




### CIWP Team & Schedules

Resources 

#### Indicators of Quality CIWP: CIWP Team



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

[CIWP Team Guidance](#)

Name 	Role 	Email 
Megan Kehr	Principal	mekehr@cps.edu
Candice Cafarelli	AP	cmcafarelli@cps.edu
Brenda Rodarte	Curriculum & Instruction Lead	
Jenny Aguinaga	Connectedness & Wellbeing Lead	
Eileen Whelan	LSC Member	
Alicia Torres	Parent	
Nicole Krizka	Inclusive & Supportive Learning Lead	
Jeni Perez	Parent	
Danielle Knytych	Postsecondary Lead	
Rebekah Dousias	Teacher Leader	
Samantha Horwitz	LSC Member	
Leah Stephens	Partnerships & Engagement Lead	


### Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date 	Planned Completion Date 
Team & Schedule		
Reflection: Curriculum & Instruction (Instructional Core)	7/13/23	7/13/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/13/23	8/18/23
Reflection: Connectedness & Wellbeing	7/13/23	8/18/23
Reflection: Postsecondary Success	7/13/23	8/18/23
Reflection: Partnerships & Engagement	7/13/23	8/18/23
Priorities	8/1/23	9/6/23
Root Cause	8/1/23	9/6/23
Theory of Acton	8/1/23	9/6/23
Implementation Plans	8/1/23	9/6/23
Goals	8/1/23	9/6/23
Fund Compliance	8/1/23	9/6/23
Parent & Family Plan	8/1/23	9/6/23
Approval	9/20/23	9/20/23

### 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	10/18/23
Quarter 2	12/13/23
Quarter 3	3/20/24
Quarter 4	5/15/24


**Indicators of a Quality CIWP: Reflection on Foundations**





Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.  
 Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.  
 Stakeholders are consulted for the Reflection of Foundations.  
 Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

**Resources**

[Reflection on Foundations Protocol](#)



