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 ✏
Jennifer Madden/ Jacqueline Grimaldo	Administration	jjbarrera@cps.edu, jgrimaldo@cps.edu
Pantip Suaunkum / Gloria Escabalezeta	Inclusive & Supportive Learning Lead	psuankum@cps.edu, gmescabalzeta@cps.edu
Rosa Tanemaza / Katy Schafer	LSC Member	katyschafer@gmail.com, brynami22@gmail.com
Leslie Perez	Teacher Leader	lperez14@cps.edu
Edith Pereya-Navarro	Teacher Leader	espereyra-navarro@cps.edu
Lynn Samartino	Teacher Leader	lmsamartino@cps.edu
Laura Kachtou	Teacher Leader	lkachtou@cps.edu
Peter Gyorffy	Teacher Leader	pgyorffy@cps.edu
Alma Govea-Ayala	Teacher Leader	agovea5@cps.edu
Christopher Zuniga	Teacher Leader	cvzuniga@cps.edu
Dimitri Snyder	Teacher Leader	ddsnyder@cps.edu
Angelica Torres	Paraprofessional	amtorres38@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	4/27/23	8/1/23
Reflection: Curriculum & Instruction (Instructional Core)	8/1/23	8/16/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	8/1/23	8/16/23
Reflection: Connectedness & Wellbeing	8/1/23	8/16/23
Reflection: Postsecondary Success	8/1/23	8/16/23
Reflection: Partnerships & Engagement	8/1/23	8/16/23
Priorities	8/1/23	8/16/23
Root Cause	8/1/23	8/16/23
Theory of Acton	8/16/23	8/23/23
Implementation Plans	8/23/23	8/30/23
Goals	8/30/23	9/6/23
Fund Compliance	9/6/23	9/13/23
Parent & Family Plan	9/6/23	9/13/23
Approval	9/6/23	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	10/19/23
Quarter 2	12/21/23
Quarter 3	03/21/24
Quarter 4	05/16/24

Indicators of a Quality CIWP: Reflection on Foundations	Resources 🚀
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.	Reflection on Foundations Protocol

Curriculum & Instruction

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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	According to SY22-23 Star 360 Data scores for students in 3rd to 8th grade indicate the following 36% are at or above benchmark, 21% on watch18% in Intervention and 25% need urgent intervention. According to the SY22-23 K-2 i-Ready data 40% mid or above grade level, 18% at grade level, 36% one grade level below and 8% two years below grade level. The data shows a need to focus on the implementation of Tier I Reading curriculum across K to 8th grade. ✏️	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
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		
Yes	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions	**What is the feedback from your stakeholders?** According to SY23 5Essentials data 56% of teachers agree that school teams need to focus on professional development to improve Tier 1 instruction. One such area involves adequate teacher supports, which would benefit grade level collaboration. Another area involves providing our diverse learners and EL students with resources that make the instruction attainable to them at their individualized levels. ✏️	
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	**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?** *As a school, grade level teams are moving towards adopting Skyline ELA in K-8 to align with providing high quality instruction as this is a new and updated curriculum. Teacher teams are currently using evidence based assessments such as i-Ready and Star 360 to identify learning gaps to improve Tier 1 ELA instruction.* ✏️	

What student-centered problems have surfaced during this reflection?

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

Based on Instructional Leadership Team feedback from rigor walks from network 1, students need more agency within the classroom structure. Student groups should be utilized more during the instruction period and students need a rubric that can provide them with the ability to self-evaluate their work. ✏️

