

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
Dr. Joenile Albert-Reese	Principal	jsreese@cps.edu
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Ms. Hailey Griffin	Teacher Leader	htgriffin@cps.edu
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Ms. Vanessa Acevedo	Teacher Leader	vacevedo3@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)	6/5/23	6/5/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/19/23	7/19/23
Reflection: Connectedness & Wellbeing	7/19/23	7/19/23
Reflection: Postsecondary Success	7/26/23	7/26/23
Reflection: Partnerships & Engagement	7/26/23	7/26/23
Priorities	7/26/23	7/26/23
Root Cause	7/26/23	7/26/23
Theory of Acton	7/26/23	7/26/23
Implementation Plans	8/23/23	8/23/23
Goals	7/26/23	7/26/23
Fund Compliance	9/5/23	9/5/23
Parent & Family Plan	9/5/23	9/5/2023
Approval		

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	10/25
Quarter 2	12/13/2023
Quarter 3	2/28/2024
Quarter 4	4/17/2024

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](#)

[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
Partially	CPS High Quality Curriculum Rubrics	IAR (All Students) 📌 -Over 60% of students in ELA met GL meet/exceed expectations -50% of students in math are meeting expectations -25% of students in math did not meet or only partially met expectations IAR (SPED) -16% of students are at met/exceed for ELA -23% of students met/exceeded for math Star 360 -Math % of students at/above dropped by 3% by EOY -ELA % of students at/above improved by 3% by EOY	IAR (Math) IAR (English) Rigor Walk Data (School Level Data)
Partially	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		PSAT (EBRW) PSAT (Math) STAR (Reading)
Partially	Powerful Practices Rubric Learning Conditions	<p>What is the feedback from your stakeholders?</p> The Skyline curriculum has been a heavy lift. Students do not seem to be as engaged with the curriculum. Teachers are having a difficult time implementing with fidelity. Teachers have maintained the integrity of the curriculum and have become better at unpacking the units with backwards design. Moving forward, we will focus on ensuring the learning target and student activities are robust and meet the rigor necessary to master the skills targeted in the learning goal. 📌	STAR (Math) iReady (Reading) iReady (Math)
Yes	Continuum of ILT Effectiveness Distributed Leadership		Cultivate Grades
Yes	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development		ACCESS TS Gold Interim Assessment Data
Partially	Assessment for Learning Reference Document	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> Experimenting with a new curriculum (Skyline) is currently in progress. Teacher awareness of the need to supplement the current Go Math curriculum, is also considerably prominent. These efforts have not had an impact on this year's data as the start date was later in the year. We are starting targeted support and tutoring before and after school in order to address the obstacles identified based on assessment data for the Black and Latinx male students. In general, the aforementioned subgroups score lower than their counterparts on the Star360, Illinois Assessment of Readiness (IAR), and teacher generated assignments and tests. With that being said, the Black and Latinx students are furthest away from opportunity. 📌	
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>Roughly 25% of students did not meet or only partially met expectations on the Illinois Assessment of Readiness (IAR). Additionally, the SY 23 Star 360 data for meets and exceeds expectations fell by 3%. 📌</p>			

[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	MTSS Integrity Memo MTSS Continuum Roots Survey MTSS Integrity Memo	Upon review of several data points, it has been determined that the Black and Latinx students have lower "On-Track" rates, grades, and benchmark screener scores as compared to their Asian and White counterparts. A majority of the Black and Latinx students have not been exposed to differentiated instruction; tiered interventions have not consistently been utilized; and attendance has become a challenge as attempts have been made relative to executing tiered interventions. In Mathematics, 73% and English Language Arts 57% of Black and Latinx students did not meet, partially met, or approached expectations on the Illinois Assessment of Readiness (IAR) assessment; in Mathematics, 41% and English	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS

Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.	

Language Arts 29% of Black and Latinx students did not meet, partially met, or approached expectations on the iReady assessment; in Mathematics, 47% and English Language Arts 39% of Black and Latinx students did not meet, partially met, or approached expectations on the Star360 screener.

What is the feedback from your stakeholders?