[Return to Top](#) **Curriculum & Instruction**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</p> <p><a href="#">CPS High Quality Curriculum Rubrics</a></p>	<p>The school has adopted Skyline Science (have been implementing Amplify since SY19) and Skyline Social Studies (since its inception). Last year K-2 adopted Skyline Foundational Skills and at the end of SY23 adopted PK-5 Foundational Skills. In addition, in SY23 the school adopted the SLA so that our students who need native language supports will also have access to high quality curricular materials. Given the relative "newness" of the adoption of a set of universal foundational skills, this practice is currently assessed as being implemented partially. In addition, the team is determining how to differentiate the pathways within our two instructional programs programs. The school has an established time distribution and set instructional block components within content areas. Systems are in place for teachers to work collaboratively on ensuring vertical alignment.</p> <p>In STAR 360 Reading, 52% of students are meeting/exceeding state standards, with 6% exceeding. In STAR 360 Math, 49% of students are meeting/exceeding standards, with 10% exceeding.</p>	<p><a href="#">IAR (Math)</a></p> <p><a href="#">IAR (English)</a></p> <p>Rigor Walk Data (School Level Data)</p>
Partially	<p>Students experience grade-level, standards-aligned instruction.</p> <p><a href="#">Rigor Walk Rubric</a></p> <p><a href="#">Teacher Team Learning Cycle Protocols</a></p> <p><a href="#">Quality Indicators Of Specially Designed Instruction</a></p>	<p>In IAR Reading, 51% of students are meeting/exceeding state standards, with 9% exceeding. In IAR Math, 44% of students are meeting/exceeding state standards, with 10% exceeding.</p> <p>STAR 360 Data more or less aligns with IAR Reading data, however I-ready data shows significantly higher numbers of students at or above grade level.</p> <p>In I-ready Reading, 79% are at or above grade level, with 64% mid or above grade level. In I-ready Math, 66% are mid or above grade level, 78% are at or above grade level, with 63% mid or above grade level.</p>	<p><a href="#">PSAT (EBRW)</a></p> <p><a href="#">PSAT (Math)</a></p> <p><a href="#">STAR (Reading)</a></p>
Partially	<p>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.</p> <p><a href="#">Powerful Practices Rubric</a></p> <p><a href="#">Learning Conditions</a></p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>Overall, our EOY scores reflected growth in ELA and Math. For Reading, our % exceeding on IAR increased from 1% to 9%, while maintaining 42% of students meeting. In math, our % exceeding on IAR increased from 5% to 10%, while growing the % meeting from 31% to 34%. The staff feels that our students need continued work within foundational skills, academic vocabulary and, in writing within the content areas in order to make their thinking visible more clearly.</p>	<p><a href="#">STAR (Math)</a></p> <p><a href="#">iReady (Reading)</a></p> <p><a href="#">iReady (Math)</a></p>
Partially	<p>The ILT leads instructional improvement through distributed leadership.</p> <p><a href="#">Continuum of ILT Effectiveness</a></p> <p><a href="#">Distributed Leadership</a></p>	<p>Based on 5E Ambitious Instruction, students are reporting rigorous academic instructional experiences, with growth happening consistently over the past 3 years. While students are reporting high levels of academic rigor, teacher feedback shows a need for increased rigor in academic instruction. The quality of student discussions is the area of greatest need within this measure. Over the past year, there was an increase in teacher report in the quality of these discussions, but the results are still neutral (57). Teachers reported that less than 50% of students meet the sub-metrics within this area.</p>	<p><a href="#">Cultivate</a></p> <p><a href="#">Grades</a></p> <p><a href="#">ACCESS</a></p>
Partially	<p>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.</p> <p><a href="#">Customized Balanced Assessment Plan</a></p> <p><a href="#">ES Assessment Plan Development Guide</a></p> <p><a href="#">HS Assessment Plan Development</a></p>	<p>Teacher feedback also indicates the need to provide staff with rigorous and focused professional development.</p>	<p><a href="#">TS Gold</a></p> <p><a href="#">Interim Assessment Data</a></p>
Partially	<p>Evidence-based assessment for learning practices are enacted daily in every classroom.</p> <p><a href="#">Assessment for Learning Reference Document</a></p>	<p><b>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?</b></p> <p>The school has adopted Skyline Science (have been implementing Amplify since SY19) and Skyline Social Studies (since its inception). Last year K-2 adopted Skyline Foundational Skills and at the end of SY23 adopted PK-5 Foundational Skills. In addition, in SY23 the school adopted the SLA so that our students who need native language supports will also have access to high quality curricular materials. Given the relative "newness" of the adoption of a set of universal foundational skills, this practice is currently assessed as being implemented partially. In addition, the team is determining how to differentiate the pathways within our two instructional programs programs. Depending on when teachers joined the team, there are varying degrees of experience with the curricular materials and so adult learning plans are being developed to support teachers at their own level while also continuing the whole group learning. In all content areas, there are structured instructional blocks with common components that have been aligned vertically. The teams revisit these as part of their learning teams and focus in on what these look like, sound like, and feel like for students.</p>	
<p><b>What student-centered problems have surfaced during this reflection?</b>                  If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>			
<p>- Basic foundational skills instruction need strengthening--need to ensure consistent, structured, sequenced instruction </p> <p>- We still need to determine how to best meet the needs of our ELs and DLs within both programs</p> <p>- Quality of student to student interactions could be increased to move instruction more towards student led and to ensure high levels of rigor</p> <p>- Deepening students' understand the goal/focus of their learning so that they move beyond compliance and technical application, to higher levels of thinking</p> <p>- Small group instruction that is responsive to student data and leads to measurable growth for students within the classroom that can be seen in student work products as well as hard data</p> <p>Our teachers assess students using I-ready at BOY, MOY, and EOY and use this data to inform both Tier 1 instruction and to form small groups to differentiate instruction. Our formal MTSS team is now in its 2nd year and will continue to monitor MTSS interventions including implementation and documentation. Our students are getting SEL support daily and there is a balance in teacher collaborative time between content and cross-curricular teams. We now have a full-time ELPT and are working with our teachers to provide our our ELs with ESL across content areas focusing on content and language standards.</p>			