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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	100% of the survey taken by the CIWP teacher team, reflected students with high-quality IEPs. Students are placed in appropriate, least restrictive environments and with ELL-endorsed teachers. The K-2 EL iReady data showed that the number of EL students who fell below grade level reading proficiency increased by 6% from BOY to EOY. The 3-8 EL star360 data showed that the number of EL students who needed interventions or urgent interventions in reading increased from BOY to EOY by 9%. The K-2 DL iReady data showed that the number of DL students who fell below grade level reading proficiency was 68% at EOY. The 3-8 DL star360 data showed that the number of DL students who needed interventions or urgent interventions in reading increased from BOY to EOY by 6%.	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS) Quality Indicators of Specially Designed Curriculum EL Program Review Tool
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo		
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page	**What is the feedback from your stakeholders?** According to the Scammon SY23 5Essentials Survey shows teachers representing all grade bands, parents and community members were in agreement that there is a need to improve the inclusive and supportive environment for DL and EL students. We came to this conclusing upon reflection of the iReady and Star360 data, that demonstrates under 50% of student population that are approaching or not meeting proficiency levels.	
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual		
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS	**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?** One schoolwide initiative to establish and implement an equity based referral process through systems and structures supportive of the MTSS framework was hiring an MTSS coordinator. Utilizing Tutor Corp to provide tutoring as well as instructional support to at risk students. Students can benefit from MTSS interventions and instructional support. Efforts are in place to support English Language Learners (ELLs) in accessing learning opportunities through MTSS	
No	There are language objectives (that demonstrate HOW students will use language) across the content.			

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, specifically referencing EL, DL, and Tier 3 learners are in need of resources (programming, staff, curriculum, and after school support) based on our review of the data showing the students on/above grade level provided by iReady and Star360 from SY22-23. The type of resources students need include multilingual libraries and teacher resources in other languages as well as quality interventions.

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Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment SEL Teaming Structure	School has a current established BHT. Scammon currently has a fulltime LSSI therapist to support students needed the most intense supports. Scammon also has a Dean of Students that is implimenting restorative practices to correct unwanted behaviors and repair harm. We need to establish a School Climate and Culture in order to support Tier 1 SEL initiatives. Scammon school team is in the process of developing OST and OLCE programing to enrich the after school	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100

OST and OLCE programing to enrich the after school experience.

Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	
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.	
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	

What is the feedback from your stakeholders?

BHT is established but needs to develop a system and structure for supporting students with behavior and social emotional needs .A referral processmust be developed to streamline supports for students. ✏️

Metrics sidebar:

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

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.

Without a proper BHT referral process students face a delay in supports and or services that can help them find success at school. If OST and OLCE after school programing is not implemented students lose access to enrichment, academic interventions and language development courses that will improve the educational outcomes of students. ✏️

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?

These efforts will positively impact are most at risk students receive the proper behavioral, social emotional and academic supports they need in order to be successful. ✏️

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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)	Continue our use of Naviance pathways. In order to improve upon this categories we suggest implementing a High School/College/Career fair with parents primarily as our target audience. Giving 8th grade students a "personality test" to help them better understand themselves and their strengths/weaknesses. Possibly starting in 6th grade providing opportunities for High School trips. ✏️	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC

Partially	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans	
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	
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	

What is the feedback from your stakeholders?

In terms of Work Based Learning, our students successfully use Naviance pathways to help them explore career options and help them become aware of the opportunities available to them. ✍️

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?

Parents are being asked to come in to the building to get more information on the next steps of the application process. They will work with the guidance counselor on how to navigate GoCPS to support the process. Students will be invited to go to the High School Fair. ✍️

[3 - 8 On Track](#)

[Learn, Plan, Succeed](#)

[% of KPIs Completed (12th Grade)](#)

[College Enrollment and Persistence Rate](#)

[9th and 10th Grade On Track](#)

[Cultivate (Relevance to the Future)](#)

Freshmen Connection Programs Offered (School Level Data)

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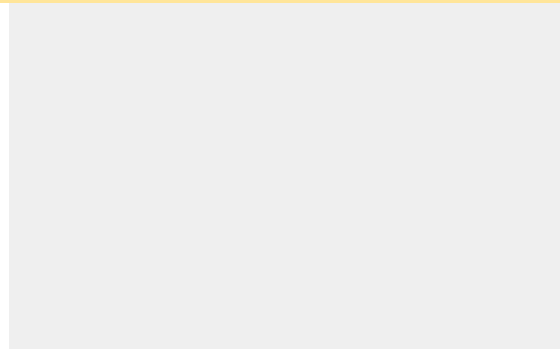If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

