teachers are not implementing Skyline Foundational Skills with fidelity. Teachers are not using the Launch, Explore, Discuss method with fidelity following the Eureka Math curriculum. Additionally, our teachers lack training overall in UBD (Backwards Planning), practices in order to manage time to implement small group instruction, progress monitor students' progression as well as identify resources needed to effectively instruct students where deficits have been identified via practice and outcome assessments.



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?

Resources:

If we...

Utilize Skyline and Eureka Math framework to plan instruction, implement appropriate instructional strategies, progress monitor, identify needed resources, dedicate intentional time to provide differentiated instruction in whole and small group with intentional focus on foundational skills



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...

teachers intentionally implementing lesson plans with appropriate instructional strategies, progress monitoring, and evaluating the effectiveness of the interventions.



which leads to...

An increase in the percent of students performing at grade level as well as an improvement in student intervention data as evidence by reading and math scores on both practice and outcome data assessments. Additionally, students will increase their knowledge and usage of foundational skills Pre-K-5 grades.



[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 🧑‍🎓

All Teachers

Dates for Progress Monitoring Check Ins

Q1	10/24/23	Q3	3/21/24
Q2	12/14/23	Q4	6/4/24

SY24 Implementation Milestones & Action Steps 🧑‍🎓

Who 🧑‍🎓

By When 🧑‍🎓

Progress Monitoring

Implementation Milestone 1	Training---Teachers will be trained to use the Skyline and Eureka curriculum and resources to ensure alignment for their weekly lesson plans and lesson implementation.	Instructional Coach & Lead Teachers	Aug 25, 2023 to Nov 30, 2023	In Progress
Action Step 1	Instructional Coach provides PD on Skyline and Eureka Math lesson planning for all teachers Kg-6th Grade	Instructional Coach	Aug 25, 2023-Nov 30, 2023	In Progress
Action Step 2	Teacher Leads attend Network 12 professional development. All lead teachers return to implement the train the trainer model with their grade level peers.	Lead Teachers	Sept 5, 2023-June 7, 2023	In Progress
Action Step 3	Training in UBD (Lesson planning & Time Management), Assessment (Progress Monitoring), Interventions (Identifying Resources)	All Teachers	Sept 5, 2023-June 7, 2023	In Progress
Action Step 4	100% of K-5 teachers trained in foundational skills	All Teachers	Sept 5, 2023-June 7, 2023	In Progress
Action Step 5				Select Status
Implementation Milestone 2	100% of teachers will annotate their ELA (Skyline TFG) & Eureka Math lesson plans using the UBD framework	Instructional Coach & Lead Teachers	Sept 22, 2023	Not Started
Action Step 1	Create a scope and sequence for the roll-out of UBD framework	Instructional Coach & Lead Teachers	Sept 22, 2023	Not Started
Action Step 2	Provide training on each component of the UBD framework following the scope and sequence	Instructional Coach & Lead Teachers	Sept 22, 2023	Not Started
Action Step 3	Review teachers lessons plan bi-weekly for evidence of components of the UBD framework	Instructional Coach & Lead Teachers	Sept 22, 2023	Not Started
Action Step 4	Implement 5 week cycle of peer collaboration, support, feedback, and next steps	GLT	Sept 22, 2023	Not Started
Action Step 5	Evaluate teacher mastery of each component at the end of each 5 week cycle: Progress Monitoring	Instructional Coach & Lead Teachers	Sept 22, 2023	Not Started
Implementation Milestone 3	100% of teacher implementing research based instructional strategies to deliver tier i differentiated instruction in both ELA and Math (with focus on foundational skills)	Instructional coach, Interventionist, AP, Teacher Leads	Aug 24, 2023-June 7, 2024	In Progress
Action Step 1	Train teachers to utilize the GRR (Gradual Release Model) implementing direction instruction and assessment techniques	Instructional coach, Interventionist, AP, Teacher Leads	Aug 24, 2023-June 7, 2024	In Progress
Action Step 2	Bi-weekly review of teachers' lesson plans to ensure component of instructional strategies is evident and feedback	Instructional coach, Interventionist, AP, Teacher Leads	Aug 24, 2023-June 7, 2024	In Progress
Action Step 3	Conduct peer cycles of instructional walks every 5 weeks to view evidence of implementation of instructional strategies identified in lesson plans.	Instructional coach, Interventionist, AP, Teacher Leads	Aug 24, 2023-June 7, 2024	In Progress
Action Step 4	Train teachers to implement the LED instructional strategy during all math lesson	Instructional coach, Interventionist, AP, Teacher Leads	Aug 24, 2023-June 7, 2024	In Progress
Action Step 5	Implement 5 Week cycle of peer collaboration, support, feedback, and next steps.	Instructional coach, Interventionist, AP, Teacher Leads	Aug 24, 2023-June 7, 2024	In Progress
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	20% student growth for SY25-26 due to the implementation of Tier I core instruction of Skyline ELA and Eureka Math. Additionally 50-60% increase in student development of foundational skills in both ELA & Math.	
SY26 Anticipated Milestones	80% of teachers will provide research based differentiated interventions/acceleration that address students' foundational and prerequisite deficits as well as progress monitoring student progress.	