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>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.</p> <p><a href="#">MTSS Integrity Memo</a></p> <p><a href="#">MTSS Continuum</a></p> <p><a href="#">Roots Survey</a></p>		<p> Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p><a href="#">MTSS Continuum</a></p> <p><a href="#">Roots Survey</a></p>
Partially	<p>School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.</p> <p><a href="#">MTSS Integrity Memo</a></p>		<p><a href="#">ACCESS</a></p> <p><a href="#">MTSS Academic Tier Movement</a></p> <p><a href="#">Annual Evaluation of Compliance (ODLSS)</a></p>
Partially	<p>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.</p> <p><a href="#">LRE Dashboard Page</a></p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>Teachers need to continue to analyze data and look at student work in order to create small groups to differentiate instruction and utilize balanced assessment to drive instruction and monitor student progress. This will ensure all Tier 1 instruction is strong and will provide opportunity for MTSS supports to be more targeted for students. </p>	<p><a href="#">Quality Indicators of Specially Designed Curriculum</a></p> <p><a href="#">EL Program Review Tool</a></p>
Partially	<p>Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.</p> <p><a href="#">IDEA Procedural Manual</a></p>	<p>Foundational skills are necessary to give students the knowledge and abilities to succeed in reading. Phonological awareness, alphabet knowledge, phonics, and spelling help students supports long-term achievement.</p> <p>School is continuing to learn more about twice exceptional students and how to balance the academic and social emotional needs of students. Ensuring that students can receive the academic supports that they need within the LRE so that they can be successful within their program and beyond is a priority.</p>	
Partially	<p>English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier 1 instructional services.</p> <p><a href="#">EL Placement Recommendation Tool ES</a></p> <p><a href="#">EL Placement Recommendation Tool HS</a></p>	<p>Staff are continuing to figure out how to best meet the needs of our bilingual students within both full-time and part-time instructional models and the addition of a full-time ELPT who will be able to support with native language supports will definitely help with this.</p> <p><b>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?</b></p> <p>This is an area where a lot of work has needed to be done over the past year. One area that was of significant importance was in the area of interventions. This past year, our MTSS team was tasked with ensuring the alignment of intervention services to students' needs. They designed, implemented, and supported various tiers of intervention ultimately deciding on Lexia for Reading Tier 2 (both in and out of the classroom) and OG for Tier 3 (done 1:1 with Reading Specialist). In math, we implemented BlueStreak for Tier 2 (focus on fluency). We have adopted both Amira and Freckle and have been learning about those. Team is creating an MTSS Handbook for staff so that the process becomes even more clear for staff, including the link to Tier 1 planning and instruction requirements. Vertical teams have been working on finding an ebb and flow of looking at student work, engaging in learning around purposing, looking at data (student and observation). In addition, a BHT and Student Voice Committee have been formed and are working to ensure that supports are provide to support students from an SEL perspective as well. </p>	
Partially	<p>There are language objectives (that demonstrate HOW students will use language) across the content.</p>	<p>One of our greatest struggles is with our ELs. We have adopted Spanish SLA along with Skyline Foundational skills, but the Spanish foundational skills is not yet fully developed. The new Foundational skills component for PK-5 Skyline will expose students to the foundational and basic reading skills they lack, but our ELs will be left with a gap until that is completed. In the interim, we continue to struggle to figure out how to provide the best instructional experiences for our ELs at various levels.</p>	
<p><b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>			
<p>Student experience is still too dependent on class and needs to be leveled across the school so that there are common conditions for learning across grades, contents, and programs. </p> <p>MTSS supports need to supplement Tier 1 instruction and not replace Tier 1 instruction.</p>			

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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
Yes	<p>Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.</p> <p><a href="#">BHT Key Component Assessment</a></p> <p><a href="#">SEL Teaming Structure</a></p>	<p>Our attendance has continued to be an area of strength as a school, with SY24 starting off the strongest in the past 3 years.  We have spent the past several years getting all of the necessary conditions in place including teams (CCT, BHT). We are getting all of the right programs in place and are expanding the ownership of this from one or two to a team who is responsible for sharing this work with the full staff. Students have access to a wide range of OST programs that support our 2 school programs and enrich their learning day.</p>	<p><a href="#">% of Students receiving Tier 2/3 interventions meeting targets</a></p> <p><a href="#">Reduction in OSS per 100</a></p> <p><a href="#">Reduction in repeated disruptive behaviors (4-6 SCC)</a></p>
Yes	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>		<p><a href="#">Access to OST</a></p> <p><a href="#">Increase Average Daily Attendance</a></p> <p><a href="#">Increased Attendance for Chronically Absent Students</a></p>
Yes	<p>All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.</p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>We need to continue to formalize the process for access to supports for students and to educate students, families, and staff around the restorative mindset as this is a shift for many. </p>	<p><a href="#">Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</a></p> <p><a href="#">Cultivate (Belonging &amp; Identity)</a></p> <p>Staff trained on alternatives to exclusionary discipline (School Level Data)</p>
			<p><a href="#">Enrichment Program Participation: Enrollment &amp; Attendance</a></p>

Partially 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?**

*[problems experienced by most students; problems experienced by specific student groups]*

We have participated in the Restorative Practices cohort and have ensured that all teachers are receiving training and support to implement these practices. All staff PD days include opportunities for staff to learn more followed by supports from the Dean, Counselor, BHT, and other teams in implementation.

