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).

Name ✍	Role ✍	Email ✍
Tara Shelton	Principal	tsshelton@cps.edu
Natasha Anders	AP	nranders@cps.edu
Michael Breusch	Teacher Leader	mdbruesh@cps.edu
Samantha Etzkorn	Teacher Leader	setzkorn@cps.edu
Misty Loske	Teacher Leader	mdloske@cps.edu
Lauren Majka	Inclusive & Supportive Learning Lead	lmajka@cps.edu
Helen Chan	Teacher Leader	hchan@cps.edu
Richard Coppola	Teacher Leader	rjcoppola@cps.edu
Paulette Mitchell	Teacher Leader	pbmarks@cps.edu
Javier Berlanga	Connectedness & Wellbeing Lead	jaberlanga@cps.edu
	Parent	
	LSC Member	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	6/13/23	8/31/23
Reflection: Curriculum & Instruction (Instructional Core)	6/13/23	8/31/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/13/23	8/31/23
Reflection: Connectedness & Wellbeing	6/13/23	8/31/23
Reflection: Postsecondary Success	6/13/23	8/31/23
Reflection: Partnerships & Engagement	6/13/23	8/31/23
Priorities	6/13/23	8/31/23
Root Cause	6/13/23	8/31/23
Theory of Acton	6/13/23	8/31/23
Implementation Plans	8/14/23	8/14/23
Goals	8/15/23	8/15/23
Fund Compliance	N/A	N/A
Parent & Family Plan	N/A	N/A
Approval		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	9/22/2023
Quarter 2	11/16/2023
Quarter 3	1/26/2024
Quarter 4	3/29/2024

Indicators of a Quality CIWP: Reflection on Foundations

Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.

Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.

Stakeholders are consulted for the Reflection of Foundations.

Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

Resources 🚀

Reflection on Foundations Protocol

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes — All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	**Inner Core:** The school has made significant strides in providing culturally sustaining (an extension of the taxonomy of culturally relevant instruction) in ELA and S.S. across the pre-k-8 grade level band. Additionally, there has been focused work in Math to embed culturally relevant practice. Our work remains to integrate culturally relevant instruction more universally in Science and Math. Evidence of culturally relevant instruction includes: diverse and inclusive classroom libraries; curricular experiences that draw on students' funds of knowledge and diverse ways of knowing (e.g. Facing History, SHEG, Teaching for Justice, South Loop 'Around the World' Festival, etc.). Parents participate as partners in envisioning and facilitating school-wide events (e.g. Career Day, Around the World, Spring Benefit, Book Fair, Fun Run, etc.). Classrooms are flexibly set up and allow students choice and agency. Students experience grade-level, Curricular Material: K-2 students use Skyline ELA for foundational skills, reading and writing. Skyline ELA is culturally responsive and standards aligned. K-2nd used Eureka Math and 3rd-8th used Envisions Math for standards aligned mathematics curriculum and K-3rd used Interactive Science and Mystery Science for NGSS aligned science instruction. 3rd grade used Junior Great Books for ELA. K-3rd had a focus on high quality phonics curriculum materials and instruction with use of research based curricula for phonemic awareness and phonics (Heggerty, Skyline, 95% Group). Students in Grades 4-8 use Junior Great Books in ELA, as well as novel-based study. 5th Grade uses Word Wisely. In Math, students in grades 4-8 use Envision, with the exception of 7th grade, which uses Eureka. All students in Grade 4-8 use an inquiry-based approach across content areas.	IAR (Math) IAR (English) Rigor Walk Data (School Level Data)
Yes — Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction	**EOY Data for Grades K-3: IReady and Star 360:** Math: At EOY, 68% of K-2 students are mid or above grade level in math according to iReady math testing. At EOY, 15% of K-2 students are early grade level in math according to iReady math testing. At EOY, 79% of 3rd graders are at/above benchmark for Math according to Star 360. Reading: At EOY, 67% of K-2 students are mid or above grade level in reading according to iReady testing. At EOY, 16% of K-2 students are early grade level in reading according to iReady testing. At EOY, 76% of third graders are at/above benchmark for Reading according to Star 360. **EOY Data for Grades 4-8: Star 360** Math: 86% of 4th graders are at/above benchmark for Math; 91% of 5th graders are at/above benchmark for Math; 76% of 6th graders are at/above benchmark for Math; 69% of 7th graders are at/above benchmark for Math; 78% of 8th graders are at/above benchmark for Math. Reading: 77% of 4th graders are at/above benchmark for Reading; 76% of 5th graders are at/above benchmark for Reading; 73% of 6th graders are at/above benchmark for Reading; 64% of 7th graders are at/above benchmark for Reading; 60% of 8th graders are at/above benchmark for Reading.	PSAT (EBRW) PSAT (Math) STAR (Reading)
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?** **Inner Core:** The school has made signifiant strides in providing culturally sustaining (an extension of the taxonomy of culturally relevant instruction) in ELA and S.S. across the pre-k-8 grade level band. Additonally, there has been in Math to embed culturally relevant practice. Our work remains to integrate culturally relevant instruction more universally in Science and Math. Evidence of culturally relevant instruction includes: diverse and inclusive classroom libraries; curricular experiences that draw on students' funds of knowledge and diverse ways of knowing (e.g. Facing History, SHEG, Teaching for Justice, etc); South Loop Around the World Festival. Classrooms are flexibly set up and allow students choice and agency	STAR (Math) iReady (Reading) iReady (Math)
Yes — The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership Foundational Pillars	**Curricular Material** - Primary teachers expressed that students needed more support in number sense and that Envisions was inaccessible for the ESL student population and pre-reading students due to heavy reliance on word problems. Primary teachers piloted different research based math curriculums and chose Eureka math for the 2023-2024 school year to implement with fidelity because of the focus on number sense and greater language support for ESL and pre-reading students. After testing Eureka math, students showed overall improvement in classroom assessments. Overall, primary teachers have expressed satisfaction with ELA curricular materials and their accessibility to students. Primary teachers have expressed that Skyline reading and Junior Great Books have stories that reflect the student population.	Cultivate Grades ACCESS
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	ELA Teachers in Grades 4-8 have expressed satisfaction with the focus (culturally sustaining pedagogy), scope, and sequence of professional development in 2023-24; Math teachers expressed HELEN EMBED COMMENTS HERE. Based on data from the 5-Essentials survey, the school needs to focus more thoughtfully on ambitious instruction, specifically, curriculum that is:	TS Gold Interim Assessment Data

		References		Metrics
		HS Assessment Plan Development Guide	well-defined with clear expectations for student success, interactive and encourages students to build and apply knowledge, well-paced (not measured), and aligned across grades (not measured).	

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?

Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	Curricular Material - One related improvement effort in progress is all primary teachers adopting Eureka Math for the 23/24 school year to improve access for ESL and pre-reader students. Another effort in progress is 3rd grade using Skyline foundational skills for alignment with K-2nd and 4-5th. This will increase access to high quality foundational curriculum for students below grade level as they will be exposed to on grade level skills. ✏️

Administration expressed a desire to roll out culturally-sustaining professional development for the entire staff in 2023-24, beginning with a focus on archaeological excavations of self (staff). Teachers will learn how to begin with self to continue the process with students. Additionally, we are exploring professional development texts by Gholdy Muhammad, in order to cultivate genius and joy, through her culturally and historically responsive curricular framework (which can be an overlay to existing curriculum adopted by the 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.

Average gains in ELA are 75% compared to previous years when ELA achievement ranked about the 80th percentile. ✏️

Students lack interest in independent reading for enjoyment which is in turn impacting schema and vocabulary.

