CIWP Team & Schedules

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).

Resources 🚀

CIWP Team Guidance

Name ✏️	Role ✏️	Email ✏️
	Select Role	
	Select Role	
AP Anderson	AP	mlanderson@cps.e.du
Principal Barlow	Principal	sbbarlow@cps.edu
Shauna Edgar	Teacher Leader	smedgar@cps.edu
Chris Carlson	Other [Fulcrum]	chris@fulcrumeducationsolutions.com
April Hunter	Teacher Leader	amhunter@cps.edu
WIlliam Battle	Resident Principal	wdbattle@cps.edu
Deloise Giles	Teacher Leader	dthomas8@cps.edu
Ericas Akuffo	Teacher Leader	enakuffo@cps.edu
	Parent	
	Parent	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✏️	Planned Completion Date ✏️
Team & Schedule	5/1/23	6/15/23
Reflection: Curriculum & Instruction (Instructional Core)	5/1/23	6/15/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/1/23	6/15/23
Reflection: Connectedness & Wellbeing	5/1/23	6/15/23
Reflection: Postsecondary Success	5/1/23	6/15/23
Reflection: Partnerships & Engagement	5/1/23	6/15/23
Priorities	6/15/23	7/1
Root Cause	7/11/23	9/8/23
Theory of Acton	7/12/23	9/8/23
Implementation Plans	7/13/23	9/8/23
Goals	7/14/23	9/8/23
Fund Compliance	7/15/23	9/8/23
Parent & Family Plan	7/16/23	9/8/23
Approval	9/13/23	9/13/23

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	10/27/2023
Quarter 2	12/22/2023
Quarter 3	2/9/2024
Quarter 4	4/16/2024

Indicators of a Quality CIWP: Reflection on Foundations

Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.

Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.

Stakeholders are consulted for the Reflection of Foundations.

Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

Resources 🚀

Reflection on Foundations Protocol

Curriculum & Instruction

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Using the associated references, is this practice consistently implemented?		References
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
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric / Teacher Team Learning Cycle Protocols / Quality Indicators Of Specially Designed Instruction
Yes	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric / Learning Conditions
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness / Distributed Leadership
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan / ES Assessment Plan Development Guide / HS Assessment Plan Development
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document

What are the takeaways after the review of metrics?

Student Level growth for Math was better and there were pockets of grwoth but needs to be better.

Math curriculum needs to be monitored better.

What is the feedback from your stakeholders?

Math Fluency is a struggle

Due to personalized learning school we seem to do a solid job implementing this

Making shift of ILT toward working with ILT to peer support Teachers need a bank of assessments/CIWP :Diagnostic in IXL

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 currently have interim and common unit assessments but not consistently across the board

Metrics

IAR (Math)

IAR (English)

Rigor Walk Data (School Level Data)

PSAT (EBRW)

PSAT (Math)

STAR (Reading)

STAR (Math)

iReady (Reading)

iReady (Math)

Cultivate

Grades

ACCESS

TS Gold

Interim Assessment Data

What student-centered problems have surfaced during this reflection?
If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

(5 Essentials Survey Student Responsibility [actively participate, regulary pay attention] decreased from 32% to 23%)
Students are not able to articulate their own growth based on not knowing where they started and struggling to extend learning
Student agency in their own journey

Inclusive & Supportive Learning Environment

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Using the associated references, is this practice consistently implemented?		References
No	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo / MTSS Continuum / Roots Survey
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page

What are the takeaways after the review of metrics?

Branching minds in not a tool only for compliance. Overall leadership and staff want a better understanding of BrM best practices. Full MTSS Team would help service students, provide sustainable system for intervention

What is the feedback from your stakeholders?

We need tangible data but nothing from IXL PARCC/IAR SY23 ELA 10.03% (Meet Exp), 24.92% (Approached Exp), 27.66% (Partially Met Exp), 37.08% (Did Nott Meet Exp)

Metrics

Unit/Lesson Inventory for Language Objectives (School Level Data)

MTSS Continuum

Roots Survey

ACCESS

MTSS Academic Tier Movement

Annual Evaluation of Compliance (ODLSS)

Quality Indicators of Specially Designed Curriculum

EL Program Review Tool

	Using the associated references, is this practice consistently implemented?	References	
Yes	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 I 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.		

Math   4.35% (Meet Exp), 12.73% (Approached Exp), 35.09% (Partially Met Exp), 47.20% (Did Not Meet Exp)

Tier 2&3 students need so much support and we need to teach better in that space

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?

