CIWP Team & Schedules

Indicators of Quality CIWP: CIWP Team
The CIWP team includes staff reflecting the diversity of student demographics and school programs.
The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.
The CIWP team includes leaders who are responsible for implementing Foundations, those with institutional memory and those most impacted.
The CIWP team includes parents, community members, and LSC members.
All CIWP team members are meaningfully involved in the planning process for CIWP components and include other stakeholders, as appropriate for their role, with involvement along the CPS Spectrum of Inclusive Partnerships (from the CPS Equity Framework).

CIWP Team Guidance

Name ✍	Role ✍	Email ✍
Romeldia Salter	Principal	rsalter@cps.edu
DaWanda Dotson	AP	dfountain@cps.edu
Deloris Alderson	Teacher Leader	daalderson@cps.edu
Shawna Hall-Neely	Inclusive & Supportive Learning Lead	scwilliams1@cps.edu
Candace Pickens-Cantrell	Inclusive & Supportive Learning Lead	ccpickens-ca@cps.edu
Latrice Jones	Postsecondary Lead	lasilas@cps.edu
Sheyla Shreck	Teacher Leader	spshreck@cps.edu
Lafaye Woods	Teacher Leader	lawoods1@cps.edu
Rashad Rucker	Partnerships & Engagement Lead	rsrucker2@cps.edu
Katrina Ellison -Brown	Teacher Leader	kmellison@cps.edu
Nakeidria Campbell	Connectedness & Wellbeing Lead	ncampbell9@cps.edu
Candice Brooks	Personalized Learning Coach	clbrooks@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	6/8/23	6/8/23
Reflection: Curriculum & Instruction (Instructional Core)	6/27/23	7/18/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	8/1/23	8/1/23
Reflection: Connectedness & Wellbeing	6/27/23	7/18/23
Reflection: Postsecondary Success	7/18/23	7/18/23
Reflection: Partnerships & Engagement	6/27/23	7/18/23
Priorities	7/18/23	7/18/23
Root Cause	6/27/23	6/27/23
Theory of Acton	7/18/23	8/1/23
Implementation Plans	7/18/23	8/15/23
Goals	7/18/23	8/15/23
Fund Compliance	8/15/23	8/15/23
Parent & Family Plan	8/22/23	8/22/23
Approval	9/11/23	9/13/23

SY24 Progress Monitoring Schedule

Indicate the SY24 dates when your CIWP team will hold progress monitoring check-ins.
As a reference, these dates will auto-populate in your implementation plans.

CIWP Progress Monitoring Meeting Dates ✍️

Quarter 1	10/27/2023
Quarter 2	1/9/2024
Quarter 3	4/1/2024
Quarter 4	6/7/2024

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 Rigor Walk Rubric	IAR Math - Between 71% - 79% of our students did not meet/partially met expectations in the sub categories: Additional & Supporting Content, Major Content, Mathematical Reasoning, Modeling Application (More direct instruction and differntiated small instruction is needed. Students spend too much time working on computers.) IAR ELA - No students exceeded expectations from 2020 to 2023 -78% did not meet/partially met expectations in language conventions - 80% did not meet/partially met expectations in written expression Writing has to be part of the student's daily experinces. iReady ELA: 16% of students are two grade levels below, 44% of students are one grade level below, 17% of students are early on grade level, 23% of students are mid or above grade level iReady Math: 9% of students are two grade levels below, 59% of students are one grade level below, 9% of students are early on grade level ,22% of students are mid or above grade level After reviewing the metrics, the following will be noted. All teachers have access to Skyline Curriculum. It is research based, rigorous and incorporates discussion topics that promotes student to student discourse. It also, is aligned with the common core standard and has materials that helps stimulate and enhance our student's cultural competency. Skyline also provides all supportive materials as well as assessments and homework. Weekly grade level meetings, will also be structured to support ✍	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW)

Partially	Students experience grade-level, standards-aligned instruction.	[Teacher Team Learning Cycle Protocols](#) [Quality Indicators Of Specially Designed Instruction](#)

Weekly grade-level meetings, will also be structured to support teacher understanding and growth around incorporating data into the curriculum and practices. At that time, varied teacher leaders at Pullman School will continue to implement and expand upon the following set of data strategy best practices: Data Awareness- The goal is to make sure that everyone understands the impact of data changes, while also having dialogue around execution strategies for next steps. Data Monitoring- The goal is to track student progress while in the varied and fluid groupings. Curricular management-The goal is to monitor the implementation and varied strategies using the curriculum, when assessing students and during small groups. Data quality culture-The goal is to build a culture around understanding the importance and implementation of data.
ON Track Data -

What is the feedback from your stakeholders?