The Black and Latinx students have gaps in learning that have been identified from our three primary data sources (iReady, IAR, and the Star360 screeners/assessments). Moving forward, we will utilize Achieve the Core to fill the gaps in the math curriculum, as well as, use the data sources to specifically target gaps in learning goals.

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 Administration will conduct regular Learning Walks in order to ensure the students are receiving and engaging in high quality instruction aligned to learning tasks and standards. The teachers will facilitate target small group instruction as a means of providing opportunities for students to receive one-on-one attention, to observe student learning in action, as well as, to provide constructive feedback. The Interventionist Lead, Intervention Coordinator, and Gift Program Coordinatior will provide supports and interventions in conjunction with the Classroom Teacher, Diverse Learner Teacher, and Bilingual Teacher. The teachers will use IXL as a progress monitoring tool as a means to close learning gaps. Students will have access to MTSS interventions and tutoring (focused on targeted support to provide equitable access to high quality Tier I curriculum).

[MTSS Academic Tier Movement](#)
[Annual Evaluation of Compliance \(ODLSS\)](#)

[Quality Indicators of Specially Designed Curriculum](#)

[EL Program Review Tool](#)

What student-centered problems have surfaced during this reflection?

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

roughly 63% of students met and/or exceeded expectations in English Language Arts and 51% of students met and/or expected expectation in Mathematics on the Illinois Assessment of Readiness (IAR); approximately 84% of the students met and/or exceeded expectations in English Language Arts and 79% of the students met and/or exceeded in Mathematics according to iReady data; 76% of the students scored at or above the benchmark in English Language Arts and 73% of the students scored at or above the benchmark in Mathematics.

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	BHT Key Component Assessment SEL Teaming Structure	A few of the students stated that they do not feel included or connected to the school community. Our school is unique in that we have three identified populations (i.e. the Gifted Program, the Fine Arts Program, and the Neighborhood Students). Inasmuch as we attempt to integrate all of the students, some of the students feel disconnected from their counterparts in general. We offer a number of student-based activities for student engagement (Chess Club, Literacy Club, Dance, Bond, Creative Arts, STEM Club, Student Council, Gender Sexuality Alignment Group, Tutoring, High Preparation, Choir, etc.). Overall, we believe a majority of the students feel comfortable and included as part of the school community. Moving forward, we will ensure the students are aware of the impact of their voices related to responding to student survey questions. The students engage in Social Emotional Learning activities on a daily basis. All staff were trained/re-trained on the Second Step Program at the beginning of SY24. Providing exposure to aligned Second Step Curriculum is a "new" way in which teachers and students are able to connect with regards to socio-emotional learning and growth. The Behavioral Health Team (BHT) is a school-based group of behavioral health staff that addresses the needs of at-risk students. The BHT works in partnership with the MTSS team; coordinates services so that students are appropriately matched to interventions; develops a system of accountability to ensure follow-through with service delivery; builds on and maximizes existing resources; and evaluates the effectiveness of interventions and determines the need to reassess.	% 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
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	What is the feedback from your stakeholders? While a few stakeholders may have indicated that they have not felt engaged or heard in programs and opportunities, the Instructional Stakeholders will be engaging in a method of surveying and responding to student voices and following up with pre-determined programming.	Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance

Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		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.		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?	
Some of the students are not recognizing the importance of the surveys. They may not understand what "Student Voice" means. As a result, the fostering of student buy-in has been negatively impacted. Moving forward, we will ensure the students are aware of the impact of their voices related to responding to student survey questions. Also, we will provide the students with feedback and next steps based on the surveys as applicable.	Instructional Stakeholders and Administrative Stakeholders will work to engage students and families in a stronger connection with and to attendance at the highest levels possible. The school has adopted an Early Dismissal Policy that strongly encourages full day attendance without interruption to ensure all students are connected with learning opportunities. We will launch a school-wide attendance program with quarterly incentives that will include opportunities for both students and parents to be rewarded/saluted for consistency attendance.		

