

## 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
Efren Toledo	Principal	edtoledo@cps.edu
Rebecca McNally	AP	rmkohler@cps.edu
Jennifer Alper	LSC Member	jalper@cps.edu
Vincent Coughlin	LSC Member	vcoughlin@cps.edu
Ami Thaker	Teacher Leader	aithaker@cps.edu
Holly Pruet	Teacher Leader	hlpruet@cps.edu
Amy Ellison	Parent	stillellison@mac.com
Tom Mackie	Teacher Leader	temackie@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	4/1/23	4/30/23
Reflection: Curriculum & Instruction (Instructional Core)	5/1/23	6/30/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/1/23	7/30/23
Reflection: Connectedness & Wellbeing	5/1/23	7/30/23
Reflection: Postsecondary Success		
Reflection: Partnerships & Engagement	5/1/23	7/30/23
Priorities	5/1/23	7/30/23
Root Cause	5/1/23	7/30/23
Theory of Acton	5/1/23	7/30/23
Implementation Plans	5/1/23	7/30/23
Goals	5/1/23	7/30/23
Fund Compliance	5/1/23	9/13/23
Parent & Family Plan	4/1/23	7/30/23
Approval	5/1/23	

## 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	8/16/23
Quarter 2	12/22/23
Quarter 3	02/09/24
Quarter 4	06/07/24

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

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

**Resources**

[Reflection on Foundations Protocol](#)

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**Curriculum & Instruction**

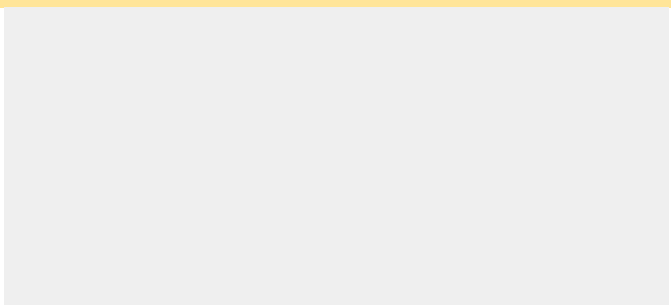
Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<a href="#">CPS High Quality Curriculum Rubrics</a>	In order to support students working below or above grade level, teachers require support with our new Reading curriculum (Into Reading / Into Literature) and additional support aligning math standards and metrics as expressed through our Math curriculum (Math in Focus K-8). Advanced students in the middle school (6-8) need to be supported learning both algebra and the grade level standards. In middle school we must also be cognizant of the changing requirements associated with the high school selective enrollment test. A special focus on culturally relevant texts and learning tasks should continue to be implemented; paying special attention to our hispanic, black, and neurodiverse student populations.	<a href="#">IAR (Math)</a> <a href="#">IAR (English)</a> Rigor Walk Data (School Level Data) <a href="#">PSAT (EBRW)</a> <a href="#">PSAT (Math)</a> <a href="#">STAR (Reading)</a>
Yes	<a href="#">Rigor Walk Rubric</a> <a href="#">Teacher Team Learning Cycle Protocols</a> <a href="#">Quality Indicators Of Specially Designed Instruction</a>	Established metrics that demonstrate our progress include: IAR, ISA, ACCESS, Goalbook (DL), DLM (Cluster), STAR Reading and Math (national norms), DIBEL/TRC (foundational reading skills for K-2 as well as our DL students)	<a href="#">STAR (Math)</a>
Yes	<a href="#">Powerful Practices Rubric</a> <a href="#">Learning Conditions</a>	<p><b>What is the feedback from your stakeholders?</b></p> Parent: More alignment from classroom to classroom within grade levels especially with regards to communicating instructional practices. Parents are also asking for clarification on assessments and metrics, especially with regards to tests that may determine eligibility for Academic Centers and Selective Enrollment high schools. Clear communication about student selections for programs such as Gifted, MTSS, and Accelerated Learning are also needed. Teachers are seeking more professional development and planning time to learn new reading curriculum. As well as clarifications around correlations to state and nationally normed assessments.	<a href="#">iReady (Reading)</a> <a href="#">iReady (Math)</a>
Partially	<a href="#">Continuum of ILT Effectiveness</a> <a href="#">Distributed Leadership</a>		<a href="#">Cultivate</a> <a href="#">Grades</a> <a href="#">ACCESS</a>
Yes	<a href="#">Customized Balanced Assessment Plan</a> <a href="#">ES Assessment Plan Development Guide</a> <a href="#">HS Assessment Plan Development</a>		<a href="#">TS Gold</a> <a href="#">Interim Assessment Data</a>
Partially	<a href="#">Assessment for Learning Reference Document</a>	<p><b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b></p> Purchased some reading curriculum for grades K-8. All students will have access to same material, and there are resources for differentiation, so no barriers.	
<p><b>What student-centered problems have surfaced during this reflection?</b>                      If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>Hard to assess because of new curriculum in reading. Consistency may be needed from to class to class.</p>			