According to the data, more small group instruction is needed ✍️ to move more students toward the meet or exceed mark. Also, students need more differented work to address deficits.   All Pullman stakeholders would like to keep communication open. Most importantly, is communication between parents and teachers. It is researched that when parents and teachers partner, students make the necessary gains for success at all academic levels. They would like to retain and develop quality teachers. Teacher retention is the main factor in student success. It allows students to already know and understand the expectations of all staff members because they are already within the culture. Provide data that will guide leadership in prioritizing professional growth for all educators. Having access and comprehension of data points is critical to ensuring teachers need to be guided through the process of learning and understanding how to apply strategies to improve data. Lastly, ensure increased student learning and exposure through daily and weekly quality instructional practices.   Assessment preparation starts August 21st (IAR/PSAT/etc.)

Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	[Powerful Practices Rubric](#) [Learning Conditions](#)
Partially	The ILT leads instructional improvement through distributed leadership.	[Continuum of ILT Effectiveness](#) [Distributed Leadership](#)
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	[Customized Balanced Assessment Plan](#) [ES Assessment Plan Development Guide](#) [HS Assessment Plan Development](#)
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	[Assessment for Learning Reference Document](#)

What, 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 a few classrooms, we have observed:GLOWS ✍️
*Students engaged
*Use of technology
*Some student conversations
*Teacher facilitation of learning, promoting discourse, and

*Teacher facilitation of learning, prompting, discourse, and owning during struggles
*Entrance and exits tickets
*Anchor charts posted
 When we build that relational trust then it should be easier for people to feel comfortable with supporting each other; We have started to do more teacher collaboration/support of each other; Parent/teacher communication; DL and GenEd teacher collaboration;

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

 Students feeling at ease with asking questions of teachers; The challenges that surfaced ✏️ were lack of interest and confidence, lack of motivation, initiative and self-directed execution. Students also struggle with working with partners in a productive manner, without support or constant redirection. Attendance is another concern. The most important factor to solve these problems would be to make our school a place that students cannot wait to enter into; Student identify as learners--not "feeling smart" or "feeling confident". Modeling presentation skills, questions stem starters, discussions/question starters;

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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
Partially — School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey	[takeaways reflecting most students; takeaways reflecting specific student groups] MTSS needs to be clearly outlined to all stakeholders (Parents, students and teachers); teachers believe MTSS is for a certain "person". What is MTSS and how to implement it....MTSS letter/communication to parents that explains the process to help provide clarity. Staff understanding Branching Minds, how to document interventions, access interventions, etc. Sharing benchmark assessment data with parents/ongoing communication; Teams using progress monitoring to drive interventions for students; Aware of everyone's role based on IDEA procedural safeguards to support studetns with IEPs and/or ELL students. Using data to support the IEP process; utilizing EL recommendations/I CAN statements in learning tasks and lesson plans. Teacher collaboration; More backward planning-begin with the end in mind- in order to support students making progress; Train teacher with Branching Minds...Leveraging Personalized Learning Practices through student conferencing ✏️	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS) Quality Indicators of Specially Designed Curriculum
Partially — School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo		
Partially — Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support	LRE Dashboard Page		

What is the feedback from your stakeholders?

Partially	Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.		Teachers need time to plan on a more informal manner. DL Teachers and Gen Ed teachers can work together to backward plan(begin with the end in mind) to meet all needs of students. Additionally, teachers need to understand MTSS and the Branching Minds Platform. Teachers need to be adequately trained. Progress Monitoring needs to occur within Branching Minds. During Conferening, goals that are set within student Learner Profiles can be used within Branching Minds. All Stakeholders (Gen Ed Teacher, Sped Teacher, and SECA) need to collaborate to write quality IEP Goals and offer input for the IEP. ✍️
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	[IDEA Procedural Manual](#)	
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	[EL Placement Recommendation Tool ES](#) [EL Placement Recommendation Tool HS](#)	

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?

Yes	There are language objectives (that demonstrate HOW students will use language) across the content.		Some improvements that are in progress include using the Learner Profiles to conference with students on their data. Other things that are in progress include teacher collaboration time in leui of weekly grade level meetings. Additionally, collaboration occuring frequently on the Intermediate Team. Some of the impact include student growth and time to co-plan and more opportunities to co-teach and team/station teach. Using the a different approach and in some cases a different person (DL Teacher instead of Gen-Ed Teacher) to teach a lesson will erase the stigma of "that's your student" and increase the opportunities for inclusion. ✍️

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.