Inclusive & Supportive Learning Environment
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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	Family engagement was inconsistent for MTSS. Parents should be informed more consistently about their child's progress and movement. There was not consistent communication between parents and the school. There is a lack of parent engagement in middle school 6th-8th grade. ✏️	Unit/Lesson Inventory for Language Objectives (School Level Data)
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	MTSS goals are not shared consistently among other departments.	MTSS Continuum
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	MTSS team supports reading and mathematics but other departments need support too.	Roots Survey, ACCESS
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual	Create student self-monitored weekly progress reports sent to parents and teachers.	MTSS Academic Tier Movement
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	Create a uniform advisory block with designated days for SEL, progress monitoring, goal setting, HS/college & career preparedness, and other life skills.	Annual Evaluation of Compliance (ODLSS), Quality Indicators of Specially Designed Curriculum
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.			EL Program Review Tool

What is the feedback from your stakeholders?

Inconsistent in implementation of small grouping and progress monitoring. Some teachers need support in the form of training or orientation before implementing Branching Minds. Teachers have expressed uncertainty regarding how Branching Minds will be used by stakeholders and what parts of Branching Minds are the most important focus areas to help improve student outcomes. ✏️

Departments should communicate initiatives related to MTSS not as a mandate but to allow other departments the opportunity to reflect on support efforts.

Overall, communication of goals and objectives between departments can be improved. More cross curricular projects that are inquiry based and student centered should be implemented.

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?

Implementation of Branching MInds is an improvement effort in which some teachers need more training. While teams are established for MTSS and attention is paid to MTSS there should be an effort to include parents and other departments in order to take an opportunity to provide further support. [impact on most students; impact on specific student groups]. ✏️

For the 23-24 school year, South Loop will launch a school-wide initiative, entitled "South Loop Reads" to promote 20 minutes of daily reading in the home in an effort to address dips across Star 360 data in Reading, school-wide. All stakeholders will participate and book recommendations will be shared with families and students.

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.

Inconsistent implementation of MTSS systems leads to lack of academic progress for student across all subjects. It is not clear to us if students are informed of their teir status or parents either. Students could benefit from at least knowing what their goals are for MTSS. [problems experienced by most students; problems experienced by specific student groups] ✏️

Connectedness & Wellbeing
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Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
		BHT Key Component Assessment	*The formation of the new BHT (behavior health team) that consists of the school counselor, social worker, DL, primary, and middle school teachers to focus on the overall wellbeing of students and SEL supports/interventions needed for identified priority students.* ✏️	% of Students receiving Tier 2/3 interventions meeting targets

				Metrics
Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	SEL Teaming Structure	*Climate and culture team met quarterly to discuss implementation of school-wide programs to establish connectedness.* *The use of Second Step SEL curriculum K-4, and 5-8 Success Bound Curriculum during advisory.* *Held school-wide Diversity Equity and Inclusion training for parents.* *The school was granted a partnership with Touch of Wholeness. This partnership provided the school with a licensed social worker who delivered weekly individual and group therapy sessions to priority students.*	Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		*Interested 4-8 grade teachers participated in a city-wide professional development where they created a student center project to improve student voice throughout the school. From this the South Loop Roar Club (Student voice committee) was established. This student-driven club brings student issues to the forefront and problem solve solutions to address the students needs.* *A team of teachers and clinicians participated in the Design Challenge professional development that resulted in the school-wide initiative, P.R.I.D.E Pause. This is a positive behavioral intervention program that began with positive student shout outs during morning announcements. The goal is to continue to grow this initiative to highlight the positive attributes of the students, staff, and school community.*	Increase Average Daily Attendance Increased Attendance for Chronically Absent Students Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		**What is the feedback from your stakeholders?** The teachers are grateful to have the requisite staffing resources and ability to refer students that require additional social-emotional support beyond the context of the classroom to highly qualified and competent colleagues with expertise in behavioral health. Parents have expressed positive feedback in reference to the social worker and the increased social-emotional supports in place at South Loop. School and partnering counselors expressed that students were not consistent in attending their sessions on time. Students would request the counselor to shorten their session, not have them or for the counselor to simply attend class with them.	Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance Student Voice Infrastructure
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.			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.

Students don't feel like they have student voice. Students feel like they don't have a connection with staff that look like them. Students want more mentoring support. Students perceive normal social developmental behavior as bullying. Conflict resolution skills are absent.