[Return to Top](#) **Goal Setting**

Indicators of a Quality CIWP: Goal Setting

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

Resources:

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Increase of 50% of students who develop foundational skills in both ELA and Math	Yes	Other	African American	Increase in students who are on track & increase in	10%	20%	30%
			Overall	Increase in students who are on track & increase in	10%	20%	30%
% of students growth and attainment on iReady ELA and Math	Yes	iReady (Reading)	African American	50% Increase in growth and attainment in ELA and	10%	20%	30%
			Overall	Increase in growth and attainment in ELA and	10%	20%	30%

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.	Teachers will be able to plan lesson using UBD framework selecting the instructional strategies most appropriate for content being delivered. Teachers will be able to implement at least 2 instructional strategies with fidelity	Teachers will plan and implement differentiated lessons using multiple instructional strategies, with fidelity.	Teachers will be able to plan and implement lessons using the UBD framework selecting the instructional strategies most appropriate for content being delivered.
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.	Teachers will use at least one assessment data resource when planning for instruction.	Teachers will use multiple data assessment sources to inform instruction practices for both whole and small group.	Teachers will collect real time data to inform planning and instruction.

<p>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.</p>	<p>Teachers will implement small group instruction focusing on foundational skills and pre-requisite deficits and enter intervention plans into Branching Minds.</p>	<p>Teacher will progress monitor focusing on foundational and pre-requisite deficits and enter intervention plans into Branching Minds.</p>	<p>Teachers will implement small group instruction focusing on foundational and pre-requisite deficits as well as extensions of the lesson (to gauge student misconceptions in real time). Collect real time progress monitoring data to inform future instruction.</p>
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Return to Top SY24 Progress Monitoring

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase of 50% of students who develop foundational skills in both ELA and Math	Other	African American	Increase in students who are on track & increase in K-2 students mastering foundation al skills in both ELA and Math	10%	Select Status	Select Status	Select Status	Select Status
		Overall	Increase in students who are on track & increase in K-2 mastering foundation al skills in both ELA and Math	10%	Select Status	Select Status	Select Status	Select Status
% of students growth and attainment on iReady ELA and Math	iReady (Reading)	African American	50% Increase in growth and attainment in ELA and Math	10%	Select Status	Select Status	Select Status	Select Status
		Overall	50% Increase in growth and attainment in ELA and Math	10%	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.	Teachers will be able to plan lesson using UBD framework selecting the instructional strategies most appropriate for content being delivered. Teachers will be able to implement at least 2 instructional strategies with fidelity	Select Status	Select Status	Select Status	Select Status

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>	Curriculum & Instruction			
Reflection	Root Cause	Implementation Plan				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.	Teachers will use at least one assessment data resource when planning for instruction.					Select Status	Select Status	Select Status	Select Status
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Teachers will implement small group instruction focusing on foundational skills and pre-requisite deficits and enter intervention plans into Branching Minds.					Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of 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.
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.
No	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
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.
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.