Teachers need to be able to use the resources provided for students and outlined in the IEP and/or ELL resources to help strengthen student skills. The accommodations should be outlined in every learning task to help meet specific needs and work on deficits. ✍️

[EL Program Review Tool](#)

[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	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	[BHT Key Component Assessment](#) [SEL Teaming Structure](#)	Starting implementation of SEL infused with Leader in Me weekly (building evidence) Structured recess Using and tracking restorative interventions Overarching goal needs to be Building Community ✍️	[% of Students receiving Tier 2/3 interventions meeting targets](#) [Reduction in OSS per 100](#) [Reduction in repeated disruptive behaviors (4-6 SCC)](#)
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			[Access to OST](#) [Increase Average Daily Attendance](#) [Increased Attendance for Chronically Absent Students](#)
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		**What is the feedback from your stakeholders?** We administered a survey to parents to support our efforts with increasing Parent Involement (November 2022) Topics of Interests: What I Want Pullman to Consider for My Child - 43%; Understanding Personalized Learning 54.4%; Strategies to Help My Child Succeed at School: 78.6%; Coping With Trauma: 40.5%; Strategies to Deal with Parental Stress: 38%; How to Access CPS Parent Portal: 26.2%; Computer Skills: 19% ✍️	[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](#)

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?**
Academic Challenges: 26.2%; Social/Peer Interactions: 38.1%; Difficulty with bullying: 9.5%; Challenges with teachers: 14.3%; Survey Results from Middle Schoolers Fall 2022: Least favorite thing about school range from being uncomfortable to ask questions about things they do not know or understand; 95% of students expressed the best way for them to learn is to be shown how to do it; ✍️	Student conference/Learner Profile- leveraging Personalized Learning Components; Immediate student feedback; Mastery Based Learning to support students with multiple opportunities to master the standard; Pullman Student Ambassadors (Leaders) Student Voice; Ensure students with IEPs have voice ✍️

Postsecondary Success

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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)](#)	Students in grades 6th- 8th grade received weekly instruction on CPS Success Bound. The ILP activities were completed. 70% of Success Bound curriculum was completed by one instructor. This program can be improved with collaboration of teachers and implementing service projects. . The graduation rate for 2022-2023 was 94%. The goal of 100% can be accomplished with quarterly data check-ins and provide intervention for Far Off Track and Off Track students based on grades not just assessments. Off Track students were not prioritize for After School academic programs. 6th- 8th grade . 24% are On Track; 17% Almost On Track; 17% Near On Track ✍️	[Graduation Rate](#) [Program Inquiry: Programs/participation/attainment rates of % of ECCC](#) [3 - 8 On Track](#)

Yes	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	[Individualized Learning Plans](#)
Partially	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	[Work Based Learning Toolkit](#)
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).	
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	[ECCE Certification List](#)
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	[PLT Assessment Rubric](#)
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	[Alumni Support Initiative One Pager](#)

- 24% are On Track; 17% Almost On Track, 17% Near On Track, 22% Far From On Track; 21% Off Track   -Due to online assignments, students who attend school less than 85% of the time can still receive a G.P.A between 2.0- 3.0.
Students received partial Work Based Learning by receiving lessons on various careers and resume writing. Students also participated in Career Day which included 15 professionals.

What is the feedback from your stakeholders?

More exposure/workshops to CPS offerings, Parents need to know how to navigate CPS website, GOCPS, parenting workshops to support student success, student service opportunities, We administered a survey to parents to support our efforts with increasing Parent Involement (November 2022) Topics of Interests: What I Want Pullman to Consider for My Child - 43%; Understanding Personalized Learning 54.4%; Strategies to Help My Child Succeed at School: 78.6%; Coping With Trauma: 40.5%; Strategies to Deal with Parental Stress: 38%; How to Access CPS Parent Portal: 26.2%; Computer Skills: 19%

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?

Putting together a Success Bound Team. Conducting quarterly Success Bound workshops (plans for student projects and incentives for Success Bound and ILP completion). Creating a College Bound enviroment ex. College Flags/pennants. Pictures of teachers and their Attended colleges/universities. High School Fair participation to include reflection sheet to support students' thoughtful selection process; Career Day activities to expose students to careers.

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.

[problems experienced by most students; problems experienced by specific student groups]Lack of student lead projects and exploration. Students need to connect how their current decisions effect their future. Student field trips t colleges/universiites with workshops. Required research projects or school gallery by students on careers and colleges/universities.

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Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	Insufficient data from Cultivate Survey Was survey administered? How can we embed taking students taking surveys to ensure we capture accurate data? When? Who? This is essential to understand student mindsets in regard to Academic Risk Taking, Agency, Belonging, Growth Mindset, Identity Safety, Relevance to the Future, Self-efficacy, Monitoring Strategies, Organization and Time management/ Motivation to Learn; Pullman Teachers need to focus on: Building Classroom Community, Giving Feedback for Growth (Student Conferencing); Learning Goals)Learner Profiles); Meaningful Work (Rigor); Student Voice, Teacher Caring, Well Organized Classroom.	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)

Partially

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

Student Voice Infrastructure Rubric

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

What is the feedback from your stakeholders?

