

CIWP Team & Schedules

[Resources](#)

Indicators of Quality CIWP: CIWP Team

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

[CIWP Team Guidance](#)

Name	Role	Email
Dr. Maria J. McManus	Principal	mjmcmanus@cps.edu
Lindsay McGrane	Teacher Leader and LSC Member	lecarlson@cps.edu
Cutina R. Anderson	Teacher Leader	canderson8@cps.edu
Linsey Rose	Teacher Leader and LSC Member	LRRose@cps.edu
Tarita Brantley	LSC Member and Parent	taritabrantley@yahoo.com
Cynthia J. Gulley	Postsecondary Lead	cjgulley@cps.edu
Marc Winters	LSC Member and Parent	marcawinters@gmail.com
Zakiya Williams	LSC Member and Parent	ZPWilliams2@cps.edu
	Select Role	
	Select Role	
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	6/1/23	6/13/23
Reflection: Curriculum & Instruction (Instructional Core)	6/14/23	7/14/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/14/23	7/14/23
Reflection: Connectedness & Wellbeing	6/14/23	7/14/23
Reflection: Postsecondary Success	6/14/23	7/14/23
Reflection: Partnerships & Engagement	6/14/23	7/14/23
Priorities	7/17/23	7/21/23
Root Cause	7/24/23	7/28/23
Theory of Acton	7/31/23	8/4/23
Implementation Plans	8/7/23	8/11/23
Goals	8/14/23	8/25/23
Fund Compliance	8/28/23	8/28/23
Parent & Family Plan	8/28/23	8/28/23
Approval	9/1/23	9/1/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates

Quarter 1	10/6/2023
Quarter 2	12/1/2023
Quarter 3	3/1/2024
Quarter 4	5/3/2024

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	CPS High Quality Curriculum Rubrics All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	-SY24 has a focus on Literacy Rigor -Update teacher scope and sequence -Purchase additional culturally relevant text sets -Increased focus on Literacy Foundational skills (phonemic awareness, comprehension, writing skills) -Implement Rigor walks within each grade-band with a Literacy focus -Increase ILT membership -Administer interim assessments -Quarterly progress monitor all students in grades K-2 and Tier 2 and Tier 3 students in grades 3-8	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading)
Yes	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction Students experience grade-level, standards-aligned instruction.		
Partially	Powerful Practices Rubric Learning Conditions 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.	What is the feedback from your stakeholders? -Intentionality around culturally responsive practices via school-wide celebrations and field trips -Increase in a variety of culturally relevant texts in classroom libraries	STAR (Math) iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold Interim Assessment Data
Yes	Continuum of ILT Effectiveness Distributed Leadership The ILT leads instructional improvement through distributed leadership.		
Partially	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development 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	Assessment for Learning Reference Document Evidence-based assessment for learning practices are enacted daily in every classroom.	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? -Funding to upgrade classroom libraries school-wide -Subs to cover classrooms for progress monitoring	
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.			
-Intentional teacher implementation of texts that are culturally relevant to our diverse student population -Opportunities for culturally relevant celebrations that honor STEM's diverse student populations -Ensuring that all students have mastered grade level appropriate foundational skills that serve as the building blocks for future instruction -Making students aware of their BOY, MOY, and EOY data and goal setting with students as active stakeholders -Establishing a clear definition of rigor schoolwide -Quality of work over quantity of work			

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	MTSS Integrity Memo MTSS Continuum Roots Survey 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.	-Embedding MTSS opportunities/supports in Master Schedule K-8 -Create monthly/quarterly opportunities to progress monitor students -Implement cycles of data review -Include EL specific lessons in general education lesson plans -Review IEP's to ensure that students are receiving supports as stated in the IEP -Create planning time for SPED teachers and general education teachers to collaborate weekly -Create team planning time prior to student IEP renewal	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS)
Partially	MTSS Integrity Memo 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	LRE Dashboard Page Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support	What is the feedback from your stakeholders?	Quality Indicators of Specially Designed Curriculum

Yes	Diverse Learners in the least restrictive environment as indicated by their IEP.		-A better understanding of EL/Special Education program and how it impacts students -A better understanding of ongoing teacher and parent collaboration to support Special Education and EL students		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			
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS			
No	There are language objectives (that demonstrate HOW students will use language) across the content.				