What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?

We have working on consistent methods of identifying and celebrating positive behavior and achievement amongst our students (e.g. South Loop Roar via the student voice committee; P.R.I.D.E-Paws (Pause) Shoutouts during morning meeting).

We are in the process of establishing a monthly principal check-in with grade-level teams to learn more about vulnerable populations of students (i.e. chronic absentees, those with declining grades, changes in social-emotional well-being and/or behavior).

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**
No — 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)	Teachers are exposing students to Success Bound curriculum, but not with enough fidelity or consistency. Teachers stated that students are disengaged with Success Bound activities, as many of our students have already been exposed to this information. As a result, teachers are supplementing their own materials in place of Success Bound activities when students are not interested in the content, but the skills and practices from Success Bound are still being introduced and practiced. As a school, we have not formally implemented ILPs in any meaningful way. Building upon the Success Bound curriculum is a potential way to begin the creation and implementation of ILPs. Similarly, Work-Based Learning activities have not been implemented beyond what is included in the Success Bound curriculum.	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track Learn, Plan, Succeed
No — 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		% of KPIs Completed (12th Grade) College Enrollment and Persistence Rate 9th and 10th Grade On Track
Partially — Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit	**What is the feedback from your stakeholders?** Teachers do not feel the Success Bound Curriculum is student friendly, or, in many cases, not relevant to our students needs. Students feel that Success Bound Curriculum is tedious and repetitive across grade levels. ILPs have not been a focus, so students will be unfamiliar with the term, and teachers will need common planning time to	Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)

N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).		understand how South Loop will begin implementing them.
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, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?

We implement Success Bound curriculum one day per week across grade levels with fidelity and there is a proposed sectioning out of Success bound to different grade levels to reduce the amount of overlap in skills and modules across grade levels. This should increase student buy-in to Success bound and remove some of the student apathy for participating in this curriculum.

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 lack interest with Success Bound.. Many students have an advaced understanding of High School, College, and Careers. Success Bound activities are too simple and leave students disengaged.

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	Recent partnerships include: ouch of Wholeness Therapy Forward Momentum Chicago United Voices Chicago Museum Of Contemporary Art Chicago CYSO Junior Achievement Nike CSO As a Fine and Performing Arts School, we are in need of establshing more community arts parentships that incorporate arts of the furture. Establishing an Arts Leadership Team comprised of arts and non-arts educators, parents, and community members that inform the school decision around art programming.	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) Formal and informal family and community feedback received locally. (School Level Data)
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		
Partially	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric		

What is the feedback from your stakeholders?

From MCA: "I wanted to extend a final note of gratitude for you all for sharing your time, voice and ideas in this year's MCA Teacher Institute Residency. It has been a pleasure to work alongside you. I hope to see you around the museum. If you enjoyed your time in the program, please continue to spread the word about the residency to your peers. We welcome you all to join us again if you would to apply for the program again in the future."

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 are not provided opportunities to engage in arts programming that is not offered during the school day and explore careers within the arts fields

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?

Search for Arts grants to provided arts programs that is not offered during the school day. Creating an effective Arts Leadership Team (ALT)