Students may not have access to internet or laptops. GoCPS application process can be difficult to navigate. Need to support students and parents ✍️

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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
Partially	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	Parent influence on decision making in schools dropped from 74% in SY22 to 65% in SY23. This 5 Essentials Data aligns with parent and community concerns of the decrease of school to parent communication. Areas of growth include better communication to parent and community members, and student input at all grade levels. ✍️ More school opportunities post covid - The school was increasing their efforts for more opportunities to create a collaborative environment with families pre-Covid, however lost momentum during the pandemic. Some ideas include: back to school bash, school newsletter/newspaper, opportunities for parents to come to open house, literacy night, math night, student of the month, coffee with admin, and career night.	[Cultivate](#) [5 Essentials Parent Participation Rate](#) [5E: Involved Families](#)

				5E: Supportive Environment
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		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) |
| No | School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP). | Student Voice Infrastructure Rubric | **What is the feedback from your stakeholders?**

Per 5 Essentials survey data from SY22, there was a 15% decrease in trust between teachers and parents partnering to improve student learning. | Formal and informal family and community feedback received locally. (School Level Data) |
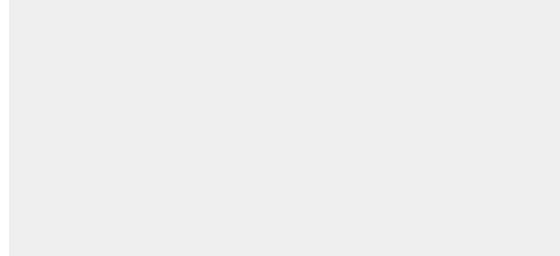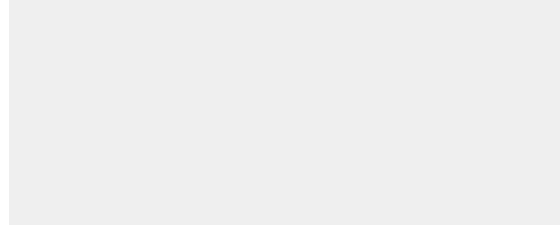
What student-centered problems have surfaced during this reflection?
If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

The disconnect of communication between parents and staff, student voices for what they want to engage in, as well as events/programming to unite and create engagement for students, parents and community members alike.

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?

Continued efforts from establish parent committees such as the Biligual Advisory Committee and the Parent Advisory Council to increase parent input, giving parents a voice in schools.

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. |

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

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

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

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

What are the takeaways after the review of metrics?

100% of the survey taken by the CIWP teacher team, reflected students with high-quality IEPs. Students are placed in appropriate, least restrictive environments and with ELL-endorsed teachers. The K-2 EL iReady data showed that the number of EL students who fell below grade level reading proficiency increased by 6% from BOY to EOY. The 3-8 EL star360 data showed that the number of EL students who needed interventions or urgent interventions in reading increased from BOY to EOY by 9%. The K-2 DL iReady data showed that the number of DL students who fell below grade level reading proficiency was 68% at EOY. The 3-8 DL star360 data showed that the number of DL students who needed interventions or urgent interventions in reading increased from BOY to EOY by 6%.

What is the feedback from your stakeholders?

According to the Scammon SY23 5Essentials Survey shows teachers representing all grade bands, parents and community members were in agreement that there is a need to improve the inclusive and supportive environment for DL and EL students. We came to this conclusing upon reflection of the iReady and Star360 data, that demonstrates under 50% of student population that are approaching or not meeting proficiency levels.

What student-centered problems have surfaced during this reflection?