We have begun a Middle school parent series that we hope will help to support our students as they grow into the middle school grades. The goal is that these meetings will create a strong wraparound experience for students and will prevent some of the typically experienced middle school, school-level issues.

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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).	<a href="#">College and Career Competency Curriculum (C4)</a>
Partially	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	<a href="#">Individualized Learning Plans</a>
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).	<a href="#">Work Based Learning Toolkit</a>
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).	<a href="#">ECCE Certification List</a>
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).	<a href="#">PLT Assessment Rubric</a>
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).	<a href="#">Alumni Support Initiative One Pager</a>

We successfully navigated our first year with 6th grade, including implementing Success Bound for both 6th grade classrooms. Having dedicated staff and time to intentionally plan out our vision for middle school has helped to set us up for success within this metric. Since we are just developing into the middle grades, much of this work is still partial, but we have put the correct systems and structures in place in order for us to meet the goals in this area.

**What is the feedback from your stakeholders?**

Parents in our middle grades are eager to learn more about the high school application process and for students to get access to high school exam test prep.

**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?**

Given the school growth, we have now transitioned to a fully departmentalized middle school schedule and have partnered this with explicit instruction for students on how to "do" middle school. An intentional roll out of new MS systems and procedures was developed to support students in gaining the independence they need to ultimately successfully transition to high school.

**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]*

[Graduation Rate](#)  
  
[Program Inquiry: Programs/participation/attainment rates of % of ECCC](#)  
  
[3 - 8 On Track](#)  
  
[Learn, Plan, Succeed](#)  
  
[% of KPIs Completed \(12th Grade\)](#)  
  
[College Enrollment and Persistence Rate](#)  
  
[9th and 10th Grade On Track](#)  
  
[Cultivate \(Relevance to the Future\)](#)  
  
Freshmen Connection Programs Offered (School Level Data)

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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.	<a href="#">Spectrum of Inclusive Partnerships</a>
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	<a href="#">Reimagining With Community Toolkit</a>
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).	<a href="#">Student Voice Infrastructure Rubric</a>

Parents have a variety of opportunities for engagement including through the Parent Mentor Program, PTO, and various committees including our BAC. Family surveys are leveraged frequently to get parent input. There are opportunities for families and students to connect home and school whether by highlighting through the good news, inviting parents to complete questionnaires/feedback forms at the beginning of the year. School continues to participate in the Southwest Education Advisory Committee.



[Cultivate](#)

[5 Essentials Parent Participation Rate](#)

[5E: Involved Families](#)

[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)

**What is the feedback from your stakeholders?**

While we did create a student voice committee and student council, our EOY Cultivate survey did indicate that students do not yet feel that their voice is heard enough with a score of just over 20. Parents express interest in continued ways to engage. In 5E, teachers report high levels of parental involvement including strong indicators at parent teacher conferences, family events, and requests for supports/partnership.



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.

It is unclear what ways are best to make cultivate data clear to students and to engage them in the process of turning that data into actionable steps



**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?**

Continuing to build out our student voice committee. Have maintained some best practices learned from the pandemic for offering multiple ways for families to engage (in person/remote) so that our working families can still engage. Varying times of meetings/opportunities so that families with different schedules will have opportunities to participate. Creating a year-long calendar so that families can plan in advance for time off requests.



Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

The school has adopted Skyline Science (have been implementing Amplify since SY19) and Skyline Social Studies (since its inception). Last year K-2 adopted Skyline Foundational Skills and at the end of SY23 adopted PK-5 Foundational Skills. In addition, in SY23 the school adopted the SLA so that our students who need native language supports will also have access to high quality curricular materials. Given the relative "newness" of the adoption of a set of universal foundational skills, this practice is currently assessed as being implemented partially. In addition, the team is determining how to differentiate the pathways within our two instructional programs. The school has an established time distribution and set instructional block components within content areas. Systems are in place for teachers to work collaboratively on ensuring vertical alignment.

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What is the feedback from your stakeholders?

Overall, our EOY scores reflected growth in ELA and Math. For Reading, our % exceeding on IAR increased from 1% to 9%, while maintaining 42% of students meeting. In math, our % exceeding on IAR increased from 5% to 10%, while growing the % meeting from 31% to 34%. The staff feels that our students need continued work within foundational skills, academic vocabulary and, in writing within the content areas in order to make their thinking visible more clearly.

Based on 5E Ambitious Instruction, students are reporting rigorous academic instructional experiences, with growth happening consistently over the past 3 years. While students are reporting high levels of academic rigor, teacher feedback shows a need for increased rigor in academic instruction. The quality of student discussions is the area of greatest need within this measure. Over the past year, there was an increase in teacher report in the quality of these discussions, but the results are still neutral (57). Teachers reported that less than 50% of students meet the sub-metrics within this area.

