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 👍
Pamela Bolden	Principal	pdringo@cps.edu
Marchanelle Flowers	AP	maflowers2@cps.edu
Saadiah Muhammad	Curriculum & Instruction Lead	smuhammad12@cps.edu
Rhonda McMillian	Postsecondary Lead	rlmcmillan@cps.edu
Angela Gill	Teacher Leader	amgill1@cps.edu
Jennifer Harris	Connectedness & Wellbeing Lead	jmharris13@cps.edu
Marquita Baskin	Teacher Leader	mbaskin@cps.edu
Jermaine Williams	Connectedness & Wellbeing Lead	jawilliams50@cps.edu
Lawanna Smith	Attendance Coordinator	lsmith125@cps.edu
Kimberly Walker	SECA	kdwalker19@cps.edu
Lanaye Lawson	Inclusive & Supportive Learning Lead	ltlawson@cps.edu
LSC Parent Chair	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	7/6/23	7/6/23
Reflection: Curriculum & Instruction (Instructional Core)	7/7/23	7/19/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/7/23	7/19/23
Reflection: Connectedness & Wellbeing	7/7/23	7/19/23
Reflection: Postsecondary Success	7/7/23	7/19/23
Reflection: Partnerships & Engagement	7/7/23	7/19/23
Priorities	7/8/23	7/28/23
Root Cause	7/8/23	7/28/23
Theory of Acton	7/8/23	7/28/23
Implementation Plans	7/17/23	7/28/23
Goals	7/17/23	7/28/23
Fund Compliance	7/17/23	7/28/23
Parent & Family Plan	7/17/23	7/28/23
Approval	7/31/23	8/4/23

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	9/26/2023
Quarter 2	12/5/2023
Quarter 3	2/6/2024
Quarter 4	4/30/2024

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

Curriculum & Instruction

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Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	Systems and structures must be in place to allow for actionable feedback and monitoring of assessment implementation and planning according to data. Committment of team meeting time for planning and provisison of artifacts to support work. Teachers need templates to provide said information. Teachers need intensive support with curricular implementation, planning for assessments and understanding results. Assessments are needed to drive instruction and thus must be administered routinely and used to plan. ✏️	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading) STAR (Math) iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold Interim Assessment Data
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		
Yes	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions	**What is the feedback from your stakeholders?** There has to be a shift in instructional culture and in consistency with implementation. Curricular resources are available but assessments are not uniformly administered and evaluated. Parents are not familiar with curricular resources and supports that are provided. Parents are not aware of how students are performing outside of conferences and ways that they can partner with teachers to assist students in becoming successful. ✏️	
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development		
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** Content Teams and leads are being formed to improve distributive leadership and implementation of instructional practices. Meeting time will be provided to allow for teams to plan. Leadership teams will provide structures and tools for planning and to provide artifacts and plans. The ILT will conduct cycles of learning to determine if plans are being implemented. Teachers will communicate assessment data and student progress to parents on a regular basis and provide tools to support 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.

Students are not being assessed as frequently. Student progress is not being effectively monitored to determine steps needed for growth. Students have low achievement rates as indicated by i-ready. Students do not receive instruction entirely driven by data. Students do not receive intentional interventions. Students have limited partnership with families to ensure academic success due to lack of communication of progress. ✏️

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	Students need inclusive and supportive learning environment, whereby all students' academic needs are met according to their IEPs. Students have a right to a daily learning experiences that ensure that all have access to a high-quality curriculum. Additionally, student progress toward mastery should be documented and tracked over time to show what supports are provided to them. ✏️	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS
		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.			MTSS Academic Tier Movement
				Annual Evaluation of Compliance (ODLSS)
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.	LRE Dashboard Page	**What is the feedback from your stakeholders?**	Quality Indicators of Specially Designed Curriculum
			Parents need to be assured that their students are receiving instruction from certified, qualified instructors and that their individual learning considerations are being prioritized. Being so, students are not given an opportunity to achieve or to close instructional gaps. This impacts their post-secondary success.	EL Program Review Tool
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual		
No	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES / EL Placement Recommendation Tool HS	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**	
			Hire highly qualified teachers, and utilize intentional system for Branching Minds entries. Provide professional learning around Branching Minds to support teachers with documentation. Ensure provision of interventions for students with equitable practices through entry trackers and data conferences.	
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.			

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

Students are not given adequate academic supports or placed in the least restrictive enviroments. Students are not given adequate interventions or modifications as identified by their IEPs, or are not receiving timely IEPs due to lack of documentation/supports . Students had IEPs but were not given support from a certified, diverse learner instructor. More students are at a frustrational level and the learning environment is not inclusive or supportive.