MTSS Reading % of intervention plan minutes completed
 Total of 21 plans for Tier 2 students and a total of 29 plans for Tier 3 students in grades K-6
 Tier 2 students had 62% of the plans minutes were completed between 75%-100%
 Tier 2 students had 12% of the plans minutes were completed between 0-25%
 Tier 3 students had 62% of the plans minutes were completed between 75%-100%
 Tier 3 students had 10% of the plans minutes were completed between 50-75%
 Tier 3 students had 4% of the plans minutes were completed between 25-50%
 Tier 3 students had 24% of the plans minutes were completed between 0-25%
 MTSS Math % of intervention plan minutes completed
 Total of 17 plans for Tier 2 students and a total of 33 plans for Tier 3 students in grades K-6
 Tier 2 students had 45% of the plans minutes were completed between 75%-100%
 Tier 2 students had 12% of the plans minutes were completed between 0-25%
 Tier 3 students had 62% of the plans minutes were completed between 75%-100%
 Tier 3 students had 3% of the plans minutes were completed between 50-75%
 Tier 3 students had 52% of the plans minutes were completed between 0-25%
 MTSS Reading students meeting goal targets
 Total of 42 plans for Tier 2 students and a total of 40 plans for Tier 3 students and a total of 66 plans for Tier 1 students in grades K-6
 Tier 2 students had 14% of the plans minutes were completed between 75%-100%
 Tier 2 students had 14% of the plans minutes were completed between 50-75%
 Tier 2 students had 17% of the plans minutes were completed between 0-25%
 Tier 2 students had 55% of the students had no goals assigned
 Tier 3 students had 15% of the plans minutes were completed between 75%-100%
 Tier 3 students had 10% of the plans minutes were completed between 50-75%
 Tier 3 students had 10% of the plans minutes were completed between 25-50%
 Tier 3 students had 25% of the plans minutes were completed between 0-25%
 Tier 3 students had 40% of the plans had no goals assigned
 Tier 1 27% students had 27% of the plans minutes were completed 75%-100%
 Tier 1 73% of the students had no goals assigned MTSS Math students meeting goal targets % of intervention plan minutes competed for SEL & student supports
 2 students in Tier 1 support were 100% complete
 1 student in Tier support were 100% complete

Students receiving tiered MTSS Interventions, support of services
 Week 5 0% support and 12.5% interventions
 Week 10 5.84% support and 28.5% interventions
 Week 15 43.23% support and 10.97% interventions
 Week 20 5.16% support and 23.87% interventions
 Week 25 1.27% support and 17.09% interventions
 Week 30 0% support and 6.96% interventions

Total of 34 plans for Tier 2 students and a total of 54 plans for Tier 3 students and a total of 60 plans for Tier 1 in grades K-6
 Tier 2 students had 38% of the plans minutes were completed between 75%-100%
 Tier 2 students had 9% of the plans minutes were complete between 50-0%
 Tier 2 students had 53% of the plans had no goals assigned
 Tier 3 students had 20% of the plans minutes were completed between 75%-100%
 Tier 3 students had 10% of the plans minutes were completed between 0-25%
 Tier 1 students had 13% of the plans minutes were completed between 75%-100%
 Tier 1 students had 2% of the plans minutes were completed between 50-75%
 Tier 1 students had 85% of the plans had no goals assigned

LRE Data:
 Kindergarten LRE1- 2 students
 1st grade LRE 1 - 1 students; LRE 3- 1 student
 2nd grade LRE 1 -2 students; LRE 3- 2 students
 3rd grade LRE 1 - 1 student; LRE 3- 4 students
 4th grade LRE 2 - 1 student
 5th grade LRE 1 - 4 students; LRE 2 - 2 students; LRE 3 - 4 students
 6th grade LRE 1 - 1 students; LRE 2 - 1 student

LRE for the school
 35% of students are in LRE 3 (9 students)
 23% of students are in LRE 2 (6 students)
 42% of students are in LRE 3 (11 students)

What is the feedback from your stakeholders?

Currently in the Skyline curriculum has WIDA standards for students with EL needs and can be used for Diverse learners. Some parents of DL students were not satisfied with some of the IEPs and supports provided for their children. Some supports from teachers were inconsistent, and collaboration was a growth area.

What student-centered problems have surfaced during this reflection?

Collaboration between Gen. Ed. and DL teachers was a challenge because teachers did not have common planning time. Progress monitoring for students with an IEP was not done consistently by DL teachers and/or Gen. Ed. teachers. Differentiation is a challenge sometimes for teachers when planning lessons based on the needs of students. Some students need some additional resources for the Tier 1 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?

All IEPs are currently being reviewed, and revised if needed. Supports and SECA justification is in progress to address the needs of our DL students. The impact should address students individual needs resulting in improved academics and less behavior interruptions.

[Return to Top](#)

Determine Priorities

Resources: 

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

[Determine Priorities Protocol](#)

Students...

are not clear on their reasoning for interventions or have a clear set goal that they can verbally explain in their own words



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?