What student-centered problems have surfaced during this reflection?

- Basic foundational skills instruction need strengthening--need to ensure consistent, structured, sequenced instruction
- We still need to determine how to best meet the needs of our ELs and DLs within both programs
- Quality of student to student interactions could be increased to move instruction more towards student led and to ensure high levels of rigor
- Deepening students' understand the goal/focus of their learning so that they move beyond compliance and technical application, to higher levels of thinking
- Small group instruction that is responsive to student data and leads to measurable growth for students within the classroom that can be seen in student work products as well as hard data

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?

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Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

will have standards-aligned instructional tasks that align to programatic goals within all content areas that meet their individual needs through embedded small group differentiated instruction



Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

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Root Cause

Resources:

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

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

As adults in the building, we...

to develop our ability to plan with high quality instructional resources so that we can move from teaching from the resources as a step by step recipe to teaching with resources in conjunction to what we know about our students current strengths, needs, and goals in order to meet standards-aligned learning goals. We must do this alongside deep exploration of the standards, what they require students to know, understand, and do and what they look like at various levels. In addition, we must be able to identify the best instructional practices that can be used to best get our students from where they are to where we want them to ultimately be.



Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

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Theory of Action

Resources:

What is your Theory of Action?

If we...

plan using culturally relevant, high-quality curricular resources while looking closely at the content standards, timely student data including student work, and professional texts that focus on high leverage instructional moves



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.

then we see....

teachers determining daily learning targets for Tier 1 whole and small group instruction based on current student learning profiles and we see teachers designing instructional experiences for students that use high leverage instructional strategies



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

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

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

which leads to...

students having more intentional learning experiences, maximized classroom learning time, increased student achievement, and students fostering ownership.



[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.

<b>Team/Individual Responsible for Implementation Plan</b>	<b>Dates for Progress Monitoring Check Ins</b>			
ILT	Q1	10/18/23	Q3	3/20/24
	Q2	12/13/23	Q4	5/15/24

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	80% lesson learning targets address the standards	ILT	End of Q2	<a href="#">Select Status</a>
<b>Action Step 1</b>	Provide teachers with PD on Skyline foundational skills lessons implemented	ILT/teachers	Ongoing--following CPS Skyline PD Calendar	<a href="#">Select Status</a>
<b>Action Step 2</b>	Evidence of small group instruction/differentiation with standards-aligned learning targets	Admin/Team Leads	End of Quarter 1	<a href="#">Select Status</a>
<b>Action Step 3</b>	Analyzing student work to guide teacher planning and instruction, including adjustments to Tier 1 and small groups	ILT/Team Leads	Quarterly	<a href="#">Select Status</a>
<b>Action Step 4</b>	Progress monitoring to ensure reliability of differentiated instruction and adjustments of instruction.	Teachers/Team Leads/MTSS Team	Every 5 weeks	<a href="#">Select Status</a>
<b>Action Step 5</b>				<a href="#">Select Status</a>
<b>Implementation Milestone 2</b>	80% of instructional tasks will align to the standards-aligned learning target	ILT	End of Q4	<a href="#">Select Status</a>
<b>Action Step 1</b>	Environmental look-fors	ILT/Teachers	End of Q1	<a href="#">Select Status</a>
<b>Action Step 2</b>	Peer observations, with feedback and actionable steps	ILT/Teachers	Beginning Week 5	<a href="#">Select Status</a>
<b>Action Step 3</b>	Looking at Student Work protocols	ILT/Teachers	No later than Q2	<a href="#">Select Status</a>
<b>Action Step 4</b>	Data analysis protocols	ILT/MTSS Team/Teachers	BOY, MOY, EOY window	<a href="#">Select Status</a>
<b>Action Step 5</b>				<a href="#">Select Status</a>
<b>Implementation Milestone 3</b>				<a href="#">Select Status</a>
<b>Action Step 1</b>				<a href="#">Select Status</a>
<b>Action Step 2</b>				<a href="#">Select Status</a>
<b>Action Step 3</b>				<a href="#">Select Status</a>
<b>Action Step 4</b>				<a href="#">Select Status</a>
<b>Action Step 5</b>				<a href="#">Select Status</a>
<b>Implementation Milestone 4</b>				<a href="#">Select Status</a>
<b>Action Step 1</b>				<a href="#">Select Status</a>
<b>Action Step 2</b>				<a href="#">Select Status</a>
<b>Action Step 3</b>				<a href="#">Select Status</a>
<b>Action Step 4</b>				<a href="#">Select Status</a>
<b>Action Step 5</b>				<a href="#">Select Status</a>