[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
N/A	College and Career Competency Curriculum (C4) 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).	Based on the 2022-2023 graduation rate data, 95% of the students were promoted without summer school. All of the students required to attend summer school were promoted. One hundred percent of Pritzker students applied to and were accepted to a high school. The support that is provided to students starting at sixth grade surrounding options for high school has been successful. Also, students benefit from the Freshman Forum and Senior Sound-off (i.e. when former students come back and engage in a seminar about the high school experience with seventh and eighth graders). Roughly 75% of the eighth grade students apply for, are selected, and attend a selective enrolled high school (i.e. Whitney Young, Lincoln Park, Walter Payton, Lane Technical, and Northside Prep to name a few).	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate
Yes	Individualized Learning Plans Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).		9th and 10th Grade On Track
Partially	Work Based Learning Toolkit 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).	What is the feedback from your stakeholders? Based on feedback from the students, they did not find the Naviance activities engaging or beneficial. The counselor stated that the Interest Inventory Survey was helpful as it was a good way to think about careers outside of sports and entertainment.	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	ECCE Certification List Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		
N/A	PLT Assessment Rubric 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).	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? This year, students will switch to using Schoolinks instead of Naviance. Some of the events in place before COVID (Career Day, college visits, etc.) will be reinstated as those hands-on activities were much more impactful. Renewing our partnership with Junior Achievement would allow students in Kindergarten through Eighth Grade to have more exposure to career exploration opportunities. All of the events mentioned are beneficial to all student groups because the access is provided as school events and field trips.	
N/A	Alumni Support Initiative One Pager Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).		

What 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.
 The students need increased exposure to work based learning opportunities.

Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.</p>	<p><i>[takeaways reflecting most students; takeaways reflecting specific student groups]</i></p> <p>We have forged a number of partnerships. People who have answered the questionnaire are not aware of the significant collaboration that happens among teachers at school (i.e. weekly grade level meetings and quarterly vertical alignment meetings).</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
Yes	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLS Family Advisory Board (School Level Data)</p>
Partially	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p>	<p>What is the feedback from your stakeholders?</p> <p>We provide regular communication to all stakeholders, as well as, host a variety of events in order to engage families and the community (i.e. Do Division, Festival of the Arts, Back to School Bash, collaboration with Wicker Park and the local library, Wicker Park Fest, cultural/international festival). Families are engaged in helping in classrooms and on field trips. Moving forward, we are planning different events as a means to engage a broader population of families. With the re-emergence of the Parent Teacher Organization (PTO), we look to ensure a variety of stakeholders play an integral part in planning activities and events. Equally as important, based on feedback from some stakeholders, we will focus on ensuring ticketed-priced events are more cohesive to the entire school population.</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>	
<p><i>[problems experienced by most students; problems experienced by specific student groups]</i></p> <p>One of the major student centered problems is that they feel there is not a supportive environment at school.</p>		<p><i>[impact on most students; impact on specific student groups]</i></p> <p>Creating a new male mentorship program to engage male students in leadership and problem solving strategies - this program is focused on latinx and black and brown students, last year a GSA was created for students to engage in, Ms. Guajardo leads a Bilingual Advisory committee that meets monthly to help engage families who speak different languages, we have revamped students council to involve more student voice from all classes and grades, we have introduced a PTO to engage more families in school collaboration. Room parents are something we are adding as a way to collaborate.</p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	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.
Yes	The ILT leads instructional improvement through distributed leadership.
Yes	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?

IAR (All Students)
 -Over 60% of students in ELA met/exceed expectations
 -50% of students in math are meeting expectations
 -25% of students in math did not meet or only partially met expectations

IAR (SPED)
 -16% of students are at met/exceed for ELA
 -23% of students met/exceeded for math

Star 360
 -Math % of students at/above dropped by 3% by EOY
 -ELA % of students at/above improved by 3% by EOY

What is the feedback from your stakeholders?

The Skyline curriculum has been a heavy lift. Students do not seem to be as engaged with the curriculum. Teachers are having a difficult time implementing with fidelity. Teachers have maintained the integrity of the curriculum and have become better at unpacking the units with backwards design. Moving forward, we will focus on ensuring the learning target and student activities are robust and meet the rigor necessary to master the skills targeted in the learning goal.