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

-Student voice in IEP goal setting
-Setting realistic IEP goals and accommodations and modifications with a view of students' long term goals and independent functioning
-Meeting student IEP minutes
-Increased support for planning and implementing lessons that effectively scaffold EL students' development of academic language
-Implementing MTSS supports with fidelity

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?

-Planning Time
-Part time EL .vs. Full time EL teacher
-Adequate staffing (special education teachers/SECAs) to meet students' instructional minutes (as required in IEPs)

[Return to Top](#) **Connectedness & Wellbeing**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team. BHT Key Component Assessment SEL Teaming Structure	-Ensure that team meets quarterly and reports to greater population -Representation from all stakeholders on BHT and CCT -On-going issues with chronic tardies/absences from same students -Monitoring students with chronic tardies/absences, meet with parents and create individual attendance plans	 % 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 Increase Average Daily Attendance Increased Attendance for Chronically Absent Students Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance Student Voice Infrastructure Reduction in number of students with dropout codes at EOY
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? -What can be done to encourage parents and hold them accountable for student attendance -Student learning is impacted -School's overall attendance rating is impacted -Students, staff and parents find the the SEL Curriculum (PEEKAPAK) has a high Literacy focus, engages students, offers real life applications	
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		

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

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

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?

-Parental Indifference regarding student attendance
-Teacher collaboration time
-Staffing to maintain consistent communication with parents regarding ongoing attendance concerns
-Student transportation (CPS provided bussing)




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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Yes	College and Career Competency Curriculum (C4) 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).	-6th-8th Grade students will transition from Naviance to the new district curriculum, Success Bound -In conjunction with our SEL Program (PEEKAPAK) Success Bound program will be administered weekly by our school counselor -Students will participate in High School/College fairs -Middle School Career Day -Schoolwide college apparel days to encourage students to explore different postsecondary options	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate
Yes	Individualized Learning Plans Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).		9th and 10th Grade On Track
Yes	Work Based Learning Toolkit 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).	What is the feedback from your stakeholders? -Career Days -College Tours -Shadow Day/Take your Child to Work Day	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).	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	ECCE Certification List Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	-Grants to take students on college tours -Varying access to and experience with a variety of postsecondary options and knowledge of careers	
N/A	PLT Assessment Rubric 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).		
N/A	Alumni Support Initiative One Pager 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).		
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 CIWR. [problems experienced by most students; problems experienced by specific student groups]			

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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	Spectrum of Inclusive Partnerships 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.	-Re-engagement has been an overall concern since the pandemic -Gradually providing opportunities for families to become more engaged -Re-establishing partnerships with community organizations -Create opportunities to engage students and hear their voice at all grade levels	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment
	Reimagining With Community Toolkit		

<p>Yes</p>	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
<p>Partially</p>	<p>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).</p> <p>Student Voice Infrastructure Rubric</p>	<p>What is the feedback from your stakeholders?</p> <p>-Increased opportunities for parent and community involvement </p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p>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.</p>		<p>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?</p>	
<p><i>[problems experienced by most students; problems experienced by specific student groups]</i> </p>		<p>-Lengthy, unclear, and discouraging CPS volunteer process  -Parent work schedules and availability -Lack of adequate parking around the school building</p>	

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

What are the takeaways after the review of metrics?

-SY24 has a focus on Literacy Rigor
 -Update teacher scope and sequence
 -Purchase additional culturally relevant text sets
 -Increased focus on Literacy Foundational skills (phonemic awareness, comprehension, writing skills)
 -Implement Rigor walks within each grade-band with a Literacy focus
 -Increase ILT membership
 -Administer interim assessments
 -Quarterly progress monitor all students in grades K-2 and Tier 2 and Tier 3 students in grades 3-8

What is the feedback from your stakeholders?

-Intentionality around culturally responsive practices via school-wide celebrations and field trips
 -Increase in a variety of culturally relevant texts in classroom libraries

What student-centered problems have surfaced during this reflection?