Every teacher is trained and supported in updating branching minds. 2023-24 will included full MTSS Team with Interventionist position filled. MTSS Team will provide support and guidance to instructional staff to the year to support overall MTSS system, provide pathway for profssional develpment and support intervention with Tier 2 & 3 students.

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 in tier 2 and 3 needs to accelearte improvement to get to more T1 instructional experiences

Students don't have the story of their data that they need for helping move students in and our of MTSS

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment / SEL Teaming Structure	Integrating 2nd step better. Continued delineation of supports provided by counselors. Consistently have after school enrichment programs through OST funding. Will evaluate increasing tiered, academic intervention as part of OST programming with instructional and support staff.	% of Students receiving Tier 2/3 interventions meeting targets / Reduction in OSS per 100 / Reduction in repeated disruptive behaviors (4-6 SCC) / Access to OST / Increase Average Daily Attendance / Increased Attendance for Chronically Absent Students
Partially Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			Reconnected by 20th Day, Reconnected after 8 out of 10 days absent / Cultivate (Belonging & Identity)
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?** Developing systems or methods to Identify and track student and family supports with targeted interventions/strategies. to address barriers before chronic absenteeism occurs	Staff trained on alternatives to exclusionary discipline (School Level Data) / Enrichment Program Participation: Enrollment & Attendance / Student Voice Infrastructure
Partially Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.			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 experience variance within their days and throughout their years at Powell due to inconsistent practices with regard to restorative practices, most times from classroom to classroom.

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

Powell is implementing a Culture and Climate for a second full year and a Behavior Health Team for the first full year. Through CPS we have received an Assistant Dean for SY24. As a result, we now have an opportunity to provide mare equity in services (check-ins, conferences, response to infractions, SEL activities) with a Dean and Counselor for grade bands Kdg - 4th and 5th - 8th grade bands collectively.

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
Partially	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	Powell is a Success Bound partner, and has been implementing the success bound curriculum for the second year. Succuss Bound lesson are delivered weekly by the school counselor during SEL Thursday. All ILP task are connected to a Success Bound lesson, and are delivered during SEL Thursday. Powell has 100% ILP completion goal.	Graduation Rate
				Program Inquiry: Programs/participation/attainment rates of % of ECCC
Partially	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		3 - 8 On Track
				Learn, Plan, Succeed
				% of KPIs Completed (12th Grade)
				College Enrollment and Persistence Rate
Yes	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?**	9th and 10th Grade On Track
			Consistancy in completion of activities. Powell develops post-secondary culuture amoung students with first hand experience in college and career. Middle school students particpate in high school fairs, career fairs, shadow days, trades fair and university tours. Students utlize the Schoolinks platform along with the WBL toolkit for career exploration apart of Success Bound learning unit.	Cultivate (Relevance to the Future)
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).			Freshmen Connection Programs Offered (School Level Data)
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	We are currently working to adapt our daily schedule to continue consistent delivery of the success bound curriulum to 6-8th grades.	

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.

Only 7.8% or 4 out of 51 students selected their neighborhood high school. High School and College Exploration are embedded in SEL Thursdays to provide consistent and ongoing preparation for high school, college and career readiness.

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	The school has utilizes partnerships with fraternities, sororities along with district, city and state resources to service students, families, and schoo stakeholders to foster on-going relationships.	Cultivate
				5 Essentials Parent Participation Rate
				5E: Involved Families
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		5E: Supportive Environment
				Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)
				Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)

Partially

School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).

Student Voice Infrastructure Rubric

What is the feedback from your stakeholders?

How do we help teachers communicate with parents: and how can we support them?

How do we build a bridge->school to parent and parent to school and age gap and disconnect

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

What student-centered problems have surfaced during this reflection?
If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

While we have established consitstent partnerships and programming such as OST, BAM, City Year, we have to make adjustments to the scope and range of services provided due to funding, human capital or dynamic needs of the stakeholders.

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?

Each year new opportunities come to Powell and we continue to engage our community in them. The movement of our community as well as a need for more consistent program partners would help keep things going into the future

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

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	Students experience grade-level, standards-aligned instruction.
Yes	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
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?

Student Level growth for Math was better and there were pockets of grwoth but needs to be better.

Math curriculum needs to be monitored better.

What is the feedback from your stakeholders?

Math Fluency is a struggle

Due to personalized learning school we seem to do a solid job implementing this

Making shift of ILT toward working with ILT to peer support
Teachers need a bank of assessments/CIWP :Diagnostic in IXL

What student-centered problems have surfaced during this reflection?