What student-centered problems have surfaced during this reflection?

Roughly 25% of students did not meet or only partially met expectations on the Illinois Assessment of Readiness (IAR). Additionally, the SY 23 Star 360 data for meets and exceeds expectations fell by 3%.

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?

Experimenting with a new curriculum (Skyline) is currently in progress. Teacher awareness of the need to supplement the current Go Math curriculum, is also considerably prominent. These efforts have not had an impact on this year's data as the start date was later in the year. We are starting targeted support and tutoring before and after school in order to address the obstacles identified based on assessment data for the Black and Latinx male students. In general, the aforementioned subgroups score lower than their counterparts on the Star360, Illinois Assessment of Readiness (IAR), and teacher generated assignments and tests. With that being said, the Black and Latinx students are furthest away from opportunity.

[Return to Top](#)

Determine Priorities

Resources:

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

Students...

In math, 49% of students did not meet, approach or only partially met expectations in IAR and are in need of Tier 2/3 support. Additionally, SY 23 Star 360 data for meets/exceeds fell by 3% between BOY and EOY. According our IAR data related to ELA 37% did not meet, approach, or partially met standards.



[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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

[Return to Top](#)

Root Cause

Resources:

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

As adults in the building, we...

- recognize the need to supplement the current math curriculum to ensure that it aligns to the standards but we have not been consistent in the means and manner in which the curriculum is supplemented.
 - launched a new ELA curriculum which required additional training and was not engaging to student learners. need additional training to ensure high quality instruction that also addresses student deficits.



[5 Whys Root Cause Protocol](#)

Indicators of a Quality CIWP: Root Cause Analysis

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

[Return to Top](#)

Theory of Action

What is your Theory of Action?

If we....

Use high quality curriculum in all subject areas focused on creating strong and equitable learning communities that support identity, community, and relationships, and utilize student data to ensure a responsive environment that is conducive to maximizing student mastery of the standard aligned learning task;



Resources:

Indicators of a Quality CIWP: Theory of Action

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

then we see....
 teachers teaching with high quality curriculum and standards-based tasks, utilizing instructional cycles of learning focused on internalizing the curriculum to plan and scaffold for strong tier 1 instruction and students engaging in collaborative, small group, data-driven, differentiated instruction that targets the needs of all learners and provides equitable access to the curriculum;



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...
 90% of teachers implement high quality curriculum and standards based tasks. By fall of SY26, all students will have equitable access to high quality, rigorous differentiated tasks, in all subject areas. We will see 10% growth in students performing at/above the benchmark for IAR, and iReady as compared with EOY data from SY23.



