

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
Sandra Shimon	Principal	sishimon@cps.edu
Marianna Jennings	Curriculum & Instruction Lead	mjennings1@cps.edu
Jessica Stephenson	IB Coordinator	jastephenon1@cps.edu
Laura Parsons	Teacher Leader	lmroot@cps.edu
Dan Gawne	Teacher Leader	dgawne@cps.edu
Steven Maples	LSC Member	samaples@cps.edu
Terry Batey	AP	tbatey@cps.edu
Denise Prociuk	Inclusive & Supportive Learning Lead	dprociuk@cps.edu
Jaime Ponce	Parent	raiden271971@yahoo.com
	Select Role	
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	3/20/23	3/20/23
Reflection: Curriculum & Instruction (Instructional Core)	4/17/23	5/31/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	4/17/23	5/31/23
Reflection: Connectedness & Wellbeing	4/17/23	5/31/23
Reflection: Postsecondary Success	4/17/23	5/31/23
Reflection: Partnerships & Engagement	4/17/23	5/31/23
Priorities	5/15/23	6/8/23
Root Cause	5/15/23	6/8/23
Theory of Action	6/8/23	7/13/23
Implementation Plans	6/8/23	7/13/23
Goals	6/8/23	7/13/23
Fund Compliance	7/13/23	8/28/23
Parent & Family Plan	7/13/23	8/28/23
Approval	8/28/23	8/28/23

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	October 23, 2023
Quarter 2	December 11, 2023
Quarter 3	March 11, 2024
Quarter 4	May 13, 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](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed 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.	Powerful Practices Rubric Learning Conditions
Yes	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

We have adopted Skyline in ELA, Mathematics, Science, Social Science and World Language so high quality curriculum and materials are available in these content areas. Additionally, we are a CTE/IB school, so we are able to capitalize on curriculum and subject guides for our career pathways and Diploma Programme. Teachers who were staffed in SY21 all read Culturally Responsive Teaching & The Brain and met weekly to discuss the applications to classroom practice. This foundational work is instrumental; however, implementation is not equally fideliious across grade levels and content areas. We need to do more work to ensure equitable access to opportunity and success for all of our students. We remain concerned about ensuring all students have a sense of belonging and develop an academic identity. If our metrics are any indication, this does not seem to be the case for all students.

What is the feedback from your stakeholders?

Staff recognize the interconnectedness of the foundations and believe work in one area will have impact in another. Generally, it seems they feel the most power to create change in the area of curriculum and instruction and this is where we concentrated our efforts in the last iteration of our CIWP. While we have committed to collaboration in instructional planning, the idea that we must shift our instruction to meet the needs of an everchanging group of students necessitates constant reflection and revision.

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?

Our school has been focused on instructional alignment for several years, believing that if we can engage in best practices at the adult level we will create better learning condictions for students. We utilize the three principal-directed preps for weekly department meetings, weekly course team meetings and weekly professional development in support of our instructional alignment and best practices efforts. Additional areas of focus include culturally responsive teaching and student voice. All teachers staffed in SY22 read Grading for Equity and we allocate approximately half of our PD time to identity, community and relationships, including equity initiatives.

- [iAR \(Math\)](#)
- [iAR \(English\)](#)
- Rigor Walk Data (School Level Data)
- [PSAT \(EBRW\)](#)
- [PSAT \(Math\)](#)
- [STAR \(Reading\)](#)
- [STAR \(Math\)](#)
- [iReady \(Reading\)](#)
- [iReady \(Math\)](#)
- [Cultivate](#)
- [Grades](#)
- [ACCESS](#)
- [TS Gold](#)
- [Interim Assessment Data](#)

What student-centered problems have surfaced during this reflection?

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

We continue to believe that it is important that we create instructional alignment across course teams and grade levels, to ensure equitable access to opportunity and success for all students.

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

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
		MTSS Integrity Memo

Because not all of our students are achieving at the same level, it is necessary that we concentrate on targeted supports for particular groups of students. At Prosser, we are aware that metrics for African-American males, students who are English Learners and DL students are not commensurate with other groups.

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

No	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
No	There are language objectives (that demonstrate HOW students will use language) across the content.	

What is the feedback from your stakeholders?