Students, specifically referencing EL, DL, and Tier 3 learners are in need of resources (programming, staff, curriculum, and after school support) based on our review of the data showing the students on/above grade level provided by iReady and Star360 from SY22-23. The type of resources students need include multilingual libraries and teacher resources in other languages as well as quality interventions.

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?

One schoolwide initiative to establish and implement an equity based referral process through systems and structures supportive of the MTSS framework was hiring an MTSS coordinator. Utilizing Tutor Corp to provide tutoring as well as instructional support to at risk students. Students can benefit from MTSS interventions and instructional support. Efforts are in place to support English Language Learners (ELLs) in accessing learning opportunities through MTSS

Determine Priorities

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Resources: 🚀

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

Students...

specifically referencing EL, DL, and Tier 3 learners are in need of resources (programming, staff, and after school support) based on our review of data provided by iReady and Star360 from SY22-23. The type of resources students need include multilingual libraries and teacher resources in other languages as well as quality interventions.

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

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Resources: 🚀

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

As adults in the building, we...

provide ELL support using Google Translate for real-time translation, use peer support in the classroom, find supplemental EL/DL resources through tech/software programming. This is ineffective for our students learning due to lack of consistency with implementation of supports, time limitations, bilingual certified co-teacher, a lack of Professional Development

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.

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

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

Inclusive & Supportive Learning Environment

supports, time limitations, bilingual certified co-teacher, a lack of Professional Development for teachers at the schhol-level.

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

What is your Theory of Action?

If we....

effectively utilize GLT and Flex PD Days to analyze, understand, and make plans using the data along with Branching Minds

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.

then we see....

gradual student academic growth through more meaningful engagement in the classroom and students receiving supports at their instructional level.

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

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

which leads to...

68% of K-2 students being at or above grade level by Year 1, 78% by end of Year 2 in Reading. 63% of K-2 students being at or above grade level by Year 1, 73% by end of Year 2 in Math. 45% of 3-8 students being at/above benchmark, 56% by end of Year 2 in Reading. 65% of 3-8 students being at/above benchmark, 70% by end of Year 2 in Math.

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 Team Leads, MTSS Coordinator, Case Manager

Dates for Progress Monitoring Check Ins

Q1	10/19/23	Q3	03/21/24
Q2	12/21/23	Q4	05/16/24

SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1 — PD and GLT meeting support for implementation of Tier 1 ELA curriculum with fidelity in grades K-8	ILT Team Leads	05/16/24	Select Status
Action Step 1 — Through nonevaluative observations, landscape walks and ILT walk throughs etc. we will collect information about Tier I implementation	ILT Team Leads	05/16/24	Select Status
Action Step 2 — Create a SY234 data driven Instruction calendar to ensure the fidelity of progress monitoring	ILT Team Leads	05/16/24	Select Status
Action Step 3 — ILT provides feedback on unit plans based on schoolwide goals	ILT Team Leads	05/16/24	Select Status
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 2 — MTSS Coordinator will establish a referral process	MTSS Coordinator	05/16/24	Select Status
Action Step 1 — MTSS Coordinator will provide tier II support in the classrooms	MTSS Coordinator		Select Status
Action Step 2 — MTSS Coordinator will develop reading and math intervention menus	MTSS Coordinator	05/16/24	Select Status
Action Step 3			Select Status

Inclusive & Supportive Learning Environment

				Select Status
Action Step 4				
Action Step 5				Select Status

Implementation Milestone 3	Using Branching Minds to monitor school wide data collection	MTSS Coordinator/Case Manager		Select Status
Action Step 1	Supporting teachers to develop SMART Goals	MTSS Coordinator/Case Manager	05/16/24	Select Status
Action Step 2	Develop 5 week intervention plans in Branching Minds for students in Tier II	MTSS Coordinator/Case Manager	05/16/24	Select Status
Action Step 3	Provide support for the use of progress monitoring tools using i-Ready and Star360	MTSS Coordinator/Case Manager	05/16/24	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	Teachers will develop 5 weeek intervention plans using Smart Goals and research-based interventions.
SY26 Anticipated Milestones	Teachers will use i-Ready and Star 360 CBM to progress monitor weekly to determine if interventions are working.