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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?

Student conference/Learner Profile- leveraging Personalized Learning Components; Immediate student feedback; Mastery Based Learning to support students with multiple opportunities to master the standard; Pullman Student Ambassadors (Leaders) Student Voice; Ensure students with IEPs have voice

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

IAR Math - Between 71% - 79% of our students did not meet/partially met expectations in the sub categories: Additional & Supporting Content, Major Content, Mathematical Reasoning, Modeling Application (More direct instruction and differntiated small instruction is needed. Students spend too much time working on computers.)
IAR ELA - No students exceeded expectations from 2020 to 2023
-78% did not meet/partially met expectations in language conventions
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According to the data, more small group instruction is needed to move more students toward the meet or exceed mark. Also, students need more differented work to address deficits.   All Pullman stakeholders would like to keep communication open. Most importantly, is communication between parents and teachers. It is researched that when parents and teachers partner, students make the necessary gains for success at all academic levels. They would like to retain and develop quality teachers. Teacher retention is the main factor in student success. It allows students to already know and understand the expectations of all staff members because they are already within the culture. Provide data that will guide leadership in prioritizing professional growth for all educators. Having access and comprehension of data points is critical to ensuring teachers need to be guided through the process of learning and understanding how to apply strategies to improve data. Lastly, ensure increased student learning and exposure through daily and weekly quality instructional practices.   Assessment preparation starts August 21st (IAR/PSAT/etc.)

Curriculum & Instruction

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Students feeling at ease with asking questions of teachers; The challenges that surfaced were lack of interest and confidence, lack of motivation, initiative and self-directed execution. Students also struggle with working with partners in a productive manner, without support or constant redirection. Attendance is another concern. The most important factor to solve these problems would be to make our school a place that students cannot wait to enter into; Student identify as learners--not "feeling smart" or "feeling confident". Modeling presentation skills, questions stem starters, discussions/question starters;

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 a few classrooms, we have observed:GLOWS
*Students engaged
*Use of technology
*Some student conversations
*Teacher facilitation of learning, prompting, discourse, and owning during struggles
*Entrance and exits tickets
*Anchor charts posted
 When we build that relational trust then it should be easier for people to feel comfortable with supporting each other; We have started to do more teacher collaboration/support of each other; Parent/teacher communication; DL and GenEd teacher collaboration;

Determine Priorities

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Resources: 🚀

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

[Determine Priorities Protocol](#)

Students...

Need to be engaged and present, need to be comfortable enough to express what they do not know; need to be comfortable enough to express what they would like to see in the classroom; know how to collaborate with students and adults, engaged looks like asking questions of peers and teachers, engaged looks like improving presentation skills; engaged looks like leading discussions/activities (SOCRATIC STYLE) ; need to feel trust and that their voice is being heard; need to have the option to participate on school committees; need to establish organizational skills (AVID) ; need to be exposed to enrichment activities that encourage school attendance and improve community engagement and service;

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

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Resources: 🚀

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

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

As adults in the building, we...

Teachers need to plan and incorporate student-to-student discorse time (vs teacher lecturing), teach grade level content, using culturally relevant & rich literature that contributes to discourse and collaborative conversations; teachers ask open ended questions and encourage students to extend thinking and defend their "answers" /"position"; teachers encourage the use of question-stems/conversations starters to ensure use of academic vocabulary , provide students mulitple opportunities to master content with re-assessing, need to teach grade level during whole group and attack deficits during small

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.

group as well as intervention activities, student-created anchor charts, student-developed assessment questions; teach students how to learn content to work toward mastery; Skyline with fidelity then we will ensure that assessments are based on what we are teaching; Universal question stems and sentence starters posted in classrooms and maybe even desk stickers or bookmarks that will allow to students to refer to when needed; teachers need to be inclusive of all learners; demonstrating and modeling for students to be inclusive with each other; Positive postings throughout the building that remind students that they are important.

Root causes are within the school's control.

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Theory of Action

What is your Theory of Action?

If we....

develop K-8 vertical alignment through scope and sequence to increase collaboration between grade bands and identify skill gaps

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....

Focused and collaborative efforts by teachers across grade bands/subjects during teacher team meetings, and professional development days to eliminate skill gaps, create cohesion, and increase student engagement

which leads to...

students performing at or above grade level on the following assesments and on track data by June 2024: IAR ELA- 38%; IAR Math-30%; Star 360 ELA- 30%; Star 360 Math- 25% , i-Ready-35%, and 50% of students will be on track.