(5 Essentials Survey Student Responsibility [actively participate, regulary pay attention] decreased from 32% to 23%)
Students are not able to articulate their own growth based on not knowing where they started and struggling to extend learning
Student agency in their own journey

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

We currently have interim and common unit assessments but not consistently across the board

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Determine Priorities

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

Students...

(5 Essentials Survey Student Responsibility [actively participate, regulary pay attention] decreased from 32% to 23%) and students
Student's are not clearly able to launch, experience, and reflect on their learning journey as well as they need to in our personalized learning approach

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.

Root Cause

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

As adults in the building, we...

effectively engaging students in the new core curricula, Skyline, centered around building teacher capacity, integrating traditional and innovative instructional practices with Skyline across all content areas

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.

Theory of Action

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What is your Theory of Action?

If we....

Become more proficient and effective with establishing and implementing Personalized Learning plans from triangulated assessement data, commit to delivering core instruction with fidelity and prioritize time for teacher collaboration as well as instructional and data cycles

then we see....

Tier 1 instruction with appropriate differentiation, data - driven Personalized Learning, teacher collaboration, along with ongoing feedback from peers, ILT, and administration.

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.

which leads to...
Student growth in math/reading as a result of improved student engagement and increase agency over their learning. ✏️

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 ✏️

ILT/Admin/Teachers/Coach

Dates for Progress Monitoring Check Ins

Q1	10/27/2023	Q3	2/9/2024
Q2	12/22/2023	Q4	4/16/2024

	SY24 Implementation Milestones & Action Steps ✏️	Who ✏️	By When ✏️	Progress Monitoring
Implementation Milestone 1	Teachers are diagnosing student learning and collecting data	Teachers		*Select Status*
Action Step 1	Invest staff in the why and how this aligns with current practices	ILT/Admin	10/27/2023	In Progress
Action Step 2	Provide examples of how this can look	ILT/Teachers	9/30/2023	Not Started
Action Step 3	Develop a resource bank for use	ILT	Oct 25	In Progress
Action Step 4	Include specific setions for this in GLT	Admin	Aug 21	Not Started
Action Step 5	Survey teachers for barriers in this issue	ILT	Oct 3	In Progress
Implementation Milestone 2	Teachers are diagnosing student learning and measuring against student performance outcomes	ILT/Admin	12/22/2023	*Select Status*
Action Step 1	Ensure everyone knows why comparing diagnostic and summative data is useful	Admin	11/1/2023	Not Started
Action Step 2	Prepare GLT and create space for student work examples in meetings	Admin/Teachers	11/15/2023	Not Started
Action Step 3	ILT does a learning walk for data collection practices	ILT	12/20/2023	Not Started
Action Step 4	Develop teachers on best practices	ILT	12/22/2023	Not Started
Action Step 5	Survey Staff for gaps in diagnosing	ILT	12/22/2023	Not Started
Implementation Milestone 3	Teachers are diagnosing student learning and sharing outcomes with students	Teachers	2/9/2023	In Progress
Action Step 1	Ensure everyone has some "book end" data experiences to share	ILT	2/9/2024	Not Started
Action Step 2	Highlight best practices for this	ILT	2/9/2024	Not Started
Action Step 3	Learning Walks from ILT to observe public or student centered tracking pieces	ILT	2/9/2024	Not Started
Action Step 4	Collect Staff Input and provide PD opportunity	Admin	2/9/2024	In Progress
Action Step 5	Create a collaborative planning PLC to highlight best practices	Coach/ILT	3/1/2024	Not Started
Implementation Milestone 4	Teachers are diagnosing and comparing summative outcomes alongside students so they can speak to their growth journey	Teachers	4/16/2024	Not Started
Action Step 1	Survey students for how they currently know what they've learned	Teachers	4/16/2024	In Progress
Action Step 2	Highlight best practices	Admin	3/31/2024	In Progress
Action Step 3	Interview student samples	Admin	3/31/2024	Not Started
Action Step 4	Learning walks with ILT and a rubric	ILT	3/31/2024	Not Started
Action Step 5	Wrap up and highlight best practices of the collaborative planning PLC and collect feedback	Coach/ILT	6/1/2024	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Milestone 4 (of SY24) is baked into the Powell approach such that 100% of teachers are able execute on this process and 50% of students (that have been at Powell for 2 years) are able to describe their learning journey. ✏️
SY26 Anticipated Milestones	Students have such agency that they are able to drive and select appropriate learning tasks to ensure the right gaps are filled, progress for the grade is appropriate, and extension activities are activited when ready. Percents of students and an observation rubric (for what this can look like) will beed to be created with the inputs of stakeholders to measure progress. ✏️

Goal Setting

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

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

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

Goals seek to address priorities and opportunity gaps by embracing the principles of Targeted Universalism.