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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	<a href="#">MTSS Integrity Memo</a> <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a>	Improvements were made in Tier 3 support. More support needed for Tier 2. More development is needed on how to use Branching Minds.	<a href="#">Unit/Lesson Inventory for Language Objectives (School Level Data)</a> <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a>
No	<a href="#">MTSS Integrity Memo</a>		<a href="#">ACCESS</a> <a href="#">MTSS Academic Tier Movement</a> <a href="#">Annual Evaluation of Compliance (ODLSS)</a>
Yes	<a href="#">LRE Dashboard Page</a>	<p><b>What is the feedback from your stakeholders?</b></p> Teacher Leads: Could not meet needs of both Tier 2 and Tier 3 students; Branching Minds was confusing Teachers: Need help with Tier 2 students	<a href="#">Quality Indicators of Specially Designed Curriculum</a> <a href="#">EL Program Review Tool</a>

Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	<a href="#">IDEA Procedural Manual</a>
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	<a href="#">EL Placement Recommendation Tool ES</a> <a href="#">EL Placement Recommendation Tool HS</a>
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.	



**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?**

MTSS team with two full-time MTSS teachers. Some students with low opportunity may not get services from these staff members directly due to scheduling. 📌

**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.

Tier 1 needs more support with curriculum. Tier 2 students need the most support. 📌

[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	<a href="#">BHT Key Component Assessment</a>  <a href="#">SEL Teaming Structure</a>	BHT and PBIS have helped somewhat; need more fidelity. Absences and Tardies have not been addressed. 📌	<a href="#">% of Students receiving Tier 2/3 interventions meeting targets</a>  <a href="#">Reduction in OSS per 100</a>  <a href="#">Reduction in repeated disruptive behaviors (4-6 SCC)</a>  <a href="#">Access to OST</a>  <a href="#">Increase Average Daily Attendance</a>  <a href="#">Increased Attendance for Chronically Absent Students</a>
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		<a href="#">Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</a>
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.	<p><b>What is the feedback from your stakeholders?</b></p> Parents: Need a better home-school connection and more SEL support needed Teachers: Need support for students to get to school on time 📌	<a href="#">Cultivate (Belonging &amp; Identity)</a>  Staff trained on alternatives to exclusionary discipline (School Level Data)  <a href="#">Enrichment Program Participation: Enrollment &amp; Attendance</a>  <a href="#">Student Voice Infrastructure</a>
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		<a href="#">Reduction in number of students with dropout codes at EOY</a>

**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.

School-wide Tier 1 students in SEL need improvement. Chronic tardies/absences needs to be better addressed. 📌

**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?**

PBIS is school-wide program. Members meet monthly. Parents receive phone call after multiple absences. Students in poorest neighborhoods have furthest to travel to get to school. We need more home visits for chronic absenteeism. 📌

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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

Partially	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	<a href="#">College and Career Competency Curriculum (C4)</a>	<p>Many standards hard to address as an elementary school </p> <p><b>What is the feedback from your stakeholders?</b>                      Parents: Need more civic education in curriculum Teachers: Not a priority for this CIWP </p> <p><b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b>                      Counselor meets with each 8th grade student. Civics taught in 8th grade. </p>	<a href="#">Graduation Rate</a> <a href="#">Program Inquiry: Programs/participation/attainment rates of % of ECCC</a> <a href="#">3 - 8 On Track</a> <a href="#">Learn, Plan, Succeed</a> <a href="#">% of KPIs Completed (12th Grade)</a> <a href="#">College Enrollment and Persistence Rate</a> <a href="#">9th and 10th Grade On Track</a> <a href="#">Cultivate (Relevance to the Future)</a> Freshmen Connection Programs Offered (School Level Data)
Partially	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	<a href="#">Individualized Learning Plans</a>		
No	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	<a href="#">Work Based Learning Toolkit</a>		
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).			
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	<a href="#">ECCE Certification List</a>		
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	<a href="#">PLT Assessment Rubric</a>		
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	<a href="#">Alumni Support Initiative One Pager</a>		
<p><b>What student-centered problems have surfaced during this reflection?</b>                      If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>Many students hope to enter selective enrollment schools, but that is not always feasible. They need more support guiding them to high schools that are good fits and manageable. </p>				