-Intentional teacher implementation of texts that are culturally relevant to our diverse student population
 -Opportunities for culturally relevant celebrations that honor STEM's diverse student populations
 -Ensuring that all students have mastered grade level appropriate foundational skills that serve as the building blocks for future instruction
 -Making students aware of their BOY, MOY, and EOY data and goal setting with students as active stakeholders
 -Establishing a clear definition of rigor schoolwide
 -Quality of work over quantity of work

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

-Funding to upgrade classroom libraries school-wide
 -Subs to cover classrooms for progress monitoring

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Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

across grade levels are not making consistent growth in reading and students in MTSS tiers 2 and 3 have gaps in foundational skills which impede their progress in reading and writing as they matriculate. Student groups most impacted by this lack of growth are African American students, Hispanic students, and EL students.



Indicators of a Quality CIWP: Determine Priorities

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

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Root Cause

Resources:

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

[5 Whys Root Cause Protocol](#)

As adults in the building, we...

notice that literacy instruction is not universally rigorous for students, regardless of their performance levels. Across grade levels, there is not a consistent expectation of what instructional rigor looks like and there is a lack of vertical alignment of skills and strategies that would ensure that students have mastered foundational skills and have the opportunity to engage in new learning that progressively builds and formerly mastered skills.



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....

work as a staff to develop a common definition of what rigor looks like and sounds like in literacy instruction (including vertically aligned scope and sequences that address mastery of foundational skills)



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.

Resources:

then we see....

students being appropriately challenged at their instructional levels, including effective MTSS implementation for Tiers 2 and 3 with emphasis on mastery of foundational skills






which leads to...
improved student growth in literacy across performance levels and grade levels. 

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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 	Dates for Progress Monitoring Check Ins
ILT/Dr. McManus	Q1 10/6/2023 Q3 3/1/2024 Q2 12/1/2023 Q4 5/3/2024

	SY24 Implementation Milestones & Action Steps 	Who 	By When 	Progress Monitoring
Implementation Milestone 1	Increase ILT Membership	ILT	September 15, 2023	In Progress
Action Step 1	Create literacy team within Instructional Leadership Team	ILT	September 30, 2023	Not Started
Action Step 2	ILT review of SY23 EOY and SY24 BOY data and do a comparative analysis	ILT	October 15, 2023	Not Started
Action Step 3	ILT will divide K-8 students into groups for weekly MTSS blocks	ILT	October 15, 2023	Not Started
Action Step 4	ILT will recommend initial intervention strategies for MTSS blocks	ILT	October 15, 2023	Not Started
Action Step 5				Select Status
Implementation Milestone 2	Develop a common school-wide definition of rigor in literacy instruction	Dr. McManus, All staff	September 1, 2023	In Progress
Action Step 1	Update K-8 literacy scopes and sequences to ensure horizontal and vertical alignment	Grade Level/Grade Band teams	Ongoing	In Progress
Action Step 2	Implement rigor walks	All staff	September 15, 2023	Not Started
Action Step 3	Create common interim literacy assessments	Teacher teams, Literacy and Math Specialists	Ongoing	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Weekly MTSS blocks	Dr. McManus, Literacy Specialists	Ongoing	In Progress
Action Step 1	Utilize Branching Minds to identify MTSS groups based on student needs	All staff	Ongoing	Not Started
Action Step 2	Identify appropriate interventions for each student group based on Branching Minds	All staff	Ongoing	Not Started
Action Step 3	Progress monitor all students in grades K-2 quarterly and Tier 2 and Tier 3 students in grades 3-8 quarterly	All staff	Ongoing	Not Started
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	100% of interventions are documented and monitored within the Branching Minds platform. 
SY26 Anticipated Milestones	100% of teachers are progress monitoring interventions every 5 weeks and adjusting supports based on data trends. 