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
Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment / SEL Teaming Structure	There are lots of structures in place to ensure student wellness while in the building, but little support structures when students are not in the building. There is an inconsistency with tier 1 SEL implementation and reinforcement. Parental Supports and Rapport building can be more advantageous to connect to students.	% of Students receiving Tier 2/3 interventions meeting targets
				Reduction in OSS per 100
				Reduction in repeated disruptive behaviors (4-6 SCC)
				Access to OST
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			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?**	Cultivate (Belonging & Identity)
			Parents should be assured that communication is intentional regarding student absences and have positive, welcoming relationships with the school community. Parents should be aware of teaming supports that are provided to students and of social-emotional themes and activities. Teachers should be providing SEL instruction daily.	Staff trained on alternatives to exclusionary discipline (School Level Data)
				Enrichment Program Participation: Enrollment & Attendance

| No | 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?**
Chronically absent students may not feel welcomed or motivated to continue attending on an individual basis. Classroom attendance is severely impacted by chronic absenteeism, disabling students from participating in school-wide challenges, etc. Students are absent but may not feel like they've missed anything. ✍️	Morning entry for students is warm and welcoming. Reaching out to families of absent students, and creating a re-entry plan for chronically absent students. Including Attendance team and coordinator in matters of BHT. Implementation of home visits for chronic absentees early on. Create action plans for said students and include all stakeholders in the process. ✍️

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Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)		**References**	**What are the takeaways after the review of metrics?**	**Metrics**
Yes	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	[College and Career Competency Curriculum (C4)](#)	Students need to engage in conversations about their futures even sooner than 6-12. Students need space to conference about their options and be able to set goals, along with strengths and growth areas and be able to check their progress regularly. Students should be able to access their ILP goals and progress easily. This will aid students in being able to advocate for themselves. ✍️	[Graduation Rate](#)
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](#)		[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](#)
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?** There was a lack of feedback with student lessons and using resources to improve engagement. Students experienced teacher changes that had impact on their participation. There was little teacher buy-in or reinforcement of information given. Teachers need opportunities/information for teacher buy-in. Counselors must begin sooner so that all students in grades 6-8 have the opportunity to participate in career development endeavors. ✍️	[9th and 10th Grade On Track](#) [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).			
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](#)	**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?**	
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](#)	Counselors are working on a schedule to begin week 1 so that students in grades 6-8 will have the opportunity to work on their career exploration endeavors, while meeting high school admission deadlines/criterion. ✍️	

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 do not have access/preparation for careers and possibilities that exists outside of elementary school (9-12 and beyond). Students may not be aware of options that exist for them in terms of high school and enrollment, or may only know about their neighborhood schools. Students may not have conversations about their future outside of Stagg. Students lack agency and awareness of what is required for success in high ✍️

school and beyond.

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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	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	Students' voices need to be incorporated into all aspects of the building. There needs to be an active, on-going student council/voice 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)

Formal and informal family and community feedback received locally. (School Level Data) |
Partially	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?**	
			Parents are not always fully informed about things that are happening. Parent contact information is not always updated in our system. Opportunities for parent feedback is lacking. Parents do not volunteers outside of field trips.	

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 do not have agency in multiple aspects of the school and in decision making. There are inconsistent opportunities for students to engage around matters in the school.

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 Parent Committment Contracts in SY 24, student voice committee, implementation of MOY and EOY student survey data, and reference data in townhall meetings, and administer surveys/needs assessments to parents, beginning at OPEN house (use QR code for link).

Partnership & Engagement

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

Systems and structures must be in place to allow for actionable feedback and monitoring of assessment implementation and planning according to data. Committment of team meeting time for planning and provisoin of artifacts to support work. Teachers need templates to provide said information. Teachers need intensive support with curricular implementation, planning for assessments and understanding results. Assessments are needed to drive instruction and thus must be administered routinely and used to plan.

What is the feedback from your stakeholders?

There has to be a shift in instructional culture and in consistency with implementation. Curricular resources are available but assessments are not uniformly administered and evaluated. Parents are not familiar with curricular resources and supports that are provided. Parents are not aware of how students are performing outside of conferences and ways that they can partner with teachers to assist students in becoming successful.

What student-centered problems have surfaced during this reflection?

Students are not being assessed as frequently. Student progress is not being effectively monitored to determine steps needed for growth. Students have low achievement rates as indicated by i-ready. Students do not receive instruction entirely driven by data. Students do not receive intentional interventions. Students have limited partnership with families to ensure academic success due to lack of communication of progress.

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?