MTSS and EL are growth areas at Prosser. In the last year, we have introduced staff to the new Branching Minds platform and we have established an MTSS team; however, staff do not consider themselves knowledgeable about MTSS and/or how to ensure students receive the tiered interventions they need to be successful.

In the last year, we have had a significant change in our student population to include newcomer students in need of EL/Bilingual services. We are not staffed appropriately to meet the needs of these students and struggle particularly in content areas that are already high need and difficult to staff, like science. As more and more teachers have experience teaching students who do not speak English, more and more teachers understand our need to grow and change in keeping with our student population.

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?

In anticipation of this iteration of the CIWP, we have scheduled a teacher to be released 70% of the time to serve as an interventionist and have staffed a part-time counselor to support Freshman on Track. Additionally, we have hired a Bilingual/EL teacher and we are offering five sections of English Language classes for newcomer students. This is a start.

- [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.

We would like to see our most marginalized students, for whom there should be so many targeted supports in place, be more successful than they have been traditionally. Language is a barrier for students attempting to access grade-level instruction and implementing best practices to accommodate language barriers is vital for our staff to connect with our students.

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	BHT Key Component Assessment SEL Teaming Structure	<p>Despite our continued efforts to engage in restorative practice and provide tiered supports for students struggling academically, behaviorally and social-emotionally, we are limited in our response to student need and, as a result, still have students who are marginalized and/or do not achieve success in the ways their peers do.</p>	<ul style="list-style-type: none"> % of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students Reconnected by 20th Day, Reconnected after 8 out of 10 days absent Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance
Partially	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>		
Yes	<p>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.</p>	<p>What is the feedback from your stakeholders?</p> <p>We do have Behavioral Health and Culture & Climate Teams, but their practices are limited by our access to resources. In the case of BHT, our team meets routinely and often knows what the best next step might be for a student, but we are still building the community partnerships that we can rely on for services. In the same vein, our Culture & Climate team has countless conversations about drug use and abuse with students but until we can partner our students with drug prevention or rehabilitation programs, the work feels cyclical.</p>	

Partially	<p>Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.</p>		<p>Student Voice Infrastructure</p> <p>Reduction in number of students with dropout codes at EOY</p>
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this 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>Despite our best efforts and our relative success compared to other schools, African-American students are still removed from class at a disproportionate rate. Ultimately, this results in their being exposed to the Culture & Climate team more than their peers. We need to increase the empathic listening and de-escalation skills and strategies at the classroom level so that students are not ejected from class. Additionally, the BHT experiencing students being referred when only limited Tier 1 SEL has been attempted.</p>		<p>Our Culture & Climate and Behavioral Health Teams are trained and committed to restorative practice, harm reduction and the implementation of tier 2 and 3 supports.</p>	

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

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

	Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Yes	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	<p>While there is always room for improvement, we have strong structures in place to support post-secondary success.</p> <p>What is the feedback from your stakeholders? While there is always room for improvement, we have strong structures in place to support post-secondary success.</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? We have a strong post-secondary leadership team, consistent structures in place to ensure students complete their LPS in a timely manner, annual events that support students' imagination about their futures, university partnerships, a CTE Academy Coordinator who facilitates work-based learning and early career credentials, an IB Coordinator who supports college preparatory coursework.</p>	<p>Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECCC</p> <p>3 - 8 On Track</p> <p>Learn, Plan, Succeed</p> <p>% of KPIs Completed (12th Grade)</p> <p>College Enrollment and Persistence Rate</p> <p>9th and 10th Grade On Track</p> <p>Cultivate (Relevance to the Future)</p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
Yes	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		
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		
Yes	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).			
Yes	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
Yes	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric		
Yes	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager		

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.

Following the remote learning experience, more of our students are opting for work, military and two-year college options over four-year university.

Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
<p>Yes</p>	<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>Prosser has a functional Local School Council that generally has a quorum to conduct business and has both parent and community members. There is a consistent group of parents who participate in BAC and PAC and the school works closely with a number of community organizations including Youth Guidance, Northwest Center, Metro Family Services, among others.</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
<p>Yes</p>	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
<p>Yes</p>	<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>Unless stakeholders are directly involved in a partnership with a community-based organization, they may not be aware of the relationships between the school and the community.</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>Related to Connectedness & Well Being, the more community partnerships we can establish, the more Tier 2 and Tier 3 supports we can offer our students.</p>		<p>Last year, the Prosser PAC hosted a series of workshops in Spanish that were well received. It is important that they offer workshops in English, as well, so that our non-Spanish speaking parents feel welcomed and supported, as well.</p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

We have adopted Skyline in ELA, Mathematics, Science, Social Science and World Language so high quality curriculum and materials are available in these content areas. Additionally, we are a CTE/IB school, so we are able to capitalize on curriculum and subject guides for our career pathways and Diploma Programme. Teachers who were staffed in SY21 all read Culturally Responsive Teaching & The Brain and met weekly to discuss the applications to classroom practice. This foundational work is instrumental; however, implementation is not equally fidelious across grade levels and content areas. We need to do more work to ensure equitable access to opportunity and success for all of our students. We remain concerned about ensuring all students have a sense of belonging and develop an academic identity. If our metrics are any indication, this does not seem to be the case for all students.

What is the feedback from your stakeholders?

Staff recognize the interconnectedness of the foundations and believe work in one area will have impact in another. Generally, it seems they feel the most power to create change in the area of curriculum and instruction and this is where we concentrated our efforts in the last iteration of our CIWP. While we have committed to collaboration in instructional planning, the idea that we must shift our instruction to meet the needs of an everchanging group of students necessitates constant reflection and revision.

What student-centered problems have surfaced during this reflection?

We continue to believe that it is important that we create instructional alignment across course teams and grade levels, to ensure equitable access to opportunity and success for all students.

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?

Our school has been focused on instructional alignment for several years, believing that if we can engage in best practices at the adult level we will create better learning conductions for students. We utilize the three principal-directed preps for weekly department meetings, weekly course team meetings and weekly professional development in support of our instructional alignment and best practices efforts. Additional areas of focus include culturally responsive teaching and student voice. All teachers staffed in SY22 read Grading for Equity and we allocate approximately half of our PD time to identity, community and relationships, including equity initiatives.

Return to Top Determine Priorities

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

Students... do not all currently experience the same measure of success in our school and in their postsecondary endeavors. Of particular concern is the difference in outcomes for students who are African-American, particularly males, for students who are English learners and for students who have diverse learning needs. There is consistent disparity between these groups and the rest of our student population related to attendance, graduation rates, grades and college readiness.



Resources: [Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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

Return to Top Root Cause

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

As adults in the building, we... have to adjust our practices to better serve our target groups and particularly to ensure that we create equitable opportunities for all students, which necessitates the alignment of our practices both horizontally and vertically.



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

Indicators of a Quality CIWP: Root Cause Analysis

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

Return to Top Theory of Action

What is your Theory of Action?

If we... if we engage in consistent and continuous collaboration on course teams, in departments and across programs, using protocols to revise curriculum, materials and instructional strategies to best meet the needs of our students



Resources: [Indicators of a Quality CIWP: Theory of Action](#)

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

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

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

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

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

then we see....

equal opportunities rooted in high quality curriculum and instruction with a focus on meaningful work across all students' experience,



which leads to...

higher rates of students meeting or exceeding college readiness standards overall, a higher FOT rate for African-American students, and an increased number of EL and African-American male students graduating within four years. Additionally, this will create stronger academic identities and deeper connections from student to school.



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Resources:

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

Principal Shimon: Oversees Student/Teacher Instructional Leadership Team / Team Lead: Jennings

Dates for Progress Monitoring Check Ins

Q1 **October 23, 2023** Q3 **March 11, 2024**
 Q2 **December 11, 2023** Q4 **May 13, 2024**