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

As adults in the building, we...

need to effectively communicate to students and their parents the reasoning for their interventions



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...

Provide professional learning cycle for all P-5 teachers on instructional strategies, progress monitoring, identify needed resources, dedicate intentional time to provide differentiated instruction in whole and small group instruction



Indicators of a Quality CIWP: Theory of Action

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

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

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

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


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

then we see...

Teachers... intentionally planning lessons to include time for whole group, and small group with a focus on acceleration supports and utilizing assessment data for planning, and implementing planned supports....



which leads to...

A decrease in students struggling with foundational and pre-requisite deficits that impact the 

Resources: 

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, BHT, CC, ILT and Teachers

Dates for Progress Monitoring Check Ins

Q1 10/24/23


Q3 3/21/24

Q2 12/14/23




Q4 6/4/24

SY24 Implementation Milestones & Action Steps 

Who 

By When 


Progress Monitoring

	SY24 Implementation Milestones & Action Steps 	Who 	By When 	Progress Monitoring
Implementation Milestone 1	ILT organize the PDs around student voice and monitors students on-track data MTSS organize PDs and cycle of progress monitoring for intervention and acceleration BHT/CC create plan to provide wrap-round services and check-in protocols, and other SEL supports Attendance creates PD for re-entry plan and monitors attendance data	MTSS, BHT, CC, ILT and Teachers	Aug 24, 2023-June 7, 2024	In Progress
Action Step 1	Training in Branch in Minds	Interventionist	Aug 24, 2023-June 7, 2024	In Progress
Action Step 2	Collaboration amongst the Diverse learning teacher and general	All Teachers	Aug 24, 2023-June 7, 2024	In Progress
Action Step 3	Communicating goal from intervention to student and parent with data wall	All teachers	Aug 24, 2023-June 7, 2024	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	100% of teachers trained in Branching Minds	Interventionist(s); DL teach	Aug 24, 2023-June 7, 2024	In Progress
Action Step 1	100% of teachers trained on differentiation (SGI, Tier II, III supports)	Interventionist(s); DL teach	Aug 24, 2023-June 7, 2024	Not Started
Action Step 2	100% of teachers trained on differentiation and acceleration strategies with curriculum	Interventionist(s); DL teach	Aug 24, 2023-June 7, 2024	Not Started
Action Step 3	100% of teachers observed instruction using differentiated and acceleration strategies	Principal, AP, Instructional Coach, Interventionist	Aug 24, 2023-June 7, 2024	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	100% of teachers planning and implementing interventions using research based interventions	Interventionist(s); DL teach	Aug 24, 2023-June 7, 2024	Not Started
Action Step 1	Training of Freckles Intervention program	Interventionist(s); DL teach	Aug 24, 2023-June 7, 2024	Not Started
Action Step 2	Training of Ameria Intervention program	Interventionist(s); DL teach	Aug 24, 2023-June 7, 2024	Not Started
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	100% of teachers trained on progress monitoring, and tiering of interventions	Interventionist(s); DL teach	Aug 24, 2023-June 7, 2024	In Progress
Action Step 1	Training on documentation of interventions in Branching Minds	Interventionist(s); DL teach	Aug 24, 2023-June 7, 2024	In Progress
Action Step 2	Training of Tiering and supports	Interventionist(s); DL teach	Aug 24, 2023-June 7, 2024	In Progress
Action Step 3	Training of reflection and reteaching strategies	Interventionist(s); DL teach	Aug 24, 2023-June 7, 2024	In Progress
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones Receiving training in Branch in Minds, will help us reach the milestone of structure and organization for our students learning. We will be able to accurately provide interventions for our students based upon recored data



SY26 Anticipated Milestones Unifying a cohesive collaboration with the diverse learning teacher and the general education teacher will lead to a cohesive instructional model. Both interventions and instruction will mirror each other to produce maximum growth 

[Return to Top](#) **Goal Setting**

Indicators of a Quality CIWP: Goal Setting




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

Resources: 


IL-EMPOWER Goal Requirements


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

Performance Goals

Specify the Goal 	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 	Numerical Targets [Optional] 		
					SY24	SY25	SY26
Implement daily interventions to address deficits that are hindering students' ability to comprehend grade level instruction or to accelerate their learning.	Yes	% of Students receiving Tier 2/3 interventions meeting targets	African American	Student Reduction by 10% in tier II & III	10%	10%	10%
			Overall	Student Reduction by 10% in tier II & III	10%	10%	10%
Progress monitor students with fidelity to following students' academic growth over time	Yes	MTSS Academic Tier Movement	African American	Increase student growth and attainment by 10%	10%	10%	10%
			Overall	Increase student growth and attainment by 10%	10%	10%	10%

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. 