Goal Setting

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	Numerical Targets [Optional] ✏️		
					SY24	SY25	SY26
Tier 1 instruction is implemented and instruction is aligned to the state standards	Yes	3 - 8 On Track	Overall	20			
			Overall				
	Select Answer	Select Metric	Select Group or Overall				

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

Inclusive & Supportive Learning Environment

Select Answer *Select Metric*

Select Group or Overall

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍️	Specify your practice goal and identify how you will measure progress towards this goal. ✍️		
	SY24	SY25	SY26
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Some school teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Most school teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Many school teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
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.	Some 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 intergrity memo.	Most 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 intergrity memo.	Many 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 intergrity memo.
I&S:3 Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	Some 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.	Most 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.	Many 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.

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
Tier 1 instruction is implemented and instruction is aligned to the state standards	3 - 8 On Track	Overall	20		*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Overall			*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
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.	Some school teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	*Select Status*	*Select Status*	*Select Status*	*Select Status*
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.	Some 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 intergrity memo.	*Select Status*	*Select Status*	*Select Status*	*Select Status*

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

Inclusive & Supportive Learning Environment

| I&S:3 Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP. | Some 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. | Select Status | Select Status | Select Status | Select Status |

Partnership & Engagement

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.
No	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).

What are the takeaways after the review of metrics?

Parent influence on decision making in schools dropped from 74% in SY22 to 65% in SY23. This 5 Essentials Data aligns with parent and community concerns of the decrease of school to parent communication. Areas of growth include better communication to parent and community members, and student input at all grade levels.
More school opportunities post covid - The school was increasing their efforts for more opportunities to create a collaborative environment with families pre-Covid, however lost momentum during the pandemic.
Some ideas include: back to school bash, school newsletter/newspaper, opportunities for parents to come to open house, literacy night, math night, student of the month, coffee with admin, and career night.

What is the feedback from your stakeholders?

Per 5 Essentials survey data from SY22, there was a 15% decrease in trust between teachers and parents partnering to improve student learning.

What student-centered problems have surfaced during this reflection?

The disconnect of communication between parents and staff, student voices for what they want to engage in, as well as events/programming to unite and create engagement for students, parents and community members alike.

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?

Continued efforts from establish parent committees such as the Bilugual Advisory Committee and the Parent Advisory Council to increase parent input, giving parents a voice in schools.

Return to Top

Determine Priorities

Resources: 🚀

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

Students...

Partnership & Engagement: Problem - Lack of student involvement and voice, as well as communication between parents, community members, and staff through more opportunities for events and programming.

[Determine Priorities Protocol]

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Return to Top

Root Cause

Resources: 🚀

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

As adults in the building, we...

5 whys: Looking at the 5 essential surveys list, from '22/'23, Involved families, supportive environment, and collaborative teachers all dropped respectively from 83 to 76, 65 to 45, and

[5 Why's Root Cause Protocol]

Indicators of a Quality CIWP: Root Cause Analysis

Partnership & Engagement

environment, and collaborative teachers all dropped respectively from 83 to 76, 65 to 45, and 60 to 56. Secondly, According to OST, we only have a wide variety of programs from middle school (4th and 5th to 8th grade with nothing offered to 5th and below). Thirdly, lack of interest from staff in facilitating community events and after-school programs for various reasons (funding, scheduling, and support).

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....

create a survey for students to find out where their interests lie, we can then allocate funds appropriately to support what they desire to participate in. Also, if we can get level 2 volunteers we can facilitate having more staff to run these programs.

then we see....

students express excitement that is reflected in their engagement and participation. Staff (teachers, parents and community members) available to offer enthusiastically led programs.

which leads to...

23/24 rise in 5 essentials results vs. the decrease from last year, retention and growth within established and newly created programming and programming specifically for primary (pre-k to 4th). Go from 0% to 15% participation for primary.