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## Partnership & Engagement




**Using the associated references, is this practice consistently implemented?**

### References

### What are the takeaways after the review of metrics?

### Metrics

Yes	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	<a href="#">Spectrum of Inclusive Partnerships</a>	<p>Clearer lines of communication regarding instructional expectations, grading practices, upcoming events/projects, school-wide protocols, and curriculum are needed between teachers, administration and families. Additionally, protocols for constructive feedback need to be established and disseminated so that all stakeholders (parents, students, and school staff) can dialog and develop. </p>	<a href="#">Cultivate</a> <a href="#">5 Essentials Parent Participation Rate</a> <a href="#">5E: Involved Families</a>
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	<a href="#">Reimagining With Community Toolkit</a>		<a href="#">5E: Supportive Environment</a> 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)
Yes	<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 &amp; CIWP).</p> <p style="text-align: right;"><a href="#">Student Voice Infrastructure Rubric</a></p>	<p style="text-align: center;"><b>What is the feedback from your stakeholders?</b></p> <p>Parent Concerns Brought Up at CIWP Parent Meetings: </p> <ul style="list-style-type: none"> <li>Teacher/Parent Communication/Partnership</li> <li>Culturally Relevant Curriculum/Representation</li> <li>Civic Engagement (discussion of current events, community engagement, civics, etc.)</li> <li>Social Emotional Supports</li> <li>Alignment and Scaffolding of Instruction (clear feedback to students, transparent assessments with appropriate accommodations, in-depth discussion)</li> </ul> <p>The school staff is concerned that that topics are brought up outside of school and posted to social media contributing to a sense of distrust and personal cynicism. Parents have expressed that changes are slow as some entrenched practices (slow input of grades, a lack of focus on creative writing, and poor communication) seem not to be addressed, leading to a sense of futility.</p>	Formal and informal family and community feedback received locally. (School Level Data)
	<p style="text-align: center;"><b>What student-centered problems have surfaced during this reflection?</b></p> <p>If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>	<p style="text-align: center;"><b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b></p> <p>Parent\Teacher committees (Communication, CIWP, DL, and LSC) meet monthly to discuss concerns and develop action steps to address some of these concerns. Communication about progress needs to be more widespread with the whole school community. More teacher/parent support is needed in reaching out to low-SES families. </p>	
Students have difficulty being supported at home if parents are not aware of expectations/upcoming dates. 			

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.
Yes	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?

In order to support students working below or above grade level, teachers require support with our new Reading curriculum (Into Reading / Into Literature) and additional support aligning math standards and metrics as expressed through our Math curriculum (Math in Focus K-8). Advanced students in the middle school (6-8) need to be supported learning both algebra and the grade level standards. In middle school we must also be cognizant of the changing requirements associated with the high school selective enrollment test. A special focus on culturally relevant texts and learning tasks should continue to be implemented; paying special attention to our hispanic, black, and neurodiverse student populations.

Established metrics that demonstrate our progress include: IAR, ISA, ACCESS, Goalbook (DL), DLM (Cluster), STAR Reading and Math (national norms), DIBEL/TRC (foundational reading skills for K-2 as well as our DL students)

What is the feedback from your stakeholders?

Parent: More alignment from classroom to classroom within grade levels especially with regards to communicating instructional practices. Parents are also asking for clarification on assessments and metrics, especially with regards to tests that may determine eligibility for Academic Centers and Selective Enrollment high schools. Clear communication about student selections for programs such as Gifted, MTSS, and Accelerated Learning are also needed. Teachers are seeking more professional development and planning time to learn new reading curriculum. As well as clarifications around correlations to state and nationally normed assessments.

What student-centered problems have surfaced during this reflection?

Hard to assess because of new curriculum in reading. Consistency may be needed from to class to class.

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?

Purchased some reading curriculum for grades K-8. All students will have access to same material, and there are resources for differentiation, so no barriers.

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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...

In some grade levels are receiving different expectations and curricular assessments leading to a belief among students that their learning is inequitable.



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...

See that autonomy and choice in our teaching needs be partnered with communication and collaboration to develop inclusive and challenging curriculum for all of our students.



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 align our curriculum and provide meaningful and challenging expectations for all students



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....

differentiated instruction



Resources:

which leads to...  
 greater student achievement and a belief that all learners at Thorp are capable of solving meaningful challenges. 