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

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

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?	**What are the takeaways after the review of metrics?**
Yes — All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Inner Core: The school has made significant strides in providing culturally sustaining (an extension of the taxonomy of culturally relevant instruction) in ELA and S.S. across the pre-k-8 grade level band. Additionally, there has been focused work in Math to embed culturally relevant practice. Our work remains to integrate culturally relevant instruction more universally in Science and Math. Evidence of culturally relevant instruction includes: diverse and inclusive classroom libraries; curricular experiences that draw on students' funds of knowledge and diverse ways of knowing (e.g. Facing History, SHEG, Teaching for Justice, South Loop 'Around the World' Festival, etc.). Parents participate as partners in envisioning and facilitating school-wide events (e.g. Career Day, Around the World, Spring Benefit, Book Fair, Fun Run, etc.). Classrooms are flexibly set up and allow students choice and agency.
Yes — Students experience grade-level, standards-aligned instruction.	Students experience grade-level, Curricular Material: K-2 students use Skyline ELA for foundational skills, reading and writing. Skyline ELA is culturally responsive and standards aligned. K-2nd used Eureka Math and 3rd-8th used Envisions Math for standards aligned mathematics curriculum and K-3rd used Interactive Science and Mystery Science for NGSS aligned science instruction. 3rd grade used Junior Great Books for ELA. K-3rd had a focus on high quality phonics curriculum materials and instruction with use of research based curricula for phonemic awareness and phonics (Heggerty, Skyline, 95% Group). Students in Grades 4-8 use Junior Great Books in ELA, as well as novel-based study. 5th Grade uses Word Wisely. In Math, students in grades 4-8 use Envision, with the exception of 7th grade, which uses Eureka. All students in Grade 4-8 use an inquiry-based approach across content areas.
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.	EOY Data for Grades K-3: IReady and Star 360: Math: At EOY, 68% of K-2 students are mid or above grade level in math according to iReady math testing. At EOY, 15% of K-2 students are early grade level in math according to iReady math testing. At EOY, 79% of 3rd graders are at/above benchmark for Math according to Star 360. Reading: At EOY, 67% of K-2 students are mid or above grade level in reading according to iReady testing. At EOY, 16% of K-2 students are early grade level in reading according to Star 360. At EOY, 76% of third graders are at/above benchmark for Reading according to Star 360. EOY Data for Grades 4-8: Star 360 Math: 86% of 4th graders are at/above benchmark for Math; 91% of 5th graders are at/above benchmark for Math; 76% of 6th graders are at/above benchmark for Math; 69% of 7th graders are at/above benchmark for Math; 78% of 8th graders are at/above benchmark for Math. Reading: 77% of 4th graders are at/above benchmark for Reading; 76% of 5th graders are at/above benchmark for Reading; 73% of 6th graders are at/above benchmark for Reading; 64% of 7th graders are at/above benchmark for Reading; 60% of 8th graders are at/above benchmark for Reading.
Yes — The ILT leads instructional improvement through distributed leadership.	

	What is the feedback from your stakeholders?
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.	Inner Core: The school has made signifiant strides in providing culturally sustaining (an extension of the taxonomy of culturally relevant instruction) in ELA and S.S. across the pre-k-8 grade level band. Additonally, there has been in Math to embed culturally relevant practice. Our work remains to integrate culturally relevant instruction more universally in Science and Math. Evidence of culturally relevant instruction includes: diverse and inclusive classroom libraries; curricular experiences that draw on students' funds of knowledge and diverse ways of knowing (e.g. Facing History, SHEG, Teaching for Justice, etc); South Loop Around the World Festival. Classrooms are flexibly set up and allow students choice and agency Curricular Material - Primary teachers expressed that students needed more support in number sense and that Envisions was inaccessible for the ESL student population and pre-reading students due to heavy reliance on word problems. Primary teachers piloted different research based math curriculums and chose Eureka math for the 2023-2024 school year to implement with fidelity because of the focus on number sense and greater language support for ESL and pre-reading students. After testing Eureka math, students showed overall improvement in classroom assessments. Overall, primary teachers have expressed satisfaction with ELA curricular materials and their accessibility to students. Primary teachers have expressed that Skyline reading and Junior Great Books have stories that reflect the student population. ELA Teachers in Grades 4-8 have expressed satisfaction with the focus (culturally sustaining pedagogy), scope, and sequence of professional development in 2023-24; Math teachers expressed HELEN EMBED COMMENTS HERE. Based on data from the 5-Essentials survey, the school needs to focus more thoughtfully on ambitious instruction, specifically, curriculum that is: well-defined with clear expectations for student success, interactive and encourages students to build and apply knowledge, well-paced (not measured), and aligned across grades (not measured).
Partially — Evidence-based assessment for learning practices are enacted daily in every classroom.	