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.

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 👆

Culture and Climate Team/Administration

Dates for Progress Monitoring Check Ins

Q1	10/19/23	Q3	03/21/24
Q2	12/21/23	Q4	05/16/24

SY24 Implementation Milestones & Action Steps 👆	Who 👆	By When 👆	Progress Monitoring
Implementation Milestone 1 — Survey Students	Culture and Climate Team/	05/16/24	Select Status
Action Step 1 — Create a google form for student interest survey	Culture and Climate Team/	05/16/24	Select Status
Action Step 2 — Analyze data by grades PK-4 and 5-8	Culture and Climate Team/	05/16/24	Select Status
Action Step 3 — Decide on specific programs	Culture and Climate Team/	05/16/24	Select Status
Action Step 4 — Recruit staff to teach programming	Culture and Climate Team/	05/16/24	Select Status
Action Step 5 —			Select Status
Implementation Milestone 2 — School Year Calendar with events pre-planned	Culture and Climate Team/	05/16/24	Select Status
Action Step 1 — Work with the Culture and Climate Team to present ideas	Culture and Climate Team/	05/16/24	Select Status
Action Step 2 — Align after school event with Principal DIrected dates	Culture and Climate Team/	05/16/24	Select Status
Action Step 3 — Share calendar on school website and monthly parent Newsletter	Culture and Climate Team/	05/16/24	Select Status
Action Step 4 —			Select Status

| Action Step 5 | | | | *Select Status* |

| **Implementation Milestone 3** | Establishing and Advertising Events | Culture and Climate Team/ 05/16/24 | | *Select Status* |

Action Step 1	Create countdown to events	Culture and Climate Team/ 05/16/24		*Select Status*
Action Step 2	Send flyers home in native language and update website	Culture and Climate Team/ 05/16/24		*Select Status*
Action Step 3	Add information on marquee	Culture and Climate Team/ 05/16/24		*Select Status*
Action Step 4	Share information during morning announcements	Culture and Climate Team/ 05/16/24		*Select Status*
Action Step 5				*Select Status*

| **Implementation Milestone 4** | After School Programming | Culture and Climate Team/ 05/16/24 | | *Select Status* |

Action Step 1	Survey students for interest	Culture and Climate Team/ 05/16/24		*Select Status*
Action Step 2	Provide opportunities for programming	Culture and Climate Team/ 05/16/24		*Select Status*
Action Step 3				*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*

SY25-SY26 Implementation Milestones

| **SY25 Anticipated Milestones** | Culture and Climate team will develop yearly calendar of Tier I events to improve the student experience. |

| **SY26 Anticipated Milestones** | Culture and Climate team will develop student surveys to gauge student interest/voice on after school programming and student needs. |

Return to Top   **Goal Setting**

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on 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
Parents will be able to participate in school wide events (i.e. backt o school bash, literacy night, international night)	Yes	5E: Involved Families	Overall	20			
			Select Group or Overall				
Parents will attend school wide events and parent meetings based on their interest surveys	Yes	5 Essentials Parent Participation Rate	Overall	15			
			Select Group or Overall				

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

Partnership & Engagement

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
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Some staff fosters two-way communication with families an community members by regularly offering creative ways for stakeholders to participate.	Most staff fosters two-way communication with families an community members by regularly offering creative ways for stakeholders to participate	Many staff fosters two-way communication with families an community members by regularly offering creative ways for stakeholders to participate
P&E:1 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.	The school sometimes proactively fosters relationships with families, school committees, and community memebrs. Families and communities assets are leveraged and help students and families own and contribute to the school's goals.	The school often proactively fosters relationships with families, school committees, and community memebrs. Families and communities assets are leveraged and help students and families own and contribute to the school's goals.	The school frequently proactively fosters relationships with families, school committees, and community memebrs. Families and communities assets are leveraged and help students and families own and contribute to the school's goals.
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
Parents will be able to participate in school wide events (i.e. backt o school bash, literacy night, international night)	5E: Involved Families	Overall	20		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Parents will attend school wide events and parent meetings based on their interest surveys	5 Essentials Parent Participation Rate	Overall	15		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
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Some staff fosters two-way communication with families an community members by regularly offering creative ways for stakeholders to participate.	Select Status	Select Status	Select Status	Select Status
P&E:1 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.	The school sometimes proactively fosters relationships with families, school committees, and community memebrs. Families and communities assets are leveraged and help students and families own and contribute to the school's goals.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