[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

Instructional Leadership Team

Dates for Progress Monitoring Check Ins

Q1 10/25 Q3 2/28/2024
 Q2 12/13/2023 Q4 4/17/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	By Q1, 70% of teachers will have taken an end of unit assessment and have made an adjustment to student learning. 70 % of classrooms will have standards aligned objectives and tasks aligned to the learning target.	All Staff	Q1	In Progress
Action Step 1	Utilize Achieve the Core with GoMath with integrity.	Math Teachers	Q2 - Q4	In Progress
Action Step 2	Teachers will engage in Skyline professional learning regularly to ensure the curriculum is implemented with fidelity & Integrity.	Teachers	Q1 -Q4	In Progress
Action Step 3	Learning Walks will be used to provide peer feedback for improvement with a focus on targeted learning tasks.	All Teachers	Q1-Q4	Not Started
Action Step 4	Peer observations, feedback, and coaching.	All Teachers	Q1 - Q4	In Progress
Action Step 5	Vertical Alignment will be used from grade bands to discuss high quality curriculum and targeted learning goals.	All Teachers	Q1 - Q4	In Progress
Implementation Milestone 2	By Q2, 80% of teachers will be using a high quality grade level curriculum, with an emphasis on task analysis, aligned with student targeted learning goals	All Teachers, Interventionists	Q1 - Q4	In Progress
Action Step 1	Scaffolded tutoring before and after school targeting gap skill/goals.	Grade K-8 Teachers	Q2-Q4	In Progress
Action Step 2	Teachers will collaborate with grade-level teams to discuss interventions and student data. All teachers will contribute to Branching Minds for effective progress monitoring.	All Teachers	Q2 -Q4	In Progress
Action Step 3	Utilizing data, teachers will craft targeted, flexible, differentiated, small group instruction.		Q1	In Progress
Action Step 4	Teachers will facilitate data conferences and goal setting with individual students quarterly.	All Teachers	Q1-Q4	In Progress
Action Step 5	All students will participate in targeted, flexible, differentiated small group instruction, based on their goals.	All Teachers	Q2-Q4	In Progress
Implementation Milestone 3	By Q3, 90% of teachers observed instruction using curriculum with integrity and utilizing student data to maximize student agency.	All Teachers	Q1 - Q4	Select Status
Action Step 1	Support teachers with entering data into Branching Minds and using that data to identify students' learning gaps.	All Teachers	Q2-Q-4	In Progress
Action Step 2	Support teachers with using diagnostic data to inform differentiation and form targeted small groups.	All Teachers	Q2-Q-4	In Progress
Action Step 3	All teachers will utilize Second Step to promote a climate and culture of student agency and healthy social emotional disposition.	All Teachers	Q2-Q-4	In Progress
Action Step 4	Support teachers with cultivating classroom communities that focuses on student agency, authority and identity.	All Teachers	Q2-Q-4	In Progress
Action Step 5	Ensure teachers are utilizing equitable grading and balanced assessment systems that include curriculum-embedded assessments designed to inform instructional decision-making.	All Teachers	Q2-Q-4	In Progress
Implementation Milestone 4	By Q4, curriculum team has selected a new math curriculum for implementation in SY25	All Teachers	Q3	Not Started
Action Step 1	Staff will engage in Learning Walks to observe colleagues and provide productive feedback.	All Teachers	Q1-Q3	Not Started
Action Step 2	Teachers will collaborate, analyze, and choose new math curriculum	All Teachers	Q2-Q4	Not Started
Action Step 3	Teachers will participate in professional learning around the new math curriculum.	All Teachers	Q2-Q4	Not Started
Action Step 4		All Teachers	Q2-Q4	In Progress
Action Step 5		All Teachers	Q2-Q4	In Progress

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	100% of teachers trained on differentiation and acceleration strategies with curriculum. Implement new, high quality math curriculum from K-8.
SY26 Anticipated Milestones	100% of teachers utilizing student data to inform differentiation and acceleration strategies with curriculum.

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

Indicators of a Quality CIWP: Goal Setting

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

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
We will incrementally (3% / 5% / 7%) increase the number of students who are meeting or exceeding expectations for Grades 3 -8.	Yes	IAR (Math)	Overall	52%	55%	60%	67%
			Select Group or Overall				
We will incrementally (3% / 5% / 7%) increase the number of students who are meeting or exceeding expectations in grades 3 - 8.	Yes	IAR (English)	Overall	64%	67%	72%	79%
			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.	Implement Skyline curriculum (culturally sensitive, high quality aligned curriculum) with integrity at all grade-levels (PreK - 8).	Implement new high quality, robust, aligned math curriculum at all grade-levels. Continue professional development and coaching and support for Skyline curriculum.	Continous differentiated professional development which supports implementation of high quality curriculum with fidelity.
C&I:2 Students experience grade-level, standards-aligned instruction.	Utilize "Achieve the Core" and iReady curriculum to enhance current curriculum.	Implementing high quality strategies across the curriculum	Utilize common assessments with frequent progress monitoring.
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT will continue to provide support, coaching and professional development for colleagues. Administration will continue to provide professional development for ILT to enhance their distributive leadership capacity.	ILT will continue to assess 4 data sources (IAR, Star 360, IXL, iReady) to inform targeted support for educators and students.	Continue to provide professional development for the ILT members to enhance their distributive leadership capacity as they continue to provide support, coaching and professional development for colleagues.