**SY25-SY26 Implementation Milestones**

<b>SY25 Anticipated Milestones</b>	Our continuous improvement cycle will help us guide and train our teachers in implementing and adjusting our curriculum to better meet the needs of all of our students including DLs, ELs, and Gen Ed so that the student growth that is observed is distributed amongst all student groups and programs. Student work will be aligned to grade level standards to increase the rigor level and raise expectations of all students, with a focus on exceeding standards.	
<b>SY26 Anticipated Milestones</b>	SY26 will focus on continuing to engage all team members and stakeholders to ensure that we are on the right track since this will be year 3 of the 3 year cycle. We will need to continue to dig down to sub-group performance and assess effectiveness of the plans between and within programs.	

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

**Indicators of a Quality CIWP: Goal Setting**  
 Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on applicable baselines and trend data).  
 Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).  
 Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#).

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

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 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
Increase the % of students that meet and exceeds grade level expectations on IAR math exam	Yes	IAR (Math)	Overall	44%	49%	54%	59%
			English Learners	20%	25%	30%	35%
Increase the % of students moving to meet/exceeds grade level expectations on IAR ELA exam	Yes	IAR (English)	Overall	51%	56%	61%	66%
			English Learners	26%	31%	36%	41%

### 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.	All teachers in PK-7 will adopt curriculum that better serves our students at Sor Juana which includes Skyline foundational skills. We now have access to Skyline ELA and SLA which we will explore as we work to rebalance our literacy block. Teachers in K-7 will also use Skyline science and Skyline SS as we search for a	We will continue to assess the rebalancing of our literacy block and other instructional blocks to ensure that all students have access to high-quality standards aligned curriculum so that time distributions within blocks support this rebalanced	We will continue to assess the rebalancing of our literacy block and other instructional blocks to ensure that all students have access to high-quality standards aligned curriculum so that time distributions within blocks support this rebalanced
C&I:2 Students experience grade-level, standards-aligned instruction.	Teachers will engage students in standards-aligned teaching that keeps this learning target at the center. Lesson Plans will reflect standards being taught, including content and language standards, and supports to ensure all students are learning. Students will be given multiple	Teachers will engage students in standards-aligned teaching that keeps this learning target at the center. Lesson Plans will reflect standards being taught, including content and language standards, and supports to ensure all students are learning.	Teachers will engage students in standards-aligned teaching that keeps this learning target at the center. Lesson Plans will reflect standards being taught, including content and language standards, and supports to ensure all students are learning.
C&I:5 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.	Teachers have access to and analyze school-wide, teacher team and classroom assessment data to determine instructional effectiveness and learning needs. The ILT and other leadership teams will work with teachers to create assessments aligned to standards, analyze student performance on these assessments, and adjust instruction	Teachers have access to and analyze school-wide, teacher team and classroom assessment data to determine instructional effectiveness and learning needs. The ILT and other leadership teams will work with teachers to create assessments aligned to standards, analyze student	Teachers have access to and analyze school-wide, teacher team and classroom assessment data to determine instructional effectiveness and learning needs. The ILT and other leadership teams will work with teachers to create assessments aligned to

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### 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
Increase the % of students that meet and exceeds grade level expectations on IAR math exam	IAR (Math)	Overall	44%	49%	Select Status	Select Status	Select Status	Select Status
		English Learners	20%	25%	Select Status	Select Status	Select Status	Select Status
Increase the % of students moving to meet/exceeds grade level expectations on IAR ELA exam	IAR (English)	Overall	51%	56%	Select Status	Select Status	Select Status	Select Status
		English Learners	26%	31%	Select Status	Select Status	Select Status	Select Status

### Practice Goals

### Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	All teachers in PK-7 will adopt curriculum that better serves our students at Sor Juana which includes Skyline foundational skills. We now have access to Skyline ELA and SLA which we will explore as we work to rebalance our literacy block. Teachers in K-7 will also use Skyline science and Skyline SS as we search for a	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Teachers will engage students in standards-aligned teaching that keeps this learning target at the center. Lesson Plans will reflect standards being taught, including content and language standards, and supports to ensure all students are learning. Students will be given multiple opportunities to demonstrate mastery of learning	Select Status	Select Status	Select Status	Select Status
C&I:5 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.	Teachers have access to and analyze school-wide, teacher team and classroom assessment data to determine instructional effectiveness and learning needs. The ILT and other leadership teams will work with teachers to create assessments aligned to standards, analyze student performance on these assessments,	Select Status	Select Status	Select Status	Select Status



Jump to... [Priority](#) [TOA](#) [Goal Setting](#) [Progress Monitoring](#) [Reflection](#) [Root Cause](#) [Implementation Plan](#) [Monitoring](#) 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.
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

What is the feedback from your stakeholders?