What student-centered problems have surfaced during this reflection?	**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?**
Average gains in ELA are 75% compared to previous years when ELA achievement ranked about the 80th percentile. Students lack interest in independent reading for enjoyment which is in turn impacting schema and vocabulary.	Curricular Material - One related improvement effort in progress is all primary teachers adopting Eureka Math for the 23/24 school year to improve access for ESL and pre-reader students. Another effort in progress is 3rd grade using Skyline foundational skills for alignment with K-2nd and 4-5th. This will increase access to high quality foundational curriculum for students below grade level as they will be exposed to on grade level skills. Administration expressed a desire to roll out culturally-sustaining professional development for the entire staff in 2023-24, beginning with a focus on archaeological excavations of self (staff). Teachers will learn how to begin with self to continue the process with students. Additionally, we are exploring professional development texts by Gholdy Muhammad, in order to cultivate genius and joy, through her culturally and historically responsive curricular framework (which can be an overlay to existing curriculum adopted by the school).

Determine Priorities

Resources: 🚀

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

Students...

Average gains in ELA are 75% compared to previous years when ELA achievement ranked about the 80th percentile. ✏️

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.

Curriculum & Instruction

Students lack interest in independent reading for enjoyment which is in turn impacting schema and vocabulary.

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

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

Priorities are determined by impact on students' daily experiences.

Return to Top **Root Cause**

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

Resources: 🚀

5 Why's Root Cause Protocol

As adults in the building, we...

Teachers have identified misalignment between STAR360, IAR and CPS Selective Enrollment data.
Teachers have identified that student investment in IAR is lower as they do not receive timely feedback on results.
Teachers are not as familiar with IAR; e.g. what are the goals?
Teachers have identified vast differences in presentation and logistics (timing) between primary assessments like iReady and IAR.
Schoolwide, we are not fostering a culture of reading across content areas or leisure reading.
Former literacy based events, such as dedicated library time, reading incentives, reading lists, literacy night are no longer occurring.

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Return to Top **Theory of Action**

What is your Theory of Action?

If we....

Establish systems to promote reading, such as incentives, dedicated library time, schoolwide programs, adjustments to learning environment design and staff commits to embedding and modeling a love in reading into the overall school culture

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....

Student interest and frequency in reading will increase

which leads to...

increase in literacy skills

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 ✏️

Literacy Team

Dates for Progress Monitoring Check Ins

Q1	9/22/2023	Q3	1/26/2024
Q2	11/16/2023	Q4	3/29/2024

	SY24 Implementation Milestones & Action Steps ✏️	Who ✏️	By When ✏️	Progress Monitoring
Implementation Milestone 1	School-wide Reading Program	ILT	1/17/23	In Progress
Action Step 1	Establish literacy expectations for all teachers	ILT	10/1/23	In Progress
Action Step 2	Parent Information Letter	ILT	11/23/23	In Progress
Action Step 3	Engage students in 5 mins of reading time	Classroom Teachers	Daily	In Progress
Action Step 4	Create reading incentives	Classroom Teachers	12/1/23	In Progress
Action Step 5	Family Literacy Night	Classroom Teachers	11/23/23	In Progress
Implementation Milestone 2	Dedicated Library Time	Classroom Teachers	9/1/23	In Progress
Action Step 1	Library expecations posted	ILT	9/1/23	In Progress
Action Step 2	Calendar for Teachers to schedule minimal bi-weekly with a suggested time of weekly	Classroom Teachers	9/1/23	In Progress
Action Step 3	Cross-Curricular activities related to reading- Art Class	Classroom Teachers	10/31/23	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Bi-Annual Scholastics Book Fair	Parent Volunteers	4/6/24	In Progress
Action Step 1	Fall Book Fair	Parent Volunteers	November	In Progress
Action Step 2	Spring Book Fair	Parent Volunteers	April	In Progress
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status

Jump to...	Priority	TOA	Goal Setting	Progress	*Select the Priority Foundation to*
Reflection	Root Cause	Implementation Plan		Monitoring	*pull over your Reflections here =>*

Curriculum & Instruction

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	Extend the reading program to include parents and community members. Incorporate activities and programs to provide parents with tools to assist their children with promoting literacy at home.
SY26 Anticipated Milestones	Review and analyze implementation milestones and address any gaps and increase student advocacy.