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Implementation Plan

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍️

ILT /School Administrators

Dates for Progress Monitoring Check Ins

Q1	10/27/2023	Q3	4/1/2024
Q2	1/9/2024	Q4	6/7/2024

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	By August 25, 2023, the ILT members will lead goal setting discussions with teachers based on the LSI Rubric and student data, to support instructional support .	ILT	August 25	Completed
Action Step 1	Rubric for organizing students to achieve the standard (include LSI, Personalized Learning, Teaching Framework)	Principal Salter	August 2023	Completed
Action Step 2	Goal-setting sheets for teachers	Principal Salter	August 2023	Completed
Action Step 3	Mid Year Progress Monitoring Meetings	ILT	February 2024	Not Started
Action Step 4	End of Year Progress Monitoring Meetings	ILT	May 2024	Not Started
Action Step 5	Classroom observation and teacher modeling to support goals	ILT	October 2023	In Progress
Implementation Milestone 2	During weekly professional learning collaboratives, job embedded Professional Development opportunities will be provided covering varied topics as selected by a staff survey.	ILT	September 2023	In Progress
Action Step 1	Create and disseminate staff survey	ILT	September 2023	Not Started
Action Step 2	Schedule professional development topics that align with Pullman's Professional Development Learning Cycle	ILT	September 2023	In Progress
Action Step 3	Identify additional staff members to support facilitation of PD	ILT	September 2023	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	During the 2023-24 school year, Pullman School will continue to implement SKYLINE instructional standards for each discipline, with 98% participation. The Principal in unison with the Leadership Team will guide staff in the implementation of the curriculum materials in ELA and Math.	ILT	September 2023	In Progress
Action Step 1	Identify professional learning structures and create Pullman Skyline Professional Learning Calendar	ILT	September 2023	In Progress

Action Step 2	Lead Coach to facilitate weekly Wednesday Skyline planning and support sessionsPDs, for one hour, after school	Lead Coach	September 2023	In Progress
Action Step 3	Teacher survey of needs assessments regarding confidence with implementing Skyline with fidelity	ILT	December 2023	Not Started
Action Step 4	Teacher Facilitation Guide: Scavenger Hunt to find KEY components for effective implementation			Select Status
Action Step 5		ILT		
Implementation Milestone 4	ILT lead data analysis protocol with staff members (i-Ready, STAR360, Skyline Interim)	ILT	August 2023	In Progress
Action Step 1	Build Capacity of ILT members to lead teachers through process of analyzing data	ILT	August 2023	Completed
Action Step 2	Every 5 weeks, 100% of staff members will update Branching Minds with student interventions	ILT	September 2023	In Progress
Action Step 3	Intentional with small group instruction and differentiation	ILT	September 2023	In Progress
Action Step 4				Select Status
Action Step 5			Weekly	Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Distributive leadership practices of teacher leaders facilitating collaborative professional learning communities to provide space for teachers to observe, share best practices, and receive support with implementation will result in students performing at or above grade level on the following assesments and on track data by June 2025: IAR ELA- 43%; IAR Math-35%; Star 360 ELA- 35%; Star 360 Math- 30% , i-Ready- 40%, and 55% of students will be on track	✍️
SY26 Anticipated Milestones	Teachers intentionally collaborating to support each other with instructional practices in the LSI rubric will result in students performing at or above grade level on the following assesments and on track data by June 2026: IAR ELA- 48%; IAR Math-40%; Star 360 ELA- 40%; Star 360 Math- 35% , i-Ready- 45%, and 60% of students will be on track	✍️

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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).

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

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

Curriculum & Instruction

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.

-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
By June 2024, 70% of K-2 students will meet growth targets.	Yes	iReady (Reading)	Students with an IEP				
			Overall				
By June 2024 20% of 3-8 students will increase grade level performace from 4% to 15%	Yes	IAR (Math)	English Learners				
			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.	ILT members will lead data analysis conversations with teachers, review student work to support rigorous standards aligned instruction is occuring. ILT members will conduct quarterly walk-throughs and follow up with one-on-one coaching and support and/or modeling.		

Jump to...   Priority   TOA   Goal Setting   Progress
                                                  Monitoring
Reflection   Root Cause   Implementation Plan

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

Curriculum & Instruction

C&I:4 The ILT leads instructional improvement through distributed leadership.	Members of the ILT will faciliate colloaborative planning /problem solving session for teachers during common planning time to support instructional practices. Surveys will be distributed to teachers to monitor progress, on-track data, benchmark assessments, IAR assessment outcomes will support progress monitoring of this goal.
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.	Every 5 weeks, during PLCs, 100% of staff members will update Branching Minds with student interventions, aand implement interventions. MTSS Interventionist, Lead Coach, ILT members, and Administrators will provide direct support to monitor teacher's progress and intervention implementation.