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Implement curriculum with fidelity.	S/TILT & Department Chairs	June 2024	In Progress
Action Step 1	Schedule free period for each content area to ensure meeting time.	Admin	August 2023	Completed
Action Step 2	Establish meeting cadence for S/TILT, department and course team meetings.	Admin	August 2023	Completed
Action Step 3	Attend ILT Institutes & Summits.	S/TILT & Teacher Leaders	Ongoing	Not Started
Action Step 4	Utilize Equity Rubric.	S/TILT	June 2024	Not Started
Action Step 5	Continuously develop and revise instructional plans.	Department & Course Teams	Ongoing	In Progress
Implementation Milestone 2	Revisit exploration of meaningful work.	S/TILT	December 2023	In Progress
Action Step 1	Review SY23 commitments to making the meaning of work transparent and explicit.	Department & Course Teams	August 2023	Completed
Action Step 2	Review SY23 commitments to reflect new teams and new students.	Department & Course Teams	September 2023	In Progress
Action Step 3	Administer BOY survey to student body about meaningful work.	Admin	September 2023	Not Started
Action Step 4	Engage in quarterly classroom visits to determine if students know what they are doing and why they are doing it.	Teachers	Ongoing	Not Started
Action Step 5	Administer EOY survey to student body about meaningful work.	Admin	May 2024	Not Started
Implementation Milestone 3	Evaluate quality of existing curriculum using High Quality Curriculum Rubrics.	S/TILT	June 2024	Not Started
Action Step 1	Become familiar with the HQCR.	S/TILT	December 2023	Not Started
Action Step 2	Measure existing units against HQCR.	Department & Course Teams	March 2024	Not Started
Action Step 3	Revise existing units based on HQCR review.	Department & Course Teams	June 2024	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones The focus of SY25 will be the development and implementation of common assessments in course teams and the identification of vertical gaps in instructional plans.

SY26 Anticipated Milestones The focus of SY26 is the development of departmental scope and sequence and the revision of units to ensure they adhere to that scope and sequence.

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Indicators of a Quality CIWP: Goal Setting

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

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
We do not want a disproportionate number of African-American males, English Learners or students with IEPs to be off track.	Yes	9th and 10th Grade On Track	African American Male				
			English Learners				
	Select Answer	Select Metric	Select Group or 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:2 Students experience grade-level, standards-aligned instruction.	Looking at Adult Work: Unit Plan Reflection & Revision and Classroom Observations focusing on Meaningful Work and whether students know what they are doing and why they are doing it.	In addition to the progress monitoring measures from SY24, building common assessments and looking at common assessment data. These can be measured by deliverables.	Checks for horizontal and vertical alignment through development of scope and sequence, unit plan review and common assessment data. These can be measured by deliverables.
Select a Practice			
Select a Practice			

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

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
We do not want a disproportionate number of African-American males, English Learners or students with IEPs to be off track.	9th and 10th Grade On Track	African American Male			Select Status	Select Status	Select Status	Select Status
		English Learners			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or 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:2 Students experience grade-level, standards-aligned instruction.	Looking at Adult Work: Unit Plan Reflection & Revision and Classroom Observations focusing on Meaningful Work and whether students know what they are doing and why they are doing it.	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

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.
No	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.
No	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

Because not all of our students are achieving at the same level, it is necessary that we concentrate on targeted supports for particular groups of students. At Prosser, we are aware that metrics for African-American males, students who are English Learners and DL students are not commensurate with other groups.

What is the feedback from your stakeholders?

MTSS and EL are growth areas at Prosser. In the last year, we have introduced staff to the new Branching Minds platform and we have established an MTSS team; however, staff do not consider themselves knowledgeable about MTSS and/or how to ensure students receive the tiered interventions they need to be successful.

In the last year, we have had a significant change in our student population to include newcomer students in need of EL/Bilingual services. We are not staffed appropriately to meet the needs of these students and struggle particularly in content areas that are already high need and difficult to staff, like science. As more and more teachers have experience teaching students who do not speak English, more and more teachers understand our need to grow and change in keeping with our student population.

We need to build our capacity to offer the targeted supports necessary for all students at Prosser to access grade-level instruction.

What student-centered problems have surfaced during this reflection?

We would like to see our most marginalized students, for whom there should be so many targeted supports in place, be more successful than they have been traditionally. Language is a barrier for students attempting to access grade-level instruction and implementing best practices to accommodate language barriers is vital for our staff to connect with our students.

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?

In anticipation of this iteration of the CIWP, we have scheduled a teacher to be released 70% of the time to serve as an interventionist and have staffed a part-time counselor to support Freshman on Track. Additionally, we have hired a Bilingual/EL teacher and we are offering five sections of English Language classes for newcomer students. This is a start.


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Determine Priorities

Resources: 

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

Students...

do not all currently experience the effective targeted instructional supports needed to ensure their equal success. Of par 

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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


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Root Cause

Resources: 

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

As adults in the building, we...

need an arsenal of best practices related to intervention, accommodations and modification and EL in order to better support our students. 