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

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
We will incrementally (3% / 5% / 7%) increase the number of students who are meeting or exceeding expectations for Grades 3 -8.	IAR (Math)	Overall	52%	55%	Select Status	Select Status	Select Status	Select Status
		<i>Select Group or Overall</i>			Select Status	Select Status	Select Status	Select Status
We will incrementally (3% / 5% / 7%) increase the number of students who are meeting or exceeding expectations in grades 3 - 8.	IAR (English)	Overall	64%	67%	Limited Progress	Select Status	Select Status	Select Status
		<i>Select Group or Overall</i>			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Implement Skyline curriculum (culturally sensitive, high quality aligned curriculum) with integrity at all grade-levels (PreK - 8).	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Utilize "Achieve the Core" and iReady curriculum to enhance current curriculum.	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT will continue to provide support, coaching and professional development for colleagues. Administration will continue to provide professional development for ILT to enhance their distributive leadership capacity.	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
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.
Partially	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?

Upon review of several data points, it has been determined that the Black and Latinx students have lower "On-Track" rates, grades, and benchmark screener scores as compared to their Asian and White counterparts. A majority of the Black and Latinx students have not been exposed to differentiated instruction; tiered interventions have not consistently been utilized; and attendance has become a challenge as attempts have been made relative to executing tiered interventions. In Mathematics, 73% and English Language Arts 57% of Black and Latinx students did not meet, partially met, or approached expectations on the Illinois Assessment of Readiness (IAR) assessment; in Mathematics, 41% and English Language Arts 29% of Black and Latinx students did not meet, partially met, or approached expectations on the iReady assessment; in Mathematics, 47% and English Language Arts 39% of Black and Latinx students did not meet, partially met, or approached expectations on the Star360 screener.

What is the feedback from your stakeholders?

The Black and Latinx students have gaps in learning that have been identified from our three primary data sources (iReady, IAR, and the Star360 screeners/assessments). Moving forward, we will utilize Achieve the Core to fill the gaps in the math curriculum, as well as, use the data sources to specifically target gaps in learning goals.

What student-centered problems have surfaced during this reflection?

roughly 63% of students met and/or exceeded expectations in English Language Arts and 51% of students met and/or expected expectation in Mathematics on the Illinois Assessment of Readiness (IAR); approximately 84% of the students met and/or exceeded expectations in English Language Arts and 79% of the students met and/or exceeded in Mathematics according to iReady data; 76% of the students scored at or above the benchmark in English Language Arts and 73% of the students scored at or above the benchmark in Mathematics for the Star360 screener. The Black and Latinx students have lower "On-Track" rates, grades, and benchmark screener scores as compared to their Asian and White counterparts. The aforementioned students must focus on enhancing self management skills, taking ownership (responsibility) of learning, and maximizing exposure to educational instruction (i.e. limit absences, engage in teacher-led small group instruction, attend before or after-school academic enrichment programs, etc.).

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 Administration will conduct regular Learning Walks in order to ensure the students are receiving and engaging in high quality instruction aligned to learning tasks and standards. The teachers will facilitate target small group instruction as a means of providing opportunities for students to receive one-on-one attention, to observe student learning in action, as well as, to provide constructive feedback. The Interventionist Lead, Intervention Coordinator, and Gift Program Coordinator will provide supports and interventions in conjunction with the Classroom Teacher, Diverse Learner Teacher, and Bilingual Teacher. The teachers will use IXL as a progress monitoring tool as a means to close learning gaps. Students will have access to MTSS interventions and tutoring (focused on targeted support to provide equitable access to high quality Tier I curriculum).

Determine Priorities

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

Students...

55% of the students (English Language Arts) and 73% of the students (Mathematics) fall within the criteria for supports in Tier II and Tier III. Roughly, 18% of Tier III students moved to Tier II, 12% of Tier II students moved to Tier I, and 4% of Tier I students moved to Tier II or Tier III. Approximately, 27% of the students referred for Individual Education Plans, 77% of students are Black and Latinx students. Approximately, 25% of Tier II students received intensive instruction less than 60 minutes each week and/or less than three times a week. The Black and Latinx students have lower "On-Track" rates, grades, and benchmark screener scores as compared to their Asian and White counterparts. The aforementioned students must focus on enhancing self management skills, taking ownership (responsibility) of learning, and maximizing exposure to educational instruction (i.e. limit absences, attend before or after-school academic enrichment programs, etc.), with identified deficits required for Tier II and Tier III instruction and require in-depth MTSS interventions.