[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** 

**Dates for Progress Monitoring Check Ins**

Q1	8/16/23	Q3	02/09/24
Q2	12/22/23	Q4	06/07/24

	<b>SY24 Implementation Milestones &amp; Action Steps</b> 	<b>Who</b> 	<b>By When</b> 	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	All students will know that they will be engaged in meaningful and challenging instruction.	Classroom Teachers	Quarterly Review	<span>In Progress</span>
<b>Action Step 1</b>	Focus on problem based learning challenges in all subjects regardless of student academic ability level.	Classroom Teachers, Thorp Admin	Quarterly PBL projects in various subjects	<span>In Progress</span>
<b>Action Step 2</b>	Communicate with all stakeholders the enriching and engaging opportunities in all classrooms.	Classroom Teachers, Thorp Admin	Friday Letters	<span>In Progress</span>
<b>Action Step 3</b>	Provide professional development and planning for the K-8 Reading series for all ELA teachers with attention to differentiation.	ILT	Quarterly PD Sessions	<span>In Progress</span>
<b>Action Step 4</b>	Communicate with parent stakeholders regarding grouping selections for Reading & Math.	Thorp Admin	BOY and EOY assemblies with multiple meetings as needed t/o the school year. (IE- Principal Coffees, etc.)	<span>In Progress</span>
<b>Action Step 5</b>				<span>Select Status</span>
<b>Implementation Milestone 2</b>	All classroom materials and learning experiences will be aligned to student need.	Thorp Admin, ILT, Classroom teachers	Weekly GLT meetings	<span>In Progress</span>
<b>Action Step 1</b>	Create Thorp Event Calendar highlighting student-led assemblies and subject inspired fieldtrips	Thorp Admin, ILT	Start of Year	<span>Completed</span>
<b>Action Step 2</b>	Create buddy groups with older/younger and general/diverse learner populations around shared projects and experiences.	Classroom Teachers, ILT	Quarterly review aligned with PBL projects	<span>In Progress</span>
<b>Action Step 3</b>	Plan diverse learners SEL fieldtrips with DL teachers.	DL Teachers, Thorp Admin	Start of Year Review	<span>In Progress</span>
<b>Action Step 4</b>	Create common novel pairings and mentor texts at each grade level.	Literacy Coaches, Classroom Teachers	Quarterly review	<span>In Progress</span>
<b>Action Step 5</b>	Provide meaningful after-school enrichment programming not geared around academic ability.	Thorp Admin	Quarterly review	<span>In Progress</span>
<b>Implementation Milestone 3</b>	Meaningful assessments of student engagement and learning will be analyzed on a regular basis.	Thorp Admin, ILT, Classroom Teachers, Communications Cmte.	Quarterly review	<span>In Progress</span>
<b>Action Step 1</b>	Student engagement surveys around PBL challenges at the end of each semester.	Thorp Admin, Counselor, ILT	Semester review	<span>Not Started</span>
<b>Action Step 2</b>	Parent surveys around student engagement at end of each semester.	Thorp Admin, Communications Cmte.	Semester review	<span>Not Started</span>
<b>Action Step 3</b>	Teacher surveys around student engagement at the end of each semester	Thorp Admin, ILT	Semester review	<span>Not Started</span>
<b>Action Step 4</b>	Administer 5 Essentials Survey	Thorp Admin, Classroom Teachers	Annual administration	<span>Not Started</span>
<b>Action Step 5</b>	BOY STAR, DIBELS and other standardized tests to determine student growth and attainment	Thorp Admin, ILT	BOY, MOY, & EOY reviews	<span>In Progress</span>
<b>Implementation Milestone 4</b>				<span>In Progress</span>
<b>Action Step 1</b>				<span>Not Started</span>
<b>Action Step 2</b>				<span>Not Started</span>
<b>Action Step 3</b>				<span>Not Started</span>
<b>Action Step 4</b>				<span>Select Status</span>
<b>Action Step 5</b>				<span>Select Status</span>

**SY25-SY26 Implementation Milestones**

**SY25 Anticipated Milestones** Review and align milestones for Math Instruction. 

**SY26 Anticipated Milestones** 

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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 an 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
Aligned curriculum in Reading covering all CCSS with assessments that demonstrate student proficiency through writing, video and other appropriate means of communication.	Yes	IAR (English)	Overall	58	61	64	67
			English Learners	12	15	18	21
Aligned curriculum in Math covering all CCSS with assessments that demonstrate student proficiency through effective problem solving.	Yes	IAR (Math)	Overall	40	50	55	60
			Students with an IEP	18	23	25	27

**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.	60% of teachers will receive feedback on their units in Common Curriculum, as measured by meeting notes and unit placement into the Common Curriculum website.	75% of teachers will receive feedback on their units in Common Curriculum, as measured by meeting notes and unit placement into the Common Curriculum website.	90% of teachers will receive feedback on their units in Common Curriculum, as measured by meeting notes and unit placement into the Common Curriculum website.
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 MTSS team members are fully trained and using the Branching Minds platform. Evidence will be PD on Branching Minds and data entry on the site.	50 percent of staff will have entered intervention and progress monitoring information into Branching Minds for their Tier 2 and Tier 3 students. Evidence will be meeting notes where the MTSS team provided PD on Branching minds, and data entry in the site.	80 percent of staff will have entered intervention and progress monitoring information into Branching Minds for their Tier 2 and Tier 3 students. Evidence will be meeting notes where the MTSS team provided PD on Branching Minds, and data entry in the site.
Select a Practice			

[Return to Top](#) **SY24 Progress Monitoring**

Resources: 📌

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

**Performance Goals**

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Aligned curriculum in Reading covering all CCSS with assessments that demonstrate student proficiency through writing, video and other appropriate means of communication.	IAR (English)	Overall	58	61	On Track	Select Status	Select Status	Select Status
		English Learners	12	15	On Track	Select Status	Select Status	Select Status
Aligned curriculum in Math covering all CCSS with assessments that demonstrate student proficiency through effective problem solving.	IAR (Math)	Overall	40	50	On Track	Select Status	Select Status	Select Status
		Students with an IEP	18	23	On Track	Select Status	Select Status	Select Status

**Practice Goals**

**Progress Monitoring**

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	60% of teachers will receive feedback on their units in Common Curriculum, as measured by meeting notes and unit placement into the Common Curriculum website.	Limited Progress	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 MTSS team members are fully trained and using the Branching Minds platform. Evidence will be PD on Branching Minds and data entry on the site.	Limited Progress	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	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.
No	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

Improvements were made in Tier 3 support. More support needed for Tier 2. More development is needed on how to use Branching Minds.