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

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

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

IL-EMPOWER Goal Requirements

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

Performance Goals

Numerical Targets [Optional] ✏️

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍	SY24	SY25	SY26
Student reading scores will grow by 10% overall	Yes	iReady (Reading)	Overall				
			Select Group or Overall				
Student math scores will grow by 10% overall	Yes	Select Metric	Overall				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍	Specify your practice goal and identify how you will measure progress towards this goal. ✍		
	SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Learning walks and cycles will indicate a % of practices observed. Student outcome data should also indicate progress	Continue the process and amplify best practices with more peer coaching	Continue the process and at this point the scope of differentiation should narrow and allow for more extension of grade level and beyond
C&I:2 Students experience grade-level, standards-aligned instruction.	Plans are reviewed by admin each week, and evidence of on grade level instruction is noted in the agenda. Learning walks by coaches/admin/ILT AND fellow teachers to observe on glade level instruction each quarter.		
Select a Practice			

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
Student reading scores will grow by 10% overall	iReady (Reading)	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Student math scores will grow by 10% overall	Select Metric	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals　　　　　　　　　　　　　　　Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Learning walks and cycles will indicate a % of practices observed. Student outcome data should also indicate progress	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Plans are reviewed by admin each week, and evidence of on grade level instruction is noted in the agenda. Learning walks by coaches/admin/ILT AND fellow teachers to observe on glade level instruction each quarter.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

No	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
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.

What are the takeaways after the review of metrics?

Branching minds in not a tool only for compliance. Overall leadership and staff want a better understanding of BrM best practices. Full MTSS Team would help service students, provide sustainable system for intervention

What is the feedback from your stakeholders?

We need tanglible data but nothing from IXL PARCC/IAR SY23
ELA 10.03% (Meet Exp), 24.92% (Approached Exp), 27.66% (Partially Met Exp), 37.08% (Did Nott Meet Exp)   Math   4.35% (Meet Exp), 12.73% (Approached Exp), 35.09% (Partially Met Exp), 47.20% (Did Not Meet Exp)

Tier 2&3 students need so much support and we need to teach better in that space

What student-centered problems have surfaced during this reflection?

Students in tier 2 and 3 needs to accelearte improvement to get to more T1 instructional experiences

Students don't have the story of their data that they need for helping move students in and our of MTSS

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?

Every teacher is trained and supported in updating branching minds. 2023-24 will includ full MTSS Team with Interventionist position filled. MTSS Team will provide support and guidance to instructional staff to the year to support overall MTSS system, provide pathway for profssional develoment and support intervention with Tier 2 & 3 students.

Determine Priorities

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

Students...

Are not being supported throug the multiple tiers of support with the supporting data they need to move in and out of the interventions rquired. Tier 1, 2, and 3 interventions.

Resources: 🚀

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.

Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).

For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.

Priorities are determined by impact on students' daily experiences.

Root Cause

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

As adults in the building, we...

-have barriers to MTSS that are not just logging information
-need support in using Branching Minds because its isn't used with fidelity
-need a refresher in Branching Minds and space to input
-Preparing for the high needs of the students takes extra time to prepe, execute, recrod the interventions
-have mindset challenges with the capacity it takes to prepare for the student experience within MTSS
-need to work from t1 out and think about core instruction the driver

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.

Theory of Action

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What is your Theory of Action?

If we....

can communicate the value and support people in USING the Branching Minds tool better
Invest PD in BM for week 0 :
can better articulate the role of MTSS and BHT teams and their support for teachers

then we see....

More students receiving more of the appropriate interventions on a regular basis

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.

which leads to...