	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.	Progress monitoring of Branching Minds percent of students in Tier II and Tier III. Monitoring of all interventions and status (outcome data)	Progress monitoring of Branching Minds percent of students in Tier II and Tier III. Monitoring of all interventions and status (outcome data)	Progress monitoring of Branching Minds percent of students in Tier II and Tier III. Monitoring of all interventions and status (outcome data)
C&I:2 Students experience grade-level, standards-aligned instruction.	Conduct informal observations, classroom check in visits, provide timely feedback on: alignment of CCSS to task, and task complexity.	Conduct informal observations, classroom check in visits, provide timely feedback on: alignment of CCSS to task, and task complexity.	Conduct informal observations, classroom check in visits, provide timely feedback on: alignment of CCSS to task, and task complexity.

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
Implement daily interventions to address deficits that are hindering students' ability to comprehend grade level instruction or to accelerate their learning.	% of Students receiving Tier 2/3 interventions meeting targets	African American	Student Reduction by 10% in tier II & III	10%	Select Status	Select Status	Select Status	Select Status
		Overall	Student Reduction by 10% in tier II & III	10%	Select Status	Select Status	Select Status	Select Status
Progress monitor students with fidelity to following students' academic growth over time	MTSS Academic Tier Movement	African American	Increase student growth and attainment by 10%	10%	Select Status	Select Status	Select Status	Select Status
		Overall	Increase student growth and attainment by 10%	10%	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.	Progress monitoring of Branching Minds percent of students in Tier II and Tier III. Monitoring of all interventions and status (outcome data)	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Conduct informal observations, classroom check in visits, provide timely feedback on: alignment of CCSS to task, and task complexity.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Parent and Family Plan

If Checked:



Our school is a Title I school operating a Schoolwide Program

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

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

If Checked:



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

No action needed

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

SCHOOL & FAMILY COMPACT

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

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

Parent input is given at each monthly Parent Advisory Meeting regarding the educational programs for our students. Parents recommend topics that they feel will help support their parenting skills and their child's educational learning experiences. Parents have opportunities to complete parent surveys throughout the school year requesting their suggestions for improvement or ideas they may have to increase parental involvement. In September, we will send out a Survey to all parents about the concerns they have about social and emotional learning and request their input on improving our Social and Emotional programs. Parentworkshops will be developed to provide training to parents in the areas of their needs. Local School Council members participate in monthly meetings to address the goals of the CIWP and make suggestions for improving student achievement. PAC members also attend LSC meetings to share their ideas and learn about the educational programs being implemented. Parents will have opportunities throughout the school year to participate in parent workshops which focus on using technology with their children for Reading and Math supports as well as provide parents with trainings on the new ELA, Math, Science, and Social Science Curriculum as it relates to Skyline and Eureka Math. Family Night events will be developed for parents and students to engage in fun educational programs and projects that are related to the CCSS and District initiatives. The ESSA annual Title I meeting and organizational meeting is held by the end of September informing parents of our ESSA and Title I programs. The annual meeting is held for all parents to review and discuss the PAC bylaws, Title I programs, and budget. The roles of a Parent Advisory Council member are discussed with all parents. All parents are invited to attend the monthly meetings via monthly newsletters, reminder notices, Facebook, school web site, and monthly calendars. Parents also have opportunities to attend parent training workshops throughout the school year at the parent resource centers which are approved by CPS. Our Network 12 Representative will also come out and meet with parents to answer any questions they may have about facilitating the PAC monthly meetings. Our representative will also explain to parents how the Network supports parents during the Regional meetings that are held each month. All of the academic standards for the state and local assessments will be discussed with all parents at the Open House/State of Address program and during individual parent conferences with the classroom teachers. Parents may also get training in the school's computer lab on how to monitor their child's weekly progress on the Aspen parent grade book portal. Information will be sent home to all parents regarding the process for setting up their parent accounts in the grade