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

Numerical Targets [Optional]

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	SY24	SY25	SY26
Increase in students independent novel reading. (Reading Logs)	Yes	Other	Overall	50%			
			Select Group or Overall				
Students academic vocabulary will increase which would lead to increased stamina when reading complex text during classroom instruction and standardized testing.	Yes	IAR (English)	Overall	50%			
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Learning walks and cycles will indicate an increase practice of students engaging in complex text. The progres can be measured through reading logs and observations.	School- wide literacy based reading program"South Loop Reads"- Drop everything and Read will begin to be evident across all grade levels. This will be measured through school-wide observations.	Students word-consciousness and use of strategies to decipher new words in their reading will deepen their ability to write about their reading, and become evident with enhanced writing skills and discussion techniques. This practice can be measured through classroom observation of accountable talks and analysing student written work.
Select a Practice			
Select a Practice			

Return to Top | **SY24 Progress Monitoring**

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4

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

Curriculum & Instruction

					Select Status	Select Status	Select Status	Select Status
Increase in students independent novel reading. (Reading Logs)	Other	Overall	50%		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Students academic vocabulary will increase which would lead to increased stamina when reading complex text during classroom instruction and standardized testing.	IAR (English)	Overall	50%		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Learning walks and cycles will indicate an increase practice of students engaging in complex text. The progres can be measured through reading logs and observations.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

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. |

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

What are the takeaways after the review of metrics?

Family engagement was inconsistent for MTSS. Parents should be informed more consistently about their child's progress and movement. There was not consistent communication between parents and the school. There is a lack of parent engagement in middle school 6th-8th grade.

MTSS goals are not shared consistently among other departments.

MTSS team supports reading and mathematics but other departments need support too.

Create student self-monitored weekly progress reports sent to parents and teachers.

Create a uniform advisory block with designated days for SEL, progress monitoring, goal setting, HS/college & career preparedness, and other life skills.

What is the feedback from your stakeholders?

Inconsistent in implementation of small grouping and progress monitoring. Some teachers need support in the form of training or orientation before implementing Branching Minds. Teachers have expressed uncertainty regarding how Branching Minds will be used by stakeholders and what parts of Branching Minds are the most important focus areas to help improve student outcomes.

Departments should communicate initiatives related to MTSS not as a mandate but to allow other departments the opportunity to reflect on support efforts.

Overall, communication of goals and objectives between departments can be improved. More cross curricular projects that are inquiry based and student centered should be implemented.

What student-centered problems have surfaced during this reflection?

Inconsistent implementation of MTSS systems leads to lack of academic progress for student across all subjects. It is not clear to us if students are informed of their teir status or parents either. Students could benefit from at least knowing what their goals are for MTSS. [problems experienced by most students; problems experienced by specific student groups]

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?

Implementation of Branching MInds is an improvement effort in which some teachers need more training. While teams are established for MTSS and attention is paid to MTSS there should be an effort to include parents and other departments in order to take an opportunity to provide further support.
[impact on most students; impact on specific student groups].

For the 23-24 school year, South Loop will launch a school-wide initiative, entitled "South Loop Reads" to promote 20 minutes of daily reading in the home in an effort to address dips across Star 360 data in Reading, school-wide. All stakeholders will participate and book recommendations will be shared with families and students.

Return to Top

Determine Priorities

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

Students...

Tier II and III students are not making significant gains given the necessary interventions. Targeted intervention students have inconsistent attendance. Students struggle with "post-pandemic focus"; being self-starters, shorter attention spans, working independently, intrinsic motivation, staying on task, etc. Students grappling with the "productive struggle" of persevering through tasks and activities,. Older students hesitate participating in small group instruction due to fear of how they are perceived by peers.

Resources: 🚀

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Return to Top

Root Cause

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

As adults in the building, we...