[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

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

As adults in the building, we...

created a platform for supporting learning and coaching teachers on interventions to support and monitor their intervention planning and implementation (i.e. the Interventionist Lead, Interventionist Coordinator, and Gifted Coordinator). In the past, intervention implementations have been inconsistent across classroom teachers. We will focus on strengthening our instructional practices, providing timely and accurate feedback, and ensuring students have access to grade-level content, which is rigorous and leads to advanced learning and productive struggles. Also, we can ensure a strong bridge between home and school through a firm foundation of support (i.e. consistent communication, share best practices around learning and development with parents to support students at home, and inform parents of attendance expectations and the impact of attendance on a student's trajectory).



[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

What is your Theory of Action?

If we....
 identify all students at-risk academically (24 percentile, D/F grades) and social-emotionally (chronically absent, gaps in executive functioning, motivation, connectedness), and provide predictable cycles of intervention that match instructional methods with the students' specific learning needs;

Resources:

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

then we see....
 roughly 80% of teachers providing intensive intervention, monitoring students' growth, and making timely adjustments to intervention instruction based on students' performances toward learning targets;

which leads to...
 students accelerating through a progression of learning that moves them closer to grade level and/or behavioral health proficiency. Eighty-five percent of students receiving Tier II and Tier III supports will move down at least one tier level.

[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 School-Based Staff

Dates for Progress Monitoring Check Ins

Q1 10/25 Q3 2/28/2024
 Q2 12/13/2023 Q4 4/17/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	During SY24, the teachers will focus on providing high quality Social Emotional Learning supports for students using the Second Step Program as the primary curriculum and Calm Classroom as a secondary/supplemental curriculum	Teaching Staff	Q1 - Q4 (SY24)	In Progress
Action Step 1	The teachers will work on becoming more proficient at using the Second Step curriculum with integrity with a focus on equitable access to the curriculum. Focus on using supplemental materials associated with the the Calm Classroom curriculum.	Teaching Staff	ongoing throughout SY23-25	In Progress
Action Step 2	The teachers and students will engage in restorative practices and restorative conversations on a daily basis in order ensure community building and equity of voice. In doing so, it should reduce and/or eliminate the number of internal and external conflicts. The teachers will use the Behavior Health Team's referral process to identify students in need of additional supports.	Teaching Staff, Scholars	ongoing throughout SY23-25	In Progress
Action Step 3	The teachers will assist students with developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and success in life as part of the on-going community building activities, Second Step instruction, and restorative practice engagement.	Teaching Staff	ongoing throughout SY23-25	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	By Q1, Implement MTSS with integrity	Team Leads, Teaching Staff	Q1	In Progress
Action Step 1	Set MTSS Team, systems, and structures. Ensure all staff receives training on MTSS, Branching Minds, and the BHT referral processes.	Administration, Team Leads	Q1	In Progress
Action Step 2	Identify students who need Tier II and Tier III instruction. Establish systems and structures of engaging with the list of students needing MTSS supports and set targets.	Teaching and DL Staff	Q1-Q4	In Progress
Action Step 3	Provide regularly scheduled MTSS interventions for all students. Monitor implementation of MTSS and Branching Minds.	Teaching, DL Staff, and Tutors	ongoing throughout SY23-25	In Progress
Action Step 4	Establish a formal communication notification and process with/for families to establish an understanding of MTSS, the purpose of interventions and tiered support systems, and how it will support their child.	Teaching, DL Staff, and Tutors	ongoing throughout SY23-26	In Progress
Action Step 5	Ensure Individual Education Plans are written based on targeted stud	Teachers, DL Staff	ongoing throughout	In Progress
Implementation Milestone 3	By Q1, ensure that all EL students have equitable access to instruction, tailored to meet their needs.	All Staff	ongoing throughout SY23-25	In Progress
Action Step 1	Clarify and share out a detailed description of the role of the Bilingual Teacher. Provide a daily schedule of the Bilingual Teacher to teaching staff.	Administration	Q1	In Progress
Action Step 2	Create a student need based schedule based on the ACCESS scores.	Bilingual Teacher	Q1	In Progress
Action Step 3	Provide access for teachers to attend professional learning around effectively engaging EL students.	Administration	ongoing throughout SY23-26	In Progress
Action Step 4				Select Status