What is the feedback from your stakeholders?

Teacher Leads: Could not meet needs of both Tier 2 and Tier 3 students; Branching Minds was confusing Teachers: Need help with Tier 2 students

What student-centered problems have surfaced during this reflection?

Tier 1 needs more support with curriculum. Tier 2 students need the most support.

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?

MTSS team with two full-time MTSS teachers. Some students with low opportunity may not get services from these staff members directly due to scheduling.

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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...

Students from lower-economic households as well as English language learners (ELL) require additional resources in order to achieve grade level proficiency.



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...

Need a resource bank of proper intervention/progress monitoring tools that can be used to accelerate and monitor student growth for those who are performing significantly below grade level proficiency.



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....

we have a lead MTSS team responsible for developing interventions and monitoring student progress;




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....

students who are performing significantly below grade level will receive remedial resources in addition to their classroom supports;






which leads to...  
 higher growth rates for students on standardized assessments, more consistent data collection and higher rankings by staff members on My School My Voice for support from administration 

[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 	Dates for Progress Monitoring Check Ins			
Thorp ILT	Q1	8/16/23	Q3	02/09/24
	Q2	12/22/23	Q4	06/07/24

	SY24 Implementation Milestones & Action Steps 	Who 	By When 	Progress Monitoring
<b>Implementation Milestone 1</b>	Establish MTSS team composed of interventionists, case manager, and school psychologist.	MTSS Team/Admin	8/21/23	<span>Completed</span>
<b>Action Step 1</b>	Team creates a spreadsheet of all students to track progress throughout the year.	MTSS Team	8/28/23	<span>Completed</span>
<b>Action Step 2</b>	Team meets monthly to assess school-wide MTSS progress and sends notes to administration.	MTSS Team	6/1/24	<span>In Progress</span>
<b>Action Step 3</b>	Team checks in with grade level teams quarterly to assess progress.	MTSS Team	6/1/24	<span>In Progress</span>
<b>Action Step 4</b>	Team provides support or resources to teachers for all Tiers of students.	MTSS Team	12/1/23	<span>In Progress</span>
<b>Action Step 5</b>	Team develops action plan for SY25.	MTSS Team	6/1/23	<span>Not Started</span>
<b>Implementation Milestone 2</b>	Determine MTSS Tiers for Math, Reading and Behavior in collaboration with grade level teams and the Thorp BHT.	MTSS Team	10/1/23	<span>Not Started</span>
<b>Action Step 1</b>	Do universal screener to assess students schoolwide (BOY STAR and TRC).	Teachers	9/29/23	<span>In Progress</span>
<b>Action Step 2</b>	The MTSS team meets with grade level teams to adjust Tier levels, ensuring adequate percentages of students in each Tier.	MTSS team	10/1/23	<span>In Progress</span>
<b>Action Step 3</b>	Team checks quarterly to ensure correct Tier placement, correct supports are in place, and interventions are being done with fidelity.	MTSS team	6/1/24	<span>In Progress</span>
<b>Action Step 4</b>	Staff meets midyear after MOY STAR assessment to adjust plans for the second semester.	Teachers	12/23/23	<span>Not Started</span>
<b>Action Step 5</b>	MTSS team finalizes MTSS list after EOY STAR assessment and EOY TRC, noting interventions already done and the success of those interventions.	MTSS team	6/1/24	<span>Not Started</span>
<b>Implementation Milestone 3</b>	Determine student goals with students aligned to STAR percentiles and IAR performance categories	MTSS team/teachers	11/1/23	<span>In Progress</span>
<b>Action Step 1</b>	The MTSS team and administration provide support and guidance for Tier 1 instruction.	MTSS team	12/23/23	<span>In Progress</span>
<b>Action Step 2</b>	The MTSS team will ensure all Tier 3 students meet with an interventionist or teachers are given additional resources aligned with their goals.	MTSS team	11/1/23	<span>In Progress</span>
<b>Action Step 3</b>	The MTSS team will provide guidance for goal creation for Tier 2 students that have no additional support in the classroom.	MTSS team	11/1/23	<span>Not Started</span>
<b>Action Step 4</b>	Administration will provide coverage to see teachers can observe research-driven Tier 1 instruction, as well as how to conduct and progress monitor Tier2 and Tier 3 students.	Thorp Admin	11/1/23	<span>In Progress</span>
<b>Action Step 5</b>	Teachers will give EOY feedback and assess how they were supported with MTSS in SY24 and list their needs for SY25.	Teachers	6/1/24	<span>Not Started</span>
<b>Implementation Milestone 4</b>	Ensure Branching Minds is used with fidelity to progress monitor and track school-wide MTSS progress.	Staff	5/1/24	<span>Not Started</span>
<b>Action Step 1</b>	Provide PD for the MTSS team on Branching Minds	Thorp Admin, Branching Minds	10/1/23	<span>Not Started</span>
<b>Action Step 2</b>	Provide time for the MTSS team to train teachers on Branching Minds.	Thorp Admin/MTSS Team	11/1/23	<span>In Progress</span>
<b>Action Step 3</b>	In a bi-monthly MTSS team meeting, check Branching minds to ensure data is being entered and that all interventions and progress monitoring tools are research driven and used consistently.	Thorp Admin/MTSS Team	12/23/23	<span>Not Started</span>
<b>Action Step 4</b>	Have a midyear PD on Branching Minds for all interested staff or staff that have not been correctly entering data into the system.	MTSS team, Branching Minds	12/23/23	<span>Not Started</span>
<b>Action Step 5</b>	Teachers and MTSS team will give EOY feedback and assess how they were supported with Branching Minds in SY24 and list their needs for SY25.	Teachers	6/1/23	<span>Not Started</span>