Content Teams and leads are being formed to improve distributive leadership and implementation of instructional practices. Meeting time will be provided to allow for teams to plan. Leadership teams will provide structures and tools for planning and to provide artifacts and plans. The ILT will conduct cycles of learning to determine if plans are being implemented. Teachers will communicate assessment data and student progress to parents on a regular basis and provide tools to support students.

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Determine Priorities

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

Students...

Students are not receiving instruction that is driven by data and, in turn, are not getting their needs met through instruction and/or services.

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.

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Root Cause

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

As adults in the building, we...

As adults in the building, we do not consistently disaggregate data from curricular and progress monitoring assessments in a manner that influences our instructional delivery and groups. We assess students and record results for the purpose of determining success but not to determine what works or needs to be adjusted in the future.

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.

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Theory of Action

What is your Theory of Action?

If we....

If we increase the fidelity of our assessment administration, use strategic progress monitoring and data analysis to implement skills small groups and communicate with our parents regularly and consistently regarding student progress

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

| 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

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....

then we see then we will see an increase of strategic targeted instruction rooted in personalization and increased/improved parent engagement and partnership ✍️

which leads to...

which leads to an improvement in academic performance, shared ownership between teachers, students, and parents, and increased parental engagement in student learning. ✍️

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 ✍️

ILT/Administration

Dates for Progress Monitoring Check Ins

| Q1 | 9/26/2023 | Q3 | 2/6/2024 |
| Q2 | 12/5/2023 | Q4 | 4/30/2024 |

	SY24 Implementation Milestones & Action Steps ✍️	**Who** ✍️	**By When** ✍️	**Progress Monitoring**
Implementation Milestone 1	Increase the fidelity of our assessment administration	ILT/Admin	12/5/2023	Select Status
Action Step 1	Create an Assessment Calendar to indicate weeks where gradebands must administer Curriculum Unit Assessments, Diagnostic Assessment Dates, and Growth Monitoring Assessment Windows	AP Flowers	8/14/2023	Select Status
Action Step 2	Highlighting Assessment weeks in Staff Newsletters, Staff Indicating Assessments in Lesson Plans	AP Flowers/Teacher	9/26-Ongoing	Select Status
Action Step 3	Review Student Unit Assessment Data and Implications for Instruction	Admin	10/1/2023- Ongoing	Select Status
Action Step 4	Provide teachers with pacing strategies to maximize instructional time and maintain alignment with the assessment calendar	Coach Muhammad	Week 0-as needed	Select Status
Action Step 5	Follow-up with teachers who are falling behind on pacing via meetings and lesson plan feedback	Admin/Coach/Mentors/Team Leads	8/28/23- as needed	Select Status
Implementation Milestone 2	use strategic progress monitoring and data analysis to implement skills small groups	ILT/Admin/Coach	9/11/23 -ongoing	Select Status
Action Step 1	Engage whole staff in data analysis protocols for unit and diagnostic assessments	ILT/Team Leads	10/1/2023 and	Select Status
Action Step 2	Create/utilize next steps documents to note implications from assessment data	ILT/Admin	10/1/2023 and	Select Status
Action Step 3	Indicate resources used for next steps (i-ready, Amira, Freckle)	Teachers	10/8/2023-ongoing	Select Status
Action Step 4	Indicate next steps via lesson annotations, small group plans, and MBC	Teachers	10/8/2023-ongoing	Select Status
Action Step 5	Enter results of small groups and implementations in Branching Minds	Teachers	10/8/2023- ongoing	Select Status
Implementation Milestone 3	communicate with our parents regularly and consistently regarding student progress	Teachers	8/21/23 - ongoing	Select Status
Action Step 1	Indicate student goal completion in Branching Minds	Teachers	9/26/2023	Select Status
Action Step 2	Create template for student goal completion to be edited by teachers and sent digitally or via paper	Admin/Coach	9/19/2023	Select Status
Action Step 3	Send bi-weekly communications of student progress toward goals and BM completion notes at the 5 week mark	Teachers	9/26/2023	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 | 75% of teachers administering unit assessments at the allotted time. 75% of teachers implementing whole and small group annotations, noting supports based on data. Teachers will be able to analyze data from assessments and determine next instructional steps. Teacher send biweekly communications to parents regarding students progress toward academic goals. | ✏️ |
| SY26 Anticipated Milestones | 75% of teachers administering unit assessments at the allotted time. 75% of teachers implementing whole and small group annotations, noting supports based on data. Teachers will be able to analyze data from assessments and determine next instructional steps. Teacher send biweekly communications to parents regarding students progress toward academic goals. | ✏️ |