When child's meeting progress on the Aspen, parents get e-mail notification. This e-mail informs to all parents regarding the progress for setting up their parent account in the grade book portal using the Aspen System. The school's Target Goals will be shared with parents and they will be sent home in the monthly newsletter. Individual student goals will be sent home at the beginning of the school year so that parents are aware of their child's target goals for Reading and Math for all grade levels. Students will also complete Student Goal sheets every quarter for Reading and Math Quarterly Grades, Attendance, Conduct, and achievement on District Wide Assessments. School information, events, recognitions, and accomplishments will be shared with all parents, students, staff, and community through monthly newsletters, school calendars, Facebook, school web site (pirie.cps.edu), and reminder notices. The school website is updated monthly to inform parents of school events, student achievements, and parent meetings by our librarian. If any notifications need to be sent out in another language that is made available through CPS, we will send it home as needed. Classroom teachers may also utilize the class dojo or remind me app, to send home notifications to their parents. We will highlight our school's accomplishments and events by adding them to the Greater Chatham community newsletter that goes out every month. Our P.A.C. funds will be used to support any seminars, fees, or registration for parents to attend parent workshops, hire consultants for monthly P.A.C. meetings, or to purchase supplies for the Parent Advisory Council. Our Pre-K teachers will conduct parent workshops during the school year to keep parents abreast of what our Pre-K students are learning and they will receive resources to help their children at home. Goals will

be discussed quarterly with Pre-K and Kdg. parents during parent conferences or parent meetings so that parents are aware of their child's progress and student goals. The creative curriculum

Pre-K standards will be discussed with all new Pre-K parents during the screening meetings held with the Pre-K teachers. Parents may meet with classroom teachers during the non-instructional time frames Monday-Friday to discuss the progress of their children. Conferences will also be held at the 5th week and 10th week of each marking period. Parents will come to the school for the 1st and 3rd Marking period to pick up their child's report card and participate in conferences with the teachers. Parent conferences will also be held at the end of the 20th week to discuss the progress of students receiving a certified letter due to failing grades for the 1st semester. Parent conferences will be held as needed with the parents, counselor, teachers, and the

diverse learning team to discuss the needs or concerns for students. The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents. Progress notices will be sent home at the mid point of each marking period for all students. Report cards are distributed to students and parents at the end of each marking period. Teachers in grades Pre-K-6th will communicate with parents via letters, email, or by phone to discuss the progress of their children.

Teachers may also communicate with parents by sending them messages through the Aspen System, the remind me, or the classroom dojo app. Conferences are held with parents regarding the progress of the MTSS interventions given for students in all grade levels. Teachers will update the gradebooks each week to reflect students' progress and they will notify parents immediately of students who need improvements in the core academic subject areas. All teachers will be required to develop MTSS intervention strategies to help improve the Reading and

Math achievement of students who are categorized in the Tier 2 or Tier 3 levels. An MTSS lead and team will be established and will assist in monitoring student progress every 5 weeks to ensure the interventions are being implemented and noted in the Aspen system. The MTSS lead will attend all network meetings to ensure we are effectively addressing the needs of our Tier 2 and Tier 3 students. Differentiated lessons will be planned for students in all grade levels and small group instruction will be utilized to meet the needs of all students. Students enrolled in our Diverse Learning program will be provided instruction in various classroom settings such as inclusion in general education classroom or the resource teachers will provide services to their students within the general education classroom setting. Small group tutoring will be provided by retired teachers in the community, ancillary staff, and by the para professionals. Progress notices will be sent home every 5 weeks explaining to parents the progress of their children. Parents will also be given assistance in setting up their parent portal in Aspen to monitor their

child's grades in 1st-6th each week. Remediation plans will be created with parents to target specific deficits in student learning and give parents suggestions for improvements. ILT members are invited to participate in interviews with administration when a vacancy becomes available at the school. The team will utilize the REACH framework guidelines when observing a candidate

teach a lesson as part of the interview process. A brochure will be passed out highlighting our school's vision and mission statement along with school achievements when we attend the Job Fairs that are offered by CPS. All candidates must complete a questionnaire when they first visit our school for an interview so that we can get to know the candidate and identify their qualifications of being a highly qualified teacher. Grade level teachers that may be working with the potential candidate and LSC parents are also invited to participate in the 2nd round of interviews if they are available. All candidates must teach a demo lesson for the team and bring a sample of a lesson plan they created to the interview. Mentors are also assigned to all new teachers to provide support to them when needed.

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