**SY25-SY26 Implementation Milestones**

**SY25 Anticipated Milestones**   
 Contine to expand on-line resource bank for all Tier 1, Tier 2, and Tier 3 interventions, as well as progress monitoring tools.

**SY26 Anticipated Milestones**   
 Contine to expand on-line resource bank for all Tier 1, Tier 2, and Tier 3 interventions, as well as progress monitoring tools.

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

**Indicators of a Quality CIWP: Goal Setting**

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

**Resources:**

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

**Performance Goals**

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Create resource bank of interventions for all tiers, as well as progress monitoring tools	Yes	% of Students receiving Tier 2/3 interventions meeting targets	FRL Eligible	25	33	50	66
			English Learners	25	33	50	66
Have all data for tier 2 and 3 students inputted in Branching mind with fidelity.	Yes	% of Students receiving Tier 2/3 interventions meeting targets	English Learners	25	33	50	66
			FRL Eligible	25	33	50	66

**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.	All MTSS team members are fully trained and using the Branching Minds platform. Evidence will be PD on Branching Minds and data entry on the site.	50 percent of staff will have entered intervention and progress monitoring information into Branching Minds for their Tier 2 and Tier 3 students. Evidence will be meeting notes where the MTSS team provided PD on Branching minds, and data entry in the site.	80 percent of staff will have entered intervention and progress monitoring information into Branching Minds for their Tier 2 and Tier 3 students. Evidence will be meeting notes where the MTSS team provided PD on Branching Minds, and data entry in the site.
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Create an MTSS team that meets monthly to assess student progress towards goals on all Tiers. We will measure this goal by utilizing monthly team minutes and a spreadsheet showing student growth throughout the year for the entire school.	Create a resource bank for all staff to use, containing interventions for all tiers and progress monitoring tools. We will measure the progress by the amount of resources inputted into this bank.	70% of students in Tiers 2 and 3 will have met their goals on Branching Minds. This can be measured by the data entered in the site.
C&I:4 The ILT leads instructional improvement through distributed leadership.	The MTSS team will lead the school in tracking students progress through BOY, MOY, and EOY screeners. We will track this goal by ensuring all student progress is on one spreadsheet.	The MTSS team will lead the school in creating a resource bank of interventions and progress monitoring tools. Evidence will be the resource bank.	The MTSS team will lead the school in ensuring 80% of staff is trained in entering information in Branching Minds. We will monitor this goal by looking at reports of teacher entries into the Branching Minds site.

[Return to Top](#) **SY24 Progress Monitoring**

**Resources:**

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

**Performance Goals**

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Create resource bank of interventions for all tiers, as well as progress monitoring tools	% of Students receiving Tier 2/3 interventions meeting targets	FRL Eligible	25	33	Select Status	Select Status	Select Status	Select Status
		English Learners	25	33	Select Status	Select Status	Select Status	Select Status
Have all data for tier 2 and 3 students inputted in Branching mind with fidelity.	% of Students receiving Tier 2/3 interventions meeting targets	English Learners	25	33	Select Status	Select Status	Select Status	Select Status
		FRL Eligible	25	33	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.	All MTSS team members are fully trained and using the Branching Minds platform. Evidence will be PD on Branching Minds and data entry on the site.	Select Status	Select Status	Select Status	Select Status

[Jump to...](#)
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[Reflection](#)
[Root Cause](#)
[Implementation Plan](#)

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

**Inclusive & Supportive Learning Environment**

<p>C&amp;I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.</p>	<p>Create an MTSS team that meets monthly to assess student progress towards goals on all Tiers. We will measure this goal by utilizing monthly team minutes and a spreadsheet showing student growth throughout the year for the entire school.</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>C&amp;I:4 The ILT leads instructional improvement through distributed leadership.</p>	<p>The MTSS team will lead the school in tracking students progress through BOY, MOY, and EOY screeners. We will track this goal by ensuring all student progress is on one spreadsheet.</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.
Yes	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).