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Goal Setting

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

IL-EMPOWER Goal Requirements

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

Performance Goals

Numerical Targets [Optional] ✏️

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	SY24	SY25	SY26
improved student achievement with grade level content and a 30% decrease in students assessing at 3 or more grade levels below (i-Ready) and Did not meet expectations (IAR) at EOY over the life of the CIWP.	Yes	i-Ready(Reading) i-Ready Math	Overall	48	38	28	18
			Select Group or Overall	45	35	25	15
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				

Practice Goals

| Identify the Foundations Practice(s) most aligned to your practice goals. ✏️ | Specify your practice goal and identify how you will measure progress towards this goal. ✏️ | | |
	SY24	SY25	SY26
C&I: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.	60% of teachers will administer curricular assesments, and indicate next steps for instruction based on assessment data, track student progress via Branching Minds.	75% of teachers will administer curricular assesments, and indicate next steps for instruction based on assessment data, track student progress via Branching Minds.	100% of teachers will administer curricular assesments, and indicate next steps for instruction based on assessment data, track student progress via Branching Minds.
Select a Practice			
Select a Practice			

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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

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

Curriculum & Instruction

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
improved student achievement with grade level content and a 30% decrease in students assessing at 3 or more grade levels below (i-Ready) and Did not meet expectations (IAR) at EOY over the life of the CIWP.	i-Ready(Reading) i-Ready Math	Overall	48	38	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall	45	35	Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I: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.	60% of teachers will administer curricular assesments, and indicate next steps for instruction based on assessment data, track student progress via Branching Minds.	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

| 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

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.
No	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?

Students need inclusive and supportive learning environment, whereby all students' academic needs are met according to their IEPs. Students have a right to a daily learning experiences that ensure that all have access to a high-quality curriculum. Additionally, student progress toward mastery should be documented and tracked over time to show what supports are provided to them.

What is the feedback from your stakeholders?

Parents need to be assured that their students are receiving instruction from certified, qualified instructors and that their individual learning considerations are being prioritized. Being so, students are not given an opportunity to achieve or to close instructional gaps. This impacts their post-secondary success.

What student-centered problems have surfaced during this reflection?

Students are not given adequate academic supports or placed in the least restrictive enviroments. Students are not given adequate interventions or modifications as identified by their IEPs, or are not receiving timely IEPs due to lack of documentation/supports . Students had IEPs but were not given support from a certified, diverse learner instructor. More students are at a frustrational level and the learning environment is not inclusive or supportive.

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?

Hire highly qualified teachers, and utilize intentional system for Branching Minds entries. Provide professional learning around Branching Minds to support teachers with documentation. Ensure provision of interventions for students with equitable practices through entry trackers and data conferences.

Determine Priorities

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

Students...

Students are not receiving tier 2 and tier 3 academic supports/interventions as outlined in MTSS systems.

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.

Root Cause

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

As adults in the building, we...

are not responding consistently to our students needs by providing high quality interventions and supports regularly and documenting student progress.

[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.

Theory of Action

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What is your Theory of Action?

If we....

If we regularly assess student progress through progress monitoring, document student progress using MTSS structures, and engage in data analysis cycles with professional learning opportunities around documentation

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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then we see....

students engaged in differentiated/personalized instruction, teachers providing data-driven instruction, consistent documentation of student progress, and improved teacher practice, instruction including appropriate scaffolds and accommodations, students receiving timely IEPs with documentation to support their needs

which leads to...

improved student growth, higher number of students moving benchmarks in branching minds, teachers being better equipped to support students in closing achievement gaps coupled with increased grade level content mastery and students placed in environments that best support academic growth

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Return to Top | **Implementation Plan**