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Resources: 

Indicators of a Quality CIWP: Goal Setting
Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on applicable baselines and trend data).
Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).
Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#).
There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.
Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.
Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

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

Performance Goals

Specify the Goal 🏆	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 🏆	Numerical Targets [Optional] 🏆		
					SY24	SY25	SY26
Increase percentage of students meeting or exceeding standards to 80% or higher by EOY SY26.	Yes <input type="checkbox"/>	STAR (Reading)	Overall <input type="text"/>	67%	70%	75%	80%
			<input type="text"/>				
Increase percentage of students meeting or exceeding standards to 80% or higher by EOY SY26.	Yes <input type="checkbox"/>	iReady (Reading)	Overall <input type="text"/>	72%	75%	80%	85%
			<input type="text"/>				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 🏆

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

	SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	All teachers have access to high-quality curriculum materials.	All teachers have updated grade level and grade band scope and sequences for literacy instruction and interventions.	All teachers utilize culturally relevant texts, responses, and real world experiences (field trips) to support instruction.
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.	All teachers are trained in the Branching Minds platform and begin implementation of interventions.	All teachers are progress monitoring interventions using various types of data.	MTSS teams and all teachers are interpreting data, progress monitoring, and adjusting instruction based on interventions and various data types.
<input type="text" value="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

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase percentage of students meeting or exceeding standards to 80% or higher by EOY SY26.	STAR (Reading)	Overall	67%	70%	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>
		<input type="text"/>			<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>
Increase percentage of students meeting or exceeding standards to 80% or higher by EOY SY26.	iReady (Reading)	Overall	72%	75%	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>
		<input type="text"/>			<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	All teachers have access to high-quality curriculum materials.	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	All teachers are trained in the Branching Minds platform and begin implementation of interventions.	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>
<input type="text" value="Select a Practice"/>		<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>

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.
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
No	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

- Embedding MTSS opportunities/supports in Master Schedule K-8
- Create monthly/quarterly opportunities to progress monitor students
- Implement cycles of data review
- Include EL specific lessons in general education lesson plans
- Review IEPs to ensure that students are receiving supports as stated in the IEP
- Create planning time for SPED teachers and general education teachers to collaborate weekly
- Create team planning time prior to student IEP renewal

What is the feedback from your stakeholders?

- A better understanding of EL/Special Education program and how it impacts students
- A better understanding of ongoing teacher and parent collaboration to support Special Education and EL students

What student-centered problems have surfaced during this reflection?

- Student voice in IEP goal setting
- Setting realistic IEP goals and accommodations and modifications with a view of students' long term goals and independent functioning
- Meeting student IEP minutes
- Increased support for planning and implementing lessons that effectively scaffold EL students' development of academic language
- Implementing MTSS supports with fidelity

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?

- Planning Time
- Part time EL .vs. Full time EL teacher
- Adequate staffing (special education teachers/SECAs) to meet students' instructional minutes (as required in IEPs)

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Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

across grade levels and performance levels have not made consistent growth in literacy on standardized/norm-referenced assessments (iReady and STAR360)



Indicators of a Quality CIWP: Determine Priorities

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

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Root Cause

Resources:

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

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

As adults in the building, we...

have not implemented MTSS interventions (with fidelity) including tiering, utilizing researched based interventions, and tracking student progress via the Branching Minds platform, thus providing inconsistent MTSS supports schoolwide



Indicators of a Quality CIWP: Root Cause Analysis

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

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Theory of Action

Resources:

What is your Theory of Action?

If we....

create common, schoolwide expectations and goals and provide dedicated time for MTSS implementation




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....

improved MTSS practices schoolwide with teachers providing more specialized, individualized instruction to meet student needs and teachers utilizing data (benchmark, progress monitoring) effectively to plan instruction



which leads to...
improved student growth in literacy across performance levels. 




[Return to Top](#) **Implementation Plan**

Resources: 


Indicators of a Quality CIWP: Implementation Planning
 Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.
 Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.
 Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.
 Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.
 Action steps are inclusive of stakeholder groups and priority student groups.
 Action steps have relevant owners identified and achievable timelines.