[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.

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Theory of Action

What is your Theory of Action?

If we....

increase school-wide understanding of Multi-Tiered Systems of Support and implement and share academic interventions that have successfully supported students in their continuous 

Resources: 

[Indicators of a Quality CIWP: Theory of Action](#)

Inclusive & Supportive Learning Environment

improvement

then we see...
best practices for students in all classrooms, increased equity of opportunity and all students receiving the type of supports they need

which leads to...
higher rates of students meeting or exceeding college readiness standards overall, a higher FOT rate for African-American students, an increased number of EL and African-American male students graduating within four years, and more As and Bs for EL, DL and African-American male students.

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.

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
AP Prociuk: Oversees MTSS, EL & DL / Team Leads: Valle, Wilson, Parsons, Moore, Xidis

Dates for Progress Monitoring Check Ins
Q1 October 23, 2023
Q2 December 11, 2023
Q3 March 11, 2024
Q4 May 13, 2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Implementation of Interventionist	Admin	December 2023	In Progress
Action Step 1	Search for & Staff Interventionist	Admin	August 2023	Completed
Action Step 2	Register & Attend MTSS Trainings	Valle	Ongoing	In Progress
Action Step 3	Attend MTSS PLC	MTSS Team Member		In Progress
Action Step 4	Establish MTSS Team Meeting Cadence	Valle		Not Started
Action Step 5				Select Status
Implementation Milestone 2	Acclimation to Branching Minds	MTSS Team	December 2023	In Progress
Action Step 1	PD during Principal-Directed Preps at Progress Reports	MTSS Team	June 2024	Not Started
Action Step 2	Safe Practice Use of Branching Minds	MTSS Team	December 2023	Not Started
Action Step 3	Independent Use of Branching Minds	Teachers	June 2024	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Understanding of MTSS	Valle	June 2024	In Progress
Action Step 1	PD on Tier 1 during Principal-Directed Time	MTSS Team	June 2024	Not Started
Action Step 2	PD on Data-Informed Interventions during Principal-Directed Time	DL & MTSS Team	June 2024	Not Started
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
The goal this year is to be more knowledgeable about MTSS Tier 1, data-informed interventions and Branching Minds. The goal next year is to expand that knowledge base to include robust Tier 2 interventions and an effective MTSS Referral System.

SY26 Anticipated Milestones
In the third year, we intend to implement problem-solving practice protocols and develop a cycle for MTSS response.

[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
Our goal is that African-American males and students with IEPs will not only pass their classes, but experience Bs or Better in their core classes.	Yes	Grades	African American Male				
			Students with an IEP				
	Select Answer	Select Metric	Select Group or 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
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	Implementing an MTSS Lead, developing a strong team and scheduling time for structured PD around MTSS interventions and Branching Minds. These are all things that can be measured by deliverables.	Develop and utilize Tier 2 interventions and implement coherent referral system. These can be measured by deliverables.	Implement problem solving practice and cycle of response/progress monitoring. These can be measured by deliverables.
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
Our goal is that African-American males and students with IEPs will not only pass their classes, but experience Bs or Better in their core classes.	Grades	African American Male			Select Status	Select Status	Select Status	Select Status
		Students with an IEP			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Inclusive & Supportive Learning Environment

Practice Goals

Progress Monitoring

Identified Practices	SY24	Progress Monitoring			
		Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	Implementing an MTSS Lead, developing a strong team and scheduling time for structured PD around MTSS interventions and Branching Minds. These are all things that can be measured by deliverables.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

If Checked:
Complete
IL-Empower
Section below

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

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

If Checked:
No action needed

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



<p>Select a Goal</p>					
<p>Select a Goal</p>					
<p>Select a Goal</p>					

Parent and Family Plan

If Checked:



Our school is a Title I school operating a Schoolwide Program

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

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

If Checked:



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

No action needed

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

SCHOOL & FAMILY COMPACT

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

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

Prosser parents have opted to use Title I funds for parent workshops concentrating on student achievement and social emotional wellness, as well as Spanish-language parenting books that will help parents better know how to support their students both in school and in their communities. The goal this year is to provide parent workshops both in Spanish and in English to accommodate as many parents as possible. 🍌

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