According to SY22-23 Star 360 Data scores for students in 3rd to 8th grade indicate the following 36% are at or above benchmark, 21% on watch 18% in Intervention and 25% need urgent intervention. According to the SY22-23 K-2 i-Ready data 40% mid or above grade level, 18% at grade level, 36% one grade level below and 8% two years below grade level. The data shows a need to focus on the implementation of Tier I Reading curriculum across K to 8th grade.

What is the feedback from your stakeholders?

According to SY23 5Essentials data 56% of teachers agree that school teams need to focus on professional development to improve Tier 1 instruction. One such area involves adequate teacher supports, which would benefit grade level collaboration. Another area involves providing our diverse learners and EL students with resources that make the instruction attainable to them at their individualized levels.

What student-centered problems have surfaced during this reflection?

Based on Instructional Leadership Team feedback from rigor walks from network 1, students need more agency within the classroom structure. Student groups should be utilized more during the instruction period and students need a rubric that can provide them with the ability to self-evaluate their work.

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?

As a school, grade level teams are moving towards adopting Skyline ELA in K-8 to align with providing high quality instruction as this is a new and updated curriculum. Teacher teams are currently using evidence based assessments such as i-Ready and Star 360 to identify learning gaps to improve Tier 1 ELA instruction.

Return to Top   ## Determine Priorities

Resources: 🚀

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

Students...

lose agency and ownership over learning. Rigorous high quality Tier 1 instruction would provide opportunities for students to engage in productive struggle, increase student to student discourse. Through structured small group instruction students will have access to targeted standards to improve learning outcomes.

[Determine Priorities Protocol]

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Return to Top   ## Root Cause

Resources: 🚀

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

As adults in the building, we...

have a need to develop instructional strategies to support instructal grouping, differentiating in small groups and developing opportunities for student to student discourse.

[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.

Curriculum & Instruction

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

    Theory of Action

What is your Theory of Action?

If we....

continue to expand processes and to promote consistent teaching across grade K-8 levels and grade clusters around a balanced literacy approach that targets and addresses students various reading proficiency and interest levels. ✍️

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....

a continued collaborative planning process around tier 1 instruction, students will have consistent access to rigorous texts via whole group, small group, and one-on-one instruction. Instructional strategies will focus on Independent Reading, Student Conferring and Guided Reading structures and processes. students across all instructional programming, including diverse learners and English Language Learners and proficiency levels will see an increase in literacy academic performance. ✍️

which leads to...

Increased reading proficiency measured by tired intervention assessment cycles, end of a unit assessment and iReady and Star360 data. ✍️

    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/ Administration

Dates for Progress Monitoring Check Ins

Q1	10/19/23	Q3	03/21/24
Q2	12/21/23	Q4	05/16/24

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	Provide professional development, collaboration, and observation opportunities for teachers in grades K-8 around small group instruction, collaboration and student to student discourse	ILT/ Administration	05/16/24	*Select Status*
Action Step 1	ILT will identify literacy best practices using the CPS Literacy framework	ILT/ Administration	05/16/24	*Select Status*
Action Step 2	Provide PD for staff around implementation processes	ILT/ Administration	05/16/24	*Select Status*
Action Step 3	Provide time for safe practice of new strategies	ILT/ Administration	05/16/24	*Select Status*
Action Step 4	ILT will provide nonevaluative observation and provide feedback to staff	ILT/ Administration	05/16/24	*Select Status*
Action Step 5				*Select Status*