more students exerperiencing Tier 1 instruction and ideally more growth   ✍️

Implementation Plan

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍️

MTSS team/Case Manager/Interventionist/Admin

Dates for Progress Monitoring Check Ins

Q1	10/27/2023	Q3	2/9/2024
Q2	12/22/2023	Q4	4/16/2024

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	100% of teachers access and updates the BM platform in the appropriate timeline	Teachers	10/27/2023	Not Started
Action Step 1	Train staff on BM platform	MTSS Team	Week 0	In Progress
Action Step 2	Develop goals for t3 students	MTSS team/Case Manager/Interventionist/Admin	9/30/2023	Not Started
Action Step 3	Monitor and communicate at MTSS meeting	MTSS	10/25/2023	Not Started
Action Step 4	MTSS team reviews data and provides teachers feedback	MTSS	9/30/2023	Not Started
Action Step 5	Teacher share their non-negotiable intervention plans	Interventionist/Teachers	10/27/2023	Not Started
Implementation Milestone 2	100% of teachers access and update the BM platform with fidelity and using data to recommend t3 student supports	MTSS team/Case Manager/Interventionist/Admin	12/22/2023	Not Started
Action Step 1	Report out usage from MTSS meetings	MTSS/Case Manager	12/22/2023	Not Started
Action Step 2	Develop Staff in intervention time management	Interventionist	12/22/2023	In Progress
Action Step 3	Provide t3 intervention best practices recourse	Interventionist	12/22/2023	Not Started
Action Step 4	MTSS team reviews students and interventions and provides feedback	MTSS	12/22/2023	Not Started
Action Step 5	Survey Staff for gaps in support	Admin	12/22/2023	Not Started
Implementation Milestone 3	100% of teachers access and update the BM platform with fidelity, intervene appropriately for t3 and recommending students for t2 interventions.	Teachers	2/9/2024	Not Started
Action Step 1	Create survey to identify lingering barriers in BM usage	MTSS	2/9/2024	Not Started
Action Step 2	Develop only remaining folks in obtaining the compliance for this	Admin	2/9/2024	Not Started
Action Step 3	MTSS learning walk using CIWP foundation questions for ISLE	MTSS	2/9/2024	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	100% of Grade Levels access and update the BM platform with fideility as part of their daily practices, interventions are targeting and students move appropriately, AND interventions VARY with purpose	MTSS team/Case Manager/Interventionist/Admin	4/16/2024	Not Started
Action Step 1	Highlight the best practices that are allowing people to achieve	Case Manager	3/1/2023	Not Started
Action Step 2	Preserve time in GLT to keep momentum going	Admin/Teachers	2/10/2023	Not Started
Action Step 3	Survey staff for input	MTSS	4/16/2023	Not Started
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	100 % of teachers start the year succesful with BM and we support and vary interventions with intentionality (will include more rigorous tracking, goal setting, progress monitoring)	✍️
SY26 Anticipated Milestones	Since students will have been experiencing a tighter and more supported MTSS experience at Powell, we predict the opportunity to have less students in interventions and can prioritize more rigoruous T1 instruction to foster more student growth overall	✍️

Goal Setting

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

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

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

Goals seek to address priorities and opportunity gaps by embracing the principles of Targeted Universalism.

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

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

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

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍	Numerical Targets [Optional] ✍		
					SY24	SY25	SY26
100 % of Tier 3 students recieve interventions and support	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall	ELA 37.08%			
			Overall	Math 47.20%			
50% of classrooms vary t2 support across the learning cycle	Yes	MTSS Academic Tier Movement	Overall	ELA 24.92% Math 12.8%			
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍	Specify your practice goal and identify how you will measure progress towards this goal. ✍		
	SY24	SY25	SY26
I&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.	Branching Minds offers a variety of reports to serve as indicators of progress toward our goals. Initially the frequency report should be used and reviewed by thte MTSS team as well as grade levels. >= 60% of Intervention plans on track		
Select a Practice			
Select a Practice			

Return to Top | **SY24 Progress Monitoring**

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
100 % of Tier 3 students recieve interventions and support	% of Students receiving Tier 2/3 interventions meeting targets	Overall	ELA 37.08%		Select Status	Select Status	Select Status	Select Status
		Overall	Math 47.20%		Select Status	Select Status	Select Status	Select Status
50% of classrooms vary t2 support across the learning cycle	MTSS Academic Tier Movement	Overall	ELA 24.92% Math 12.8%		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Identified Practices	SY24	Progress Monitoring			
		Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Branching Minds offers a variety of reports to serve as indicators of progress toward our goals. Initially the frequency report should be used and reviewed by thte MTSS team as well as grade levels. >= 60% of Intervention plans on track	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Parent and Family Plan

If Checked:	☑	**Our school is a Title I school operating a Schoolwide Program**
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		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.
If Checked: No action needed	☐	**Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)**

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.

> Funds will be used for the following goals: a) increase parent involvement with PAC, b) in collaboration with faculty, increase parents' knowledge of Tier1, Tier 2 and Tier 3 expectations as a means to identify pathways to improve student academic and SEL performance. c) create processes and opportunities for ongoing parent needs-assessments and collaboration that targets new enrollees/migrant/ELL families

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