What are the takeaways after the review of metrics?

Clearer lines of communication regarding instructional expectations, grading practices, upcoming events/projects, school-wide protocols, and curriculum are needed between teachers, administration and families. Additionally, protocols for constructive feedback need to be established and disseminated so that all stakeholders (parents, students, and school staff) can dialog and develop.

What is the feedback from your stakeholders?

Parent Concerns Brought Up at CIWP Parent Meetings:  
 Teacher/Parent Communication/Partnership  
 Culturally Relevant Curriculum/Representation  
 Civic Engagement (discussion of current events, community engagement, civics, etc.)  
 Social Emotional Supports  
 Alignment and Scaffolding of Instruction (clear feedback to students, transparent assessments with appropriate accommodations, in-depth discussion)  
 The school staff is concerned that that topics are brought up outside of school and posted to social media contributing to a sense of distrust and personal cynicism. Parents have expressed that changes are slow as some entrenched practices (slow input of grades, a lack of focus on creative writing, and poor communication) seem not to be addressed, leading to a sense of futility.

What student-centered problems have surfaced during this reflection?

Students have difficulty being supported at home if parents are not aware of expectations/upcoming dates.

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?

Parent/Teacher committees (Communication, CIWP, DL, and LSC) meet monthly to discuss concerns and develop action steps to address some of these concerns. Communication about progress needs to be more widespread with the whole school community. More teacher/parent support is needed in reaching out to low-SES families.

Return to Top Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

Students need a consistent home-school communication system in order to maintain good grades and develop proper executive functioning skills.



Indicators of a Quality CIWP: Determine Priorities

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

Return to Top Root Cause

Resources:

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

[5 Whys Root Cause Protocol](#)

As adults in the building, we...

As adults we need to develop effective methods to share expectations and upcoming important dates, as well as a manner to communicate with families that is accessible, timely, and user-friendly for all stakeholders.



Indicators of a Quality CIWP: Root Cause Analysis

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

Return to Top Theory of Action

What is your Theory of Action?

If we....

Develop communication protocols and systems between all stakeholders that are reviewed continually and used with fidelity



Resources:


Indicators of a Quality CIWP: Theory of Action

Theory of Action is grounded in research or evidence based practices.  
 Theory of Action is an impactful strategy that counters the associated root cause.  
 Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.  
 Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"  
 All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

then we see....

tangible evidence of teachers and administrators communicating with parents.




which leads to...  
 increase in family engagement and greater completion rates of assignments. 

[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**   
 Efrén Toledo, Rebecca McNally, Kristine Limanni, Thomas Mackie, Vincent Coughlin, Jennifer Alper, Amy Ellison