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
By June 2024, 70% of K-2 students will meet growth targets.	iReady (Reading)	Students with an IEP			Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status
By June 2024 20% of 3-8 students will increase grade level performace from 4% to 15%	IAR (Math)	English Learners			Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals   **Progress Monitoring**

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

Curriculum & Instruction

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	ILT members will lead data analysis conversations with teachers, review student work to support rigorous standards aligned instruction is occuring. ILT members will conduct quarterly walk-throughs and follow up with one-on-one coaching and support and/or modeling.	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	Members of the ILT will faciliate collaboarative planning /problem solving session for teachers during common planning time to support instructional practices. Surveys will be distributed to teachers to monitor progress, on-track data, benchmark assessments, IAR assessment outcomes will support progress monitoring of this goal.	Select Status	Select Status	Select Status	Select Status
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Every 5 weeks, during PLCs, 100% of staff members will update Branching Minds with student interventions, aand implement interventions. MTSS Interventionist, Lead Coach, ILT members, and Administrators will provide direct support to monitor teacher's progress and intervention implementation.	Select Status	Select Status	Select Status	Select Status

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

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

| Partially | School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo. |

| Partially | School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo. |

| Partially | Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP. |

| Partially | Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity. |

| Partially | English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services. |

| Yes | There are language objectives (that demonstrate HOW students will use language) across the content. |

What are the takeaways after the review of metrics?

[takeaways reflecting most students; takeaways reflecting specific student groups] MTSS needs to be clearly outlined to all stakeholders (Parents, students and teachers); teachers believe MTSS is for a certain "person". What is MTSS and how to implement it....MTSS letter/communication to parents that explains the process to help provide clarity. Staff understanding Branching Minds, how to document interventions, access interventions, etc. Sharing benchmark assessment data with parents/ongoing communication; Teams using progress monitoring to drive interventions for students; Aware of everyone's role based on IDEA procedural safeguards to support studetns with IEPs and/or ELL students. Using data to support the IEP process; utilizing EL recommendations/I CAN statements in learning tasks and lesson plans. Teacher collaboration; More backward planning-begin with the end in mind- in order to support students making progress; Train teacher with Branching Minds...Leveraging Personalized Learning Practices through student conferencing

What is the feedback from your stakeholders?

Teachers need time to plan on a more informal manner. DL Teachers and Gen Ed teachers can work together to backward plan(begin with the end in mind) to meet all needs of students. Additionally, teachers need to understand MTSS and the Branching Minds Platform. Teachers need to be adequately trained. Progress Monitoring needs to occur within Branching Minds. During Conferening, goals that are set within student Learner Profiles can be used within Branching Minds. All Stakeholders (Gen Ed Teacher, Sped Teacher, and SECA) need to collaborate to write quality IEP Goals and offer input for the IEP.

What student-centered problems have surfaced during this reflection?

Teachers need to be able to use the resources provided for students and outlined in the IEP and/or ELL resources to help strengthen student skills. The accommodations should be outlined in every learning task to help meet specific needs and work on deficits.

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?

Some improvements that are in progress include using the Learner Profiles to conference with students on their data. Other things that are in progress include teacher collaboration time in leui of weekly grade level meetings. Additionally, collaboration occuring frequently on the Intermediate Team. Some of the impact include student growth and time to co-plan and more opportunities to co-teach and team/station teach. Using the a different approach and in some cases a different person (DL Teacher instead of Gen-Ed Teacher) to teach a lesson will erase the stigma of "that's your student" and increase the opportunities for inclusion.

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

Inclusive & Supportive Learning Environment

Determine Priorities

Return to Top

Resources: 🚀

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

[Determine Priorities Protocol](#)

Students...

Students need to know how to work through discourse, create the enviornment where they feel they are in a ssafe space to learn (ask questions), working together and understsanding that discourse is a tool to learn (explaining why you think the answer is right or wrong), teachers modeling for them...Students own their learning and develop strong motivation for standard mastery; need consistent conversation with teachers to monitor their goals, self-reflect with making improvements to meet their goals ; Students know what conferences will involve when meeting with teachers;

✍️

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

Return to Top

Resources: 🚀

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

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

As adults in the building, we...

Model for students working through discourse... Give more wait time, and trust in students' problem solving process to think through....Being intentional with buidling checks through lesson to ensure understanding....consistent time with scheduling student conferencing with students; (intentional schedule for conference time and ensuring all students are scheduled) Maintain school-wide day/time for student conferences to ensure it is occuring with consistency...

✍️

Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.

The root cause is based on evidence found when examining the student-centered problem.

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

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What is your Theory of Action?

Resources: 🚀

If we....

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

Inclusive & Supportive Learning Environment

implement structures and routines , which include Branching Minds and Personalized Learning, to consistently monitor student progress toward mastery of standards ✍

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....

evidence of teachers monitoring student progress, which includes student conferencing, student goal-setting... ✍

which leads to...

70% of students will be on track to hit growth targets in reading and math and increased documented percentage of students receiving teired MTSS interventions and suports in Branching Minds to 80% ✍

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.