Teachers need to continue to analyze data and look at student work in order to create small groups to differentiate instruction and utilize balanced assessment to drive instruction and monitor student progress. This will ensure all Tier 1 instruction is strong and will provide opportunity for MTSS supports to be more targeted for students.

Foundational skills are necessary to give students the knowledge and abilities to succeed in reading. Phonological awareness, alphabet knowledge, phonics, and spelling help students supports long-term achievement.

School is continuing to learn more about twice exceptional students and how to balance the academic and social emotional needs of students. Ensuring that students can receive the academic supports that they need within the LRE so that they can be successful within their program and beyond is a priority.

What student-centered problems have surfaced during this reflection?

Student experience is still too dependent on class and needs to be leveled across the school so that there are common conditions for learning across grades, contents, and programs.

MTSS supports need to supplement Tier 1 instruction and not replace Tier 1 instruction.

Students receiving Tier 2 or 3 interventions have disproportionate levels of negative learning conditions/mindsets

Supports for DLs and ELs are still high need and closer attention/focus to sub-group outcomes will be important

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?

This is an area where a lot of work has needed to be done over the past year. One area that was of significant importance was in the area of interventions. This past year, our MTSS team was tasked with ensuring the alignment of intervention services to students' needs. They designed, implemented, and supported various tiers of intervention ultimately deciding on Lexia for Reading Tier 2 (both in and out of the classroom) and OG for Tier 3 (done 1:1 with Reading Specialist). In math, we implemented BlueStreak for Tier 2 (focus on fluency). We have adopted both Amira and Freckle and have been learning about those. Team is creating an MTSS Handbook for staff so that the process becomes even more clear for staff, including the link to Tier 1 planning and instruction requirements. Vertical teams have been working on finding an ebb and flow of looking at student work, engaging in learning around purposing, looking at data (student and observation). In addition, a BHT and Student Voice Committee have been formed and are working to ensure that supports are provide to support students from an SEL perspective as well.

One of our greatest struggles is with our ELs. We have adopted Spanish SLA along with Skyline Foundational skills, but the Spanish foundational skills is not yet fully developed. The new Foundational skills component for PK-5 Skyline will expose students to the foundational and basic reading skills they lack, but our ELs will be left with a gap until that is completed. In the interim, we continue to struggle to figure out how to provide the best instructional experiences for our ELs at various levels.

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Determine Priorities

Resources:

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

Students... will have common, high-quality learning conditions in which they are able to be seen and respected as individuals so that they ultimately will be given ownership over their learning through scaffolded experiences, fostering the skills necessary to allow them to develop their identity and agency as learners. Since students will have access to predictable, consistent environments, they will have the space to "experiment, try out roles and behaviors, and receive feedback," that will support the development of their identity. Students will have this experience within all subgroups, including our ELs and DLs. Students who do not make sufficient growth with these learning conditions provided will successfully engage in the MTSS process in order to get the supports they need.

[Determine Priorities Protocol](#)

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

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Root Cause

Resources:

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

As adults in the building, we... must provide universal Tier 1 SEL supports so that all students can have consistent learning conditions where they feel safe to take risks, engage in rigorous tasks, and persevere through challenges. We must teach them the skills necessary to do this and ensure that these skills are taught methodically and sequentially just as with academic standards. We must create spaces where students are seen and respected as individuals and ultimately be willing to give ownership of learning over to students. We must also ensure that the same holds true for our ELs and DLs in terms of both Academic and SEL opportunities for success. By ensuring these conditions exist along with solid Tier 1 Instruction as laid out in Priority 1, the MTSS team will be able to provide strategic and timely Tier 2 and 3 Interventions and intervention plans so that students who are not meeting targets can acheive.

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

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

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Theory of Action

Resources:

What is your Theory of Action?

If we... establish a comprehensive system of multiple stakeholders to support students in receiving Tier 2 & 3 MTSS support in Reading, Math, and SEL while also supporting teachers in providing high quality differentiated Tier 1 instruction within a learning environment that supports a strong classroom community

then we see...