**Dates for Progress Monitoring Check Ins**

Q1	8/16/23	Q3	02/09/24
Q2	12/22/23	Q4	06/07/24


	<b>SY24 Implementation Milestones &amp; Action Steps</b> 	<b>Who</b> 	<b>By When</b> 	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	Develop a calendar of events for the year that contains all events, field trips, and assemblies.	Thorp Admin	8/16/23	Completed
<b>Action Step 1</b>	Have teachers submit events, field trips, and assemblies before close of school	Thorp Admin	6/9/23	Completed
<b>Action Step 2</b>	Meet with Friends of Thorp and PTA to add to calendar	Thorp Admin/ /FoT & PTA Boards	6/28/23	Completed
<b>Action Step 3</b>	Finalize calendar with staff	Thorp Admin, ILT	8/11/23	Completed
<b>Action Step 4</b>	Present calendar to Communications Committee for feedback	Thorp Admin	8/14/23	Completed
<b>Action Step 5</b>	Share out calendar with families.	Thorp Admin	8/18/23	Completed
<b>Implementation Milestone 2</b>	Develop clear communication protocols between teachers and parents.	Thorp Admin, ILT	10/1/23	In Progress
<b>Action Step 1</b>	Have teachers update their curriculum overview	Thorp Admin	8/18/23	In Progress
<b>Action Step 2</b>	Provide PD on sending out newsletters to families via email	Thorp Admin	8/18/23	In Progress
<b>Action Step 3</b>	Teachers will send out monthly newsletters to families about important dates and any new policies	Thorp Admin, ILT	10/1/23	In Progress
<b>Action Step 4</b>	Teachers will meet monthly with families virtually to have an open forum	Thorp Admin	10/27/23	In Progress
<b>Action Step 5</b>	Communication team with meet monthly to go over effectiveness of meetings	Admin/LSC, Communication Cmte.	12/22/23	In Progress
<b>Implementation Milestone 3</b>	LSC Communications works with Thorp Admin to ensure parents feel connected and informed.	Admin	1/13/24	In Progress
<b>Action Step 1</b>	Communication committee meets to develop protocols for communication	LSC/Admin/Communications Committee	9/1/23	In Progress
<b>Action Step 2</b>	Admin hosts Parent University sessions on different platforms (grading, Aspen, Google Classroom, high school selection, etc.)	Admin	9/29/23	In Progress
<b>Action Step 3</b>	Parent University sessions posted to school website	Admin	9/29/23	In Progress
<b>Action Step 4</b>	Admin meets with ILT teachers, who in turn disseminate information to teams	Admin	9/8/23	In Progress
<b>Action Step 5</b>	Admin creates discipline/injury form that communicates to both staff and parents	Admin	8/25/23	Completed
<b>Implementation Milestone 4</b>	Friends of Thorp and PTA help aid in communication	FoT & PTA Boards, LSC, Thorp Admin	9/1/23	In Progress
<b>Action Step 1</b>	Room parents assigned for each room	PTA	9/22/23	In Progress
<b>Action Step 2</b>	FoT & PTA given contact information for all families with option to opt out if desired.	FoT & PTA	9/22/23	In Progress
<b>Action Step 3</b>	Teachers collaborate with Room parents on needs of classroom	PTA & Classroom teachers	10/13/23	In Progress
<b>Action Step 4</b>	FoT & PTA meet monthly with admin on upcoming needs to send out to families	Thorp Admin, FoT and PTA Communication directors	10/13/23	In Progress
<b>Action Step 5</b>	Communication Committee meets each semester to review effectiveness	Communications Committee, Thorp Admin	11/13/23	Not Started

**SY25-SY26 Implementation Milestones**

<b>SY25 Anticipated Milestones</b>	By May 2025, 100% of staff & administration will have scored 90% percent or higher on a communication plan success rate as indicated by a stakeholder-generated rubric. 
<b>SY26 Anticipated Milestones</b>	By May 2026, the Thorp ILT & administration will have presented a communication plan to at least one agency outside Thorp Academy. 

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

**Indicators of a Quality CIWP: Goal Setting**  
 Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on applicable baselines and trend data).

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

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

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

**Performance Goals**

Specify the Goal 🏠	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 🏠	Numerical Targets [Optional] 🏠		
					SY24	SY25	SY26
Each grade-level team develops and implements a plan to communicate with parents on a montly basis	Yes	Formal and informal family and community feedback received locally. (School Level Data)	Overall	0	90	95	100
			Select Group or Overall				
Administration develops and implements a plan to communicate with limited English and DL parents on a regular basis.	Yes	Formal and informal family and community feedback received locally. (School Level Data)	Overall	0	50	60	75
			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
P&E:1 The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	By May 2024, 100 percent of staff will have submitted communication plan with parents, as indicated by submission to administration with a 75 percent success rate, as demonstarted by a stakeholder-generated rubric.	By May 2025, 100% of staff will have scored 90% percent or higher on a communciation plan succes rate as indicated by a stakeholder-generated rubric.	By May 2026, the Thorp ILT will have presented communication plan to at least one agency outside Thorp Academy.
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	By May 2024, adminstration will have submitted communication plan with parents as demonstarted by a stakeholder-generated rubric.	By May 2025, administration will have scored 90% percent or higher on a communciation plan succes rate as indicated by a stakeholder-generated rubric.	By May 2026, administration will have presented communication plan to at least one agency outside Thorp Academy.
Select a Practice			

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
Each grade-level team develops and implements a plan to communicate with parents on a montly basis	Formal and informal family and community feedback received locally. (School Level Data)	Overall	0	90	On Track	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Administration develops and implements a plan to communicate with limited English and DL parents on a regular basis.	Formal and informal family and community feedback received locally. (School Level Data)	Overall	0	50	On Track	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

**Practice Goals**

**Progress Monitoring**

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
P&E:1 The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	By May 2024, 100 percent of staff will have submitted communication plan with parents, as indicated by submission to administration with a 75 percent success rate, as demonstarted by a stakeholder-generated rubric.	Limited Progress	Select Status	Select Status	Select Status
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	By May 2024, adminstration will have submitted communication plan with parents as demonstarted by a stakeholder-generated rubric.	Limited Progress	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)**



IAR (English): Aligned curriculum in Reading covering all CCSS with ass...					
IAR (Math): Aligned curriculum in Math covering all CCSS with assessm...					
Formal and informal family and community feedback received locally. Each grade-level team develops and implements a plan to communicate with pare...					



## 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)**