Teachers need more professional development for Branching MInds that details the protocols for the program; time, documentation, resources etc. Teachers struggle with managing small group instruction; time management, structuring differentiated instruction. Teachers need sufficient resources pulled and provided that address all levels of learning.

Resources: 🚀

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Return to Top

Theory of Action

What is your Theory of Action?

If we....

Use Branching Minds with fidelity and progress monitor consistently while building on our MTSS systems and process

then we see....

Implementation of daily intervention embedded in the instruction, documentation of progress monitoring in 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.

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.

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

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

Inclusive & Supportive Learning Environment

which leads to...

targeted students moving throughout the learning continuum ✍️

Return to Top | **Implementation Plan**

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.

Resources: 🚀

Team/Individual Responsible for Implementation Plan ✍️

Dates for Progress Monitoring Check Ins

Q1	9/22/2023	Q3	1/26/2024
Q2	11/16/2023	Q4	3/29/2024

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	100% of Teachers access and make updates to the Branching Minds platform in the determined timeframe (weekly) with fidelity	All Teachers		In Progress
Action Step 1	Train staff on BM platform	ILT	Week 0 PD	In Progress
Action Step 2	Develop goals for tier 2 & tier 3 students	Classroom Teachers	9/11/23	In Progress
Action Step 3	MTSS team meet monthly	MTSS Team		In Progress
Action Step 4	MTSS team reviews data and provide feedback	MTSS Team		In Progress
Action Step 5	Intervention plans are shared and completed in a timely manner	Classroom Teachers		Not Started
Implementation Milestone 2	GLT access and update BM with fidelity as part of their daily practices, interventions are instructionally designed for targeted students which leads to students meeting intervention goals and moving between tiers.	All Staff	Quarter 2	In Progress
Action Step 1	Time set aside for MTSS discussion during glm around student data and intervention strategies	Classroom Teachers	9/15/23	In Progress
Action Step 2	Progress monitor students tier levels and the progression from tier to tier	ILT	11/1/23	In Progress
Action Step 3				Select Status
Action Step 4				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

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	90% of the teachers start the year successful with BM and they are supported by the ILT team. The support will lead to a vast variety of interventions and strategies being utilized with the students and increased student growth	✍️
SY26 Anticipated Milestones	There will be a decreased number of students in tier 3 and tier 2, that will lead to a higher level of instruction in tier 1 instruction encompassing student overall growth in Reading.	✍️

Return to Top | **Goal Setting**

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

Resources: 🚀

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

Inclusive & Supportive Learning Environment

Performance Goals

Numerical Targets [Optional] ✍️

Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	SY24	SY25	SY26
Tier 3 instruction interventions are being implemented with fidelity for 100% of students in tier 3 after BOY assessment	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall				
			Select Group or Overall				
Tier 2 supports are being implemented in at least 50% of the classrooms	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall				
			Select Group or Overall				

Practice Goals

Specify your practice goal and identify how you will measure progress towards this goal. ✍️

Identify the Foundations Practice(s) most aligned to your practice goals. ✍️	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 use the reports from Branching Minds to support Teachers to drive their instruction with t2/t3 intervention supports.	ILT will support classroom teachers to continue to collaborate with colleagues to design their instructional practices, develop strategies and interventions for students who are experience academic and or SEL challenges.	All stakeholders will genuinely understand the MTSS process, and its impact on student growth areas when implemented effectively, and are able to provide parental support with at home strategies to support the student.
Select a Practice			
Select a Practice			

Return to Top

SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Tier 3 instruction interventions are being implemented with fidelity for 100% of students in tier 3 after BOY assessment	% of Students receiving Tier 2/3 interventions meeting targets	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Tier 2 supports are being implemented in at least 50% of the classrooms	% of Students receiving Tier 2/3 interventions meeting targets	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: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 use the reports from Branching Minds to support Teachers to drive their instruction with t2/t3 intervention supports.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

If Checked:

Complete
IL-Empower
Section below

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

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

If Checked:

No action needed

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

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)