Resources: 🚀

Team/Individual Responsible for Implementation Plan ✍

Everyone

Dates for Progress Monitoring Check Ins

Q1	9/26/2023	Q3	2/6/2024
Q2	12/5/2023	Q4	4/30/2024

	SY24 Implementation Milestones & Action Steps ✍	Who ✍	By When ✍	Progress Monitoring
Implementation Milestone 1	Provided professional learning opportunities around Instructional Supports and Documentation	Admin/Coach/Network	Week 0- Ongoing	In Progress
Action Step 1	Provide PL/guidance around branching minds/MTSS Process	Admin/Network	August 9- Week 5	In Progress
Action Step 2	Provide PL around Accommodations and Modifications in lesson annotations	Coach	Week 6- Ongoing	Select Status
Action Step 3	Provide PL on small-group instruction using Diagnostic and Curricular Assessment Data	Admin/Coach/Interventionist/teachers	9/11/23 - ongoing	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Regularly assess student progress through Progress Monitoring	Coach/ interventionist/teachers	Ongoing	Select Status
Action Step 1	Engage teachers in working sessions to establish and enter student goals into Branching Minds	Admin/Coach/Teacher Leads	Week 6- every 5 weeks	Select Status
Action Step 2	Provide PL around i-Ready Growth Monitoring for assessing between diagnostics	Admin	Week 8	Select Status
Action Step 3	Create and implement Branching Minds tracker to assess teacher entry/fidelity	Admin	Week 6	Select Status
Action Step 4	Communicate Branching Minds Entry Expectations and Send completion reports	Admin/Coach/Teacher Leads	Week 6-ongoing	Select Status
Action Step 5				Select Status
Implementation Milestone 3	Engage teachers in data analysis cycles to inform instruction	Admin/Coach/Teacher Leads	Week 6-Ongoing	Select Status
Action Step 1	Engage teachers in protocols to analyze data from interventions and determine next steps	Admin/Coach/Teacher Leads	Week 8-Ongoing	Select Status
Action Step 2	Teachers complete data protocols (pre-work) to assess effectiveness of learning cycles	Coach/ Teachers	Week 7- Ongoing	Select Status
Action Step 3	Review Small group plans and conduct observations	Admin/Coach/ILT	Week 7-Ongoing	Select Status
Action Step 4	Teachers engage in data presentations with student artifacts of before and after cycles	Teachers	Week 7- Monthly	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	60% of teachers effectively documenting interventions and instructional supports in Branching Minds, providing instruction centered around student data analyses.	✍

Inclusive & Supportive Learning Environment

| SY26 Anticipated Milestones | *100% of teachers effectively documenting interventions and instructional supports in Branching Minds, providing instruction centered around student data analyses.* | ✏️ |

Goal Setting

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Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

Resources: 🚀

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

Performance Goals

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	SY24	SY25	SY26
100% of students are receiving instructional supports/interventions documented in Branching Minds	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall		40	60	100
			Overall				
	Select Answer	*Select Metric*	*Select Group or Overall*				
			Select Group or Overall				

Numerical Targets [Optional] ✏️

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✏️	Specify your practice goal and identify how you will measure progress towards this goal. ✏️		
	SY24	SY25	SY26
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Teachers establish goals and groups in branching minds and assess student progress over 5 week cycles. Teachers will meet to discuss data and determine next instructional steps to improve student progress using a predetermined set of Foci.	Teachers effectively implement progress monitoring strategies to document student growth independently using data analysis protocols and assessing effectiveness to determine next steps.	Teachers effectively implement progress monitoring strategies to document student growth based on student-identified learning goals and data analyses.
Select a Practice			
Select a Practice			

SY24 Progress Monitoring

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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
100% of students are receiving instructional supports/interventions documented in Branching Minds	% of Students receiving Tier 2/3 interventions meeting targets	Overall		40	*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Overall			*Select Status*	*Select Status*	*Select Status*	*Select Status*
	Select Metric	*Select Group or Overall*			*Select Status*	*Select Status*	*Select Status*	*Select Status*

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

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Select Metric

Select Group or Overall

		Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Teachers establish goals and groups in branching minds and assess student progress over 5 week cycles. Teachers will meet to discuss data and determine next instructional steps to improve student progress using a predetermined set of Foci.	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)

Select a Goal

Select a Goal

Select a Goal

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

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

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

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

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

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

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

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

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

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

SCHOOL & FAMILY COMPACT

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

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

- ☑ The school will hold parent-teacher conferences.

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

- ☑ The school will provide parents reasonable access to staff.

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

- ☑ The parents will support their children's learning.

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

Funds will be used to create systems and opportunities for ongoing parent collaboration and involvement. Additionally, funds will be delegated to initiatives that will increase parents' knowledge of the curriculum that students are engaging with along with ways to monitor and support the learning at home. Through this priority, we also endeavor to provide parents with additional communications and methods to improve their knowledge of student progress throughout the year. "

In order to maintain compliance with the use of Title I Parent & Family Engagement funds, please review and check each box below to indicate that your school understands and complies with the requirements following. We will...

- ☑ Spend Parent & Family Engagement Funds in a timely manner (Average 10%/month)

- ☑ Collaborate with parents, prioritizing PAC officers, to decide on Title I expenditures

- ☑ Assure that funds impact the majority of parents or focus on parents with students most at academic risk

- ☑ Provide up to date monthly fund reports to PAC officers

- ☑ Maintain a binder with the original documents related to PAC meetings, presentations, fund expenditures and other evidence of collaboration

- ☑ Provide support to PAC officers including but not limited to consultation about fund usage, meeting set-up, information dissemination, and organizational support