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍

ILT / School Administrators

Dates for Progress Monitoring Check Ins

Q1	10/27/2023	Q3	4/1/2024
Q2	1/9/2024	Q4	6/7/2024

SY24 Implementation Milestones & Action Steps ✍	**Who** ✍	**By When** ✍	**Progress Monitoring**
Implementation Milestone 1 Implement school-wide student conferencing practices	School Administrators	September 15, 2023	In Progress

Inclusive & Supportive Learning Environment

Action Step 1	Demonstrate/model student conferencing (how to embed practices daily to touch all students)	ILT Members/PL Ambassadors	September 13, 2023	Not Started
Action Step 2	Schedule regular school-wide conferencing day/time	School Administrators	September 15, 2023	Not Started
Action Step 3	Create and dissimenate student survey regarding student conferencing	School Administators	September 11, 2023	In Progress
Action Step 4	Students choose conference topic (student voice)	ILT/PL Ambassadors	September 13, 2023	Not Started
Action Step 5				Select Status
Implementation Milestone 2	Using the Branching Minds Platform with fidelity, in each quater, by June 2024	MTSS Interventionists (Shawna Hall-Neely & Esther Crockett-Love	June 2024	In Progress
Action Step 1	Teachers are trained to use Branching Minds	MTSS Interventionist	September 22, 2023	Completed
Action Step 2	Every 5 weeks teachers enter student interventions using Branching Minds	MTSS Interventionists/Lead Coach/ILT	October 27, 2023	In Progress
Action Step 3	Teachers receiving consistent support with using Branching Minds	MTSS Interventionists/Lead Coach/ILT		In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Implementation of student interventions listed in Branching Minds Platform	MTSS Interventionists	September 22, 2023	In Progress
Action Step 1	Identification os interventions used for progress monitoring	MTSS Interventionists	September 2023	In Progress
Action Step 2	Students engaged in small group instruction based on Tiering (forma and informal assessments)	ILT	September 13, 2023	In Progress
Action Step 3	Using data to inform instruction (differentiation)	ILT	September 13, 2023	In Progress
Action Step 4	Personalized Learning (Short Term Learning Plan)	ILT	Quarter 2	Not Started
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Teachers using the Branching Minds platform will result in students receiving tired MTSS interventions and supports, which will result in students performing at or above grade level on the following assesments and on track data by June 2025: IAR ELA- 43%; IAR Math-35%; Star 360 ELA- 35%; Star 360 Math- 30% , i-Ready- 40%, and 55% of students will be on track ✍️
SY26 Anticipated Milestones	Teachers intentionally collaborating to support instructional practices in the LSI rubric, including Personalized Learning Practices will result in students performing at or above grade level on the following assesments and on track data by June 2026: IAR ELA- 48%; IAR Math-40%; Star 360 ELA- 40%; Star 360 Math- 35% , i-Ready- 45%, and 60% of students will be on track ✍️

Goal Setting

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Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

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

Performance Goals

Numerical Targets [Optional] ✍️

Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	SY24	SY25	SY26
By June 2024, 70% of 3-8 students will meet growth targets.	Yes	STAR (Reading)	Students with an IEP Overall				
By June 2024 20% of 3-8 students will increase grade level performace from	Yes	IAR (English)	English Learners				

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

Inclusive & Supportive Learning Environment

increase grade level performance from   Yes
4% to 15%

IAR (English)

Overall

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍️	Specify your practice goal and identify how you will measure progress towards this goal. ✍️		
	SY24	SY25	SY26
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Every 5 weeks, during PLCs, 100% of staff members will update Branching Minds with student interventions, aand implement interventions. MTSS Interventionist, Lead Coach, ILT members, and Administrators will provide direct support to monitor teacher's progress and intervention implementation.		
C&I:4 The ILT leads instructional improvement through distributed leadership.	Members of the ILT will faciliate collaboarative planning /problem solving sessions to support at least 80% of teachers implementation of Personalized Learning Practice shifts.		
C&I:3 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.	85% of teachers demonstrate evidenc of leveraging the students' learner profiles to build relationships to understand how students learn best		

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.

Inclusive & Supportive Learning Environment

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
By June 2024, 70% of 3-8 students will meet growth targets.	STAR (Reading)	Students with an IEP			Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status
By June 2024 20% of 3-8 students will increase grade level performace from 4% to 15%	IAR (English)	English Learners			Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S: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.	Every 5 weeks, during PLCs, 100% of staff members will update Branching Minds with student interventions, aand implement interventions. MTSS Interventionist, Lead Coach, ILT members, and Administrators will provide direct support to monitor teacher's progress and intervention implementation.	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	Members of the ILT will faciliate collaboarative planning /problem solving sessions to support at least 80% of teachers implementation of Personalized Learning Practice shifts.	Select Status	Select Status	Select Status	Select Status
C&I:3 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.	85% of teachers demonstrate evidenc of leveraging the students' learner profiles to build relationships to understand how students learn best	Select Status	Select Status	Select Status	Select Status

If Checked:	☑	**Our school receives school improvement funding through Title I, Part A, 1003 (IL-Empower)**
Complete IL-Empower Section below		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)**

IL-Empower

IL-EMPOWER GRANT ASSURANCES

By checking the boxes below, you indicate that your school understands and complies with each of the grant assurances listed.