Action Step				Select Status
Implementation Milestone 4	By the end of Q1, ensure multiple platforms are available for parent and student engagement, forge equitable partnerships with stakeholders, and ensure stakeholders know the importance of their voices being heard and valued.	Administration, All School-Based Staff	Q1	In Progress
Action Step 1	Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.	Administration, All School-Based Staff	Q1	Completed
Action Step 2	Provide opportunities for family engagement connected to culturally sensitive curriculum and school-based activities.	Administration, All School-Based Staff	Q1-Q4	In Progress
Action Step 3	Ensure students are provided multiple opportunities to share their thoughts, opinions, and feedback.	Administration, All School-Based Staff	Q1-Q4	In Progress
Action Step 4	Solicit the support and engagement of families as partners in the instructional program (i.e. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).	Administration, All School-Based Staff	Q1-Q4	In Progress
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones During SY25, Administration will continue to ensure that all staff has been provided with professional development on and within the Branching Minds platform and Second Step program, as well as, provide opportunities for platform refreshers. As a school, we will endeavor to expand recruiting efforts in an effort to fill vacant positions with EL endorsed instructional staff. 📌

SY26 Anticipated Milestones By school year 2026, we will offer multiple opportunities for family and parent engagement. Through meaningful consultation with all stakeholders, we will create an intentional process to foster and sustain school-wide procedures, programs, and activities which involve and empower parents or family members and are responsive to student and family's needs. 📌

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
decrease the number of students in urgent intervention in Mathematics (Latinx and African American)	Yes	STAR (Math)	English Learners	16%	10%	5%	1%
			African American	24%	16%	6%	1%
decrease the number of students in urgent intervention in English Language Arts (Latinx and African American)	Yes	STAR (Reading)	Latinx	26%	16%	6%	1%
			African American	13%	8%	4%	1%

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.	All teachers will receive professional development and then be trained within the Branching Minds MTSS/RTI system-level education platform to drive student and school success.	All teachers systematically and regularly record and monitor the progress of (Tier II and Tier III) identified students Branching Minds.	All students meet established Branching Minds goals.
I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	General Education teachers will be encouraged to become EL endorsed.	At each grade level there will be at least one teacher who is EL endorsed.	100% of all teachers will have had the opportunity to acquire EL endorsement.

I&S:3 Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	Instructional teams (particularly DL and Gen Ed teachers) will engage in intentional collaborative planning.	Strategically crafted/targeted IEPs and plan for more deliberate co-teaching opportunities.	Grade level teams and vertically aligned counterparts will implement parallel co-teaching models and practices to support all DL learners.
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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
decrease the number of students in urgent intervention in Mathematics (Latinx and African American)	STAR (Math)	English Learners	16%	10%	Limited Progress	Select Status	Select Status	Select Status
		African American	24%	16%	Limited Progress	Select Status	Select Status	Select Status
decrease the number of students in urgent intervention in English Language Arts (Latinx and African American)	STAR (Reading)	Latinx	26%	16%	Limited Progress	Select Status	Select Status	Select Status
		African American	13%	8%	Limited Progress	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	All teachers will receive professional development and then be trained within the Branching Minds MTSS/RTI system-level education platform to drive student and school success.	Limited Progress	Select Status	Select Status	Select Status
I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	General Education teachers will be encouraged to become EL endorsed.	On Track	Select Status	Select Status	Select Status
I&S:3 Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	Instructional teams (particularly DL and Gen Ed teachers) will engage in intentional collaborative planning.	On Track	Select Status	Select Status	Select Status