Team/Individual Responsible for Implementation Plan 
 MTSS Team

Dates for Progress Monitoring Check Ins
 Q1 10/6/2023 Q3 3/1/2024
 Q2 12/1/2023 Q4 5/3/2024

	SY24 Implementation Milestones & Action Steps 	Who 	By When 	Progress Monitoring
Implementation Milestone 1	Expand MTSS team and create regular meeting schedule to develop schoolwide norms and monitor MTSS implementation.	MTSS Team/ILT	September 30, 2023	In Progress
Action Step 1	Identify quarterly MTSS and progress monitoring goals for schoolwide implementation	MTSS Team/ILT	September 30, 2023	In Progress
Action Step 2	Establish and share norms for Q1 MTSS implementation and expectations for MTSS block in master schedule. Share norms with teachers during grade level meetings	MTSS Team/ILT	September 30, 2023	In Progress
Action Step 3	Collaborate with ILT Literacy Team to review student data from SY23 EOY data and SY24 BOY data	MTSS Team/ILT	October 15, 2023	Not Started
Action Step 4	Work with ILT to divide K-8 students into groups for weekly MTSS blocks and recommend interventions	MTSS Team/ILT	October 15, 2023	Not Started
Action Step 5	Monitor progress of implementation through data analysis and review of Branching Minds interventions	MTSS Team/ILT	Ongoing	Not Started
Implementation Milestone 2	Progress Monitoring and Data Cycles	MTSS Team/ILT	September 30, 2023	In Progress
Action Step 1	Identify/create a protocol for data review for teachers to utilize during grade level meetings	MTSS Team/ILT	October 15, 2023	Select Status
Action Step 2	Create a schedule for monthly/quarterly progress monitoring for students in Tiers 2 and 3 to be used across grade levels	MTSS Team/ILT	October 15, 2023	Select Status
Action Step 3	Engage in quarterly data cycle review to analyze student data with peers in order to create more individualized instruction tailored to meet student needs	All teachers	Ongoing	Select Status
Action Step 4	Engage in monthly reviews of progress monitoring data for students in Tiers 2 and 3 to analyze the effectiveness of interventions and make changes if needed	All teachers	Ongoing	Select Status
Action Step 5				Select Status
Implementation Milestone 3	Increased IEP Collaboration			Select Status
Action Step 1	Create common planning time for special education teachers and general education teachers to review student IEPs and goals as a team, helping ensure that students are receiving appropriate supports in the general education setting	Principal/ILT	August 14, 2023	Completed
Action Step 2	Include weekly common planning times for general education teachers to collaborate in order to monitor student progress and evaluate supports provided in the general education setting	Principal/ILT	August 14, 2023	Completed
Action Step 3	Special education teachers will use planning time to collaborate with general education teachers prior to IEP renewals or reevaluations	Special Education and General Education teachers	Ongoing	Completed
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
 100% of interventions are documented and monitored within the Branching Minds platform. 

SY26 Anticipated Milestones
 100% of teachers are progress monitoring interventions every 5 weeks and adjusting supports based on data trends. As a result of interventions, 80% of third-eighth grade students are meeting or exceeding state goals on STAR360. 

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 applicable baselines and trend data).
 Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).
 Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#).
 There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.
 Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.
 Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Increase percentage of students meeting or exceeding standards to 80% or higher by EOY SY26.	Yes	STAR (Reading)	Overall	67%	70%	75%	80%
			Select Group or Overall				
Increase percentage of students meeting or exceeding standards to 80% or higher by EOY SY26.	Yes	iReady (Reading)	Overall	72%	75%	80%	85%
			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.

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	All teachers have access to high-quality curriculum materials.	All teachers have updated grade level and grade band scope and sequences for literacy instruction and interventions.	All teachers utilize culturally relevant texts, responses, and real world experiences (field trips) to support instruction.
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.	All teachers are trained in the Branching Minds platform and begin implementation of interventions.	All teachers are progress monitoring interventions using various types of data.	MTSS teams and all teachers are interpreting data, progress monitoring, and adjusting instruction based on interventions and various data types.
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

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
					Select Status	Select Status	Select Status	Select Status
Increase percentage of students meeting or exceeding standards to 80% or higher by EOY SY26.	STAR (Reading)	Overall	67%	70%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Increase percentage of students meeting or exceeding standards to 80% or higher by EOY SY26.	iReady (Reading)	Overall	72%	75%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
		Select Status	Select Status	Select Status	Select Status
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	All teachers have access to high-quality curriculum materials.	Select Status	Select Status	Select Status	Select Status
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	All teachers are trained in the Branching Minds platform and begin implementation of interventions.	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)**



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

Parent and Family Plan

If Checked:

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

Our school is a Title I school operating a Schoolwide Program

This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.

If Checked:

No action needed

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