☑ The purpose of the IL-Empower grant funds, authorized under Title I, Part A, Section 1003 School Improvement of the Elementary and Secondary Education Act, is to support local education agencies (LEAs), via the Statewide System of Technical Assistance and Support (IL-EMPOWER) to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities. The goal is to provide all children significant opportunity to receive a fair, equitable, and high-quality education by providing adequate resources to substantially raise the achievement of students in lowest and underperforming schools, as defined by the Illinois State Board of Education (ISBE).

☑ The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status.

☑ Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:
a) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
b) Contracting for professional services from State-Approved Learning Partners
c) Conducting school-level needs assessments
d) Analyzing data
e) Identifying resource inequities
f) Researching and implementing evidence-based interventions
g) Purchasing standards-aligned curriculum and materials
h) Purchasing and administering local assessments for progress monitoring

☑ Supplement, not supplant is in effect. Schools and LEAs shall use IL-Empower grant funds only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.

☑ Schools designated for comprehensive or targeted support can expect four years of continuation funding from the initial summative designation. Improvement status defines the up-to four-year term that runs concurrently with the IL-EMPOWER grant program. Status and funding begin with an initial summative designation of comprehensive or targeted and continue through the remaining part of the first year in the planning phase of the grant and are followed by three consecutive years of implementation. School Improvement funding is awarded concurrently with improvement status. Improvement status and grant funding continue concurrently for up to four years regardless of positive changes in annual summative designations because IL-EMPOWER is structured to support local efforts with scaffolded support of sufficient size and longevity to improve outcomes for students and exit improvement status within a four-year grant term.

☑ School Improvement Reports (SIR) are due on a triannual basis.

☑ Schools in comprehensive improvement status must work with a State-Approved Learning Partner to address areas identified in the respective school improvement plans. Schools in targeted improvement status may or may not elect to work with a State-Approved Learning Partner. Approved Learning Partners are contracted by ISBE and are authorized to provide direct professional learning services in evidence-based practices to LEAs and comprehensive and targeted schools. Only vendors selected for an executed contract with ISBE may provide services to IL-Empower districts and schools (both comprehensive and targeted) using Title I, Part A, Section 1003 School Improvement funds, and likewise only those subcontractors included in either the executed contract or subsequent written approval by ISBE may provide services to IL-EMPOWER districts and schools.

☑ As a grant recipient, you may be required to participate in program evaluation activities, site monitoring visits, and audit protocols.

☑ As part of annual grant application and amendment processes, you may be asked to submit additional information regarding budget requests and alignment of budget allocations to CIWP.

IL-EMPOWER SMART GOALS

Of the goals developed earlier in this CIWP, please choose at least 2, and up to 3, that will be your focus areas for IL-Empower. These goals should be in alignment with your ISBE designation and reference specific student groups, as applicable. As part of the annual grant application and amendment processes, please be prepared to outline how your IL-Empower grant budgets will support the chosen goal(s).

IL-Empower Goals Must have a Numerical Target	Select a Goal Below	Student Groups	Baseline	SY24	SY25	SY26
Required Math Goal	IAR (Math): By June 2024 20% of 3-8 students will increase grade level performace from 4% to 15%	**English Learners**				
		Overall				
Required Reading Goal	iReady (Reading): By June 2024, 70% of K-2 students will meet growth targets.	**Students with an IEP**				
		Overall				
Optional Goal	Select a Goal					

If Checked:

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

☑ **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.

If Checked:

No action needed

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

SCHOOL & FAMILY ENGAGEMENT POLICY

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

☑ The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.

☑ At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.

☑ Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.

☑ Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.

☑ Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.

☑ Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.

☑ Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.

☑ Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct
other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

☑ Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.

SCHOOL & FAMILY COMPACT

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

☑ The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.

☑ The school will hold parent-teacher conferences.

☑ The school will provide parents with frequent reports on their children's progress.

☑ The school will provide parents reasonable access to staff.

☑ The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.

☑ The parents will support their children's learning.

☑ The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

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

Parent Training: 1,435 (Commodoties /Supplies) ; Attendance Services: 1,88900 (Software/Non-Instructional) ;   Family Night Engagement in conjunction with Urban Initiatives: Application to communicate with families (Text/Edlio) ✍

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