<div align="right">Curriculum & Instruction</div>

Implementation Milestone 2	Ensure materials and resources are purchased such as technology and adaptive furniture to support a balanced literacy learning environment	ILT/ Administration	05/16/24	*Select Status*
Action Step 1	Staff will conduct an inventory of all available curriculum	ILT/ Administration	05/16/24	*Select Status*
Action Step 2	Identify curriculum needs	ILT/ Administration	05/16/24	*Select Status*
Action Step 3	Allocating funds to purchase materias needed	ILT/ Administration	05/16/24	*Select Status*
Action Step 4	Conduct EOY inventory	ILT/ Administration	05/16/24	*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 3				*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*
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*

<div align="center">

SY25-SY26 Implementation Milestones

</div>

SY25 Anticipated Milestones	Established ILT will conduct instructional walk throughs focusing on the instructional priorites set and provide timely staff feedback	✏️
SY26 Anticipated Milestones	Established ILT will use measurablle data point such as iReady and Star 360 to determine student growth measures and effectiveness of Tier I instructions	✏️

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

<div align="center">

Performance Goals

</div>

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	Numerical Targets [Optional] ✏️ SY24	SY25	SY26
Teachers will be provided with professional development on Tier 1 instructional practices	Yes	MTSS Academic Tier Movement	Overall				
			Overall				

Curriculum & Instruction

| Classrooms will provide an inclusive and flexible learning environment. | Yes | Learn, Plan, Succeed | Overall | | | | |
| | | | Overall | | | | |

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍️	Specify your practice goal and identify how you will measure progress towards this goal. ✍️		
	SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Some teachers, PK-8 have access to high quality curricular materials, including foundational skills materials, that are standars-algined and culturally responsive.	Most teachers, PK-8 have access to high quality curricular materials, including foundational skills materials, that are standars-algined and culturally responsive.	Many Some teachers, PK-8 have access to high quality curricular materials, including foundational skills materials, that are standars-algined and culturally responsive.
C&I:2 Students experience grade-level, standards-aligned instruction.	Some students experience grade-level, standards-aligned instruction	Most students experience grade-level, standards-aligned instruction	Many students experience grade-level, standards-aligned instruction
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.	Some 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 environemtn meets the conditions that are needed for students to learn.	Most 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 environemtn meets the conditions that are needed for students to learn.	Many 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 environemtn meets the conditions that are needed for students to learn.

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
Teachers will be provided with professional development on Tier 1 instructional practices	MTSS Academic Tier Movement	Overall			Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status
Classrooms will provide an inclusive and flexible learning environment.	Learn, Plan, Succeed	Overall			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

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

Curriculum & Instruction

C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Some teachers, PK-8 have access to high quality curricular materials, including foundational skills materials, that are standars-algined and culturally responsive.	*Select Status*	*Select Status*	*Select Status*	*Select Status*
C&I:2 Students experience grade-level, standards-aligned instruction.	Some students experience grade-level, standards-aligned instruction	*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.	Some 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 environemtn meets the conditions that are needed for students to learn.	*Select Status*	*Select Status*	*Select Status*	*Select Status*

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

C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.

Some teachers, PK-8 have access to high quality curricular materials, including foundational skills materials, that are standars-algined and culturally responsive.

☐ **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.

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

3 - 8 On Track: Tier 1 instruction is implemented and instruction is align...

3 - 8 On Track: Tier 1 instruction is implemented and instruction is align...

5E: Involved Families: Parents will be able to participate in school wide ev...

If Checked:	☑	**Our school is a Title I school operating a Schoolwide Program**
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.
If Checked:	☐	**Our school is a non-Title I school that does not receive any Title I funds.**
No action needed		**(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.

Parents and families will be surveyed to see where they would like their skills developed. Programming for parents will be set based on their interests to maximize parent participation.

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