**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.

teachers providing targeted small group instruction to students who are willing to take risks and struggle alongside their peers and students who are off track receiving just in time supports and interventions

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...  
increased positive classroom community experiences for students and increased on track data

[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**   
MTSS Team/CCT

**Dates for Progress Monitoring Check Ins**  
Q1 10/18/23 Q3 3/20/24  
Q2 12/13/23 Q4 5/15/24

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	Foster respectful and supportive student to students interactions	All Staff	End of Q1	Select Status
<b>Action Step 1</b>	every child has at least one trusted adult they can go to with concerns	CCT	End of Q1	Select Status
<b>Action Step 2</b>	Every class has shared agreements routed in RISE Expectations	All staff	End of Week 4	Select Status
<b>Action Step 3</b>	SEL curriculum will directly teach skills on how to have respectful interaction even during disagreements as monitored with Second Step report	All staff	Weekly beginning Week 5	Select Status
<b>Action Step 4</b>	Leverage Student Ambassadors to support transition of new students	CCT	BOY	Select Status
<b>Action Step 5</b>	Leverage Peacekeepers to facilitate peer to peer conflict resolution using the peace process	CCT	Beginning Q2	Select Status
<b>Implementation Milestone 2</b>	Second Step Curriculum Implementation (with fidelity)	All Staff	End of Q2	Select Status
<b>Action Step 1</b>	Implementation of SEL Classroom Environment Conditions	All staff/CCT/ILT	Week 0 through Week 5	Select Status
<b>Action Step 2</b>	Students proactively using calm corner effectively	All staff and CCT/BHT	Beginning Week 5	Select Status
<b>Action Step 3</b>	evidence of weekly lessons completed found on Second Step website	All staff and CCT	Beginning Week 5	Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>	MTSS to create system for teachers to engage in the MTSS process for students in need of Tier 2 and 3 supports	MTSS Team	By Q4	Select Status
<b>Action Step 1</b>	MTSS team to create flow chart for MTSS process to be shared with all staff	MTSS Team	By Week 4	Select Status
<b>Action Step 2</b>	MTSS team to create logging tool to track their work	MTSS Team	By Week 4	Select Status
<b>Action Step 3</b>	Teams analyze BOY data for initial list of students who may potentially need intervention	All staff/Team Leads	End of Q1	Select Status
<b>Action Step 4</b>	Interventions are provided to Tier 2 and 3 students with fidelity for 5 week increments	MTSS Team	Beginning Q2	Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

**SY25-SY26 Implementation Milestones**

**SY25 Anticipated Milestones**  
Teachers will work on incorporating just-in-time scaffolds to help students develop productive perseverance by allowing them to engage in demanding tasks on their own. MTSS team will support teachers in transitions of students between tiers so that the efforts of interventions are maintained once removed.

**SY26 Anticipated Milestones**  
Given the goals for priority 1, during SY26 for this priority the goal would be on creating high leverage interventions for sub-groups such as our ELs.

[Return to Top](#) **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).

**IL-EMPOWER Goal Requirements**  
For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:

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.

-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)	Numerical Targets [Optional] 🏆			
				Baseline 🏆	SY24	SY25	SY26
Increase the percent of students who report a positive classroom community in the Cultivate Survey	Yes	Cultivate	Overall	26	31	36	41
			Select Group or Overall				
Increase the percent of students who are on track	Yes	3 - 8 On Track	Overall	71%	75%	78%	80%
			Select Group or Overall				

### Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 🏆	Specify your practice goal and identify how you will measure progress towards this goal. 🏆		
	SY24	SY25	SY26
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS team will identify 10% of students to receive Tier 2 or 3 interventions	MTSS team will identify 15% of students to receive Tier 2 or 3 interventions.	
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.	MTSS team will log all interventions in Branching Minds while also monitoring supports given around Tier 1 instruction using a logging tool.	MTSS team will support teachers in logging classroom based interventions within branching minds	
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
Increase the percent of students who report a positive classroom community in the Cultivate Survey	Cultivate	Overall	26	31	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Increase the percent of students who are on track	3 - 8 On Track	Overall	71%	75%	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: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.	MTSS team will identify 10% of students to receive Tier 2 or 3 interventions	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.	MTSS team will log all interventions in Branching Minds while also monitoring supports given around Tier 1 instruction using a logging tool.	Select Status	Select Status	Select Status	Select Status
Select a Practice		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:

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

No action needed



<input type="text" value="Select a Goal"/>					
<input type="text" value="Select a Goal"/>					
<input type="text" value="Select a Goal"/>					

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.



Parent and Family Plan

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)**

