

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 |
|---|---|--|
| Wayne Bevis | Principal | wjbevis@cps.edu |
| Candace Matchem & Casey Fuess | AP | scfuess@cps.edu, cjanderson@cps.edu |
| Olivia Craig | Other [Type In] Counselor/BHT / Climate Cultur... | oozis@cps.edu |
| Caroline Schiling | Other [Type In] Counselor/ Interventionist | cfschiling@cps.edu |
| Eli Carbajal | ELPT/Counselor/ Post Secondary | emcarbajal1@cps.edu |
| Monica Gonzalez & Hanna Doppelt, Addie Taylor | SECA | mgonzalez397@cps.edu, hbdoppelt@cps.edu |
| Ashley Chivari, Matt Hebert, Monique Lange | Teacher Leader | aschools1@cps.edu, mhebert@cps.edu, mmlange@cps.edu |
| Rachel Volkowitz, John Woods, Antoine Barnes | Teacher Leader | rvolkowitz@cps.edu, jswoods@cps.edu, abarnes12@cps.edu |
| Lucero Tonkinson, Sarah Oster | Teacher Leader | ltonkinson@cps.edu, saeagan@cps.edu |
| Sandy Hagy | Partnerships & Engagement Lead | syhagy@cps.edu |
| Tisha Grudzien | Curriculum & Instruction Lead | tgrudzien@cps.edu |
| | 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 | 5/19/23 | 5/19/23 |
| Reflection: Curriculum & Instruction (Instructional Core) | 6/9/23 | 6/13/23 |
| Reflection: Inclusive & Supportive Learning (Instructional Core) | 6/9/23 | 6/13/23 |
| Reflection: Connectedness & Wellbeing | 6/9/23 | 6/13/23 |
| Reflection: Postsecondary Success | 6/9/23 | 6/13/23 |
| Reflection: Partnerships & Engagement | 6/9/23 | 6/13/23 |
| Priorities | 6/13/23 | 6/13/23 |
| Root Cause | 6/13/23 | 6/20/23 |
| Theory of Acton | 6/20/23 | 6/20/23 |
| Implementation Plans | 6/20/23 | 6/27/23 |
| Goals | 6/27/23 | 6/27/23 |
| Fund Compliance | 6/27/23 | 6/27/23 |
| Parent & Family Plan | 6/27/23 | 6/27/23 |
| Approval | | |

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 | Oct 12, 2023 |
| Quarter 2 | Dec 14 2023 |
| Quarter 3 | March 14, 2024 |
| Quarter 4 | May 16 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](#)

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

| Using the associated references, is this practice consistently implemented? | References | What are the takeaways after the review of metrics? | Metrics |
|---|--|--|--|
| Yes | <p>CPS High Quality Curriculum Rubrics</p> <p>All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</p> | <p>Celebrations: </p> <ul style="list-style-type: none"> -Teachers create strong individual relationships w/students & safe space for the individual -Ss positive view of teachers -Majority of students have overall positive trend/experience with feedback about their student experience -Teachers have created well organized classroom logistics/systems/routines -Grading support for student given their unique situations <p>Growth Areas:</p> <ul style="list-style-type: none"> -reduced parental support during assessment -data needs to be refined to show trend data during enrollment only -daily assessment tools have less parental interference (ex: ixl, mobymax) -need more standards based performance based assessments -Classwide peer to peer relationship development -Voice/Choice aligned to long term goals -Consistent standards aligned grades definition -assessment to grading & feedback needs clear alignment to standards | <p>IAR (Math)</p> <p>IAR (English)</p> <p>Rigor Walk Data (School Level Data)</p> <p>PSAT (EBRW)</p> <p>PSAT (Math)</p> <p>STAR (Reading)</p> <p>STAR (Math)</p> |
| Partially | <p>Rigor Walk Rubric</p> <p>Students experience grade-level, standards-aligned instruction.</p> <p>Teacher Team Learning Cycle Protocols</p> <p>Quality Indicators Of Specially Designed Instruction</p> | <p>What is the feedback from your stakeholders?</p> <p>https://docs.google.com/spreadsheets/d/1TV1vHmlvgLTjgW3Zj_uhww_MmgrBlqEOubqJHGkNv3RY/edit?usp=sharing </p> <p>parents are pleased with student growth</p> | <p>iReady (Reading)</p> <p>iReady (Math)</p> <p>Cultivate</p> <p>Grades</p> <p>ACCESS</p> <p>TS Gold</p> <p>Interim Assessment Data</p> |
| Yes | <p>Powerful Practices Rubric</p> <p>Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.</p> <p>Learning Conditions</p> | | |
| Yes | <p>Continuum of ILT Effectiveness</p> <p>The ILT leads instructional improvement through distributed leadership.</p> <p>Distributed Leadership</p> | | |
| Partially | <p>Customized Balanced Assessment Plan</p> <p>School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.</p> <p>ES Assessment Plan Development Guide</p> <p>HS Assessment Plan Development</p> | | |
| No | <p>Assessment for Learning Reference Document</p> <p>Evidence-based assessment for learning practices are enacted daily in every classroom.</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>ILT has been focused on culturally responsive instruction ILT effort has not been focused up to this point on assessment & feedback</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.

Students are not receiving standards-aligned feedback that provides students with a clear understanding of their current performance and achieve their next level of performance.

Student learning growth has declined from sy22 to sy23 as measured by grades

Students don't feel that teachers understand strengths/weaknesses & can articulate how lessons build towards larger goals

Students need more voice/choice aligned to long term goals.
 Students need clear and consistent standards aligned to grade level in order to monitor their own progress.
 Students need reduced parental support during assessments.
 Students need to be engaged in tasks and activities that are culturally relevant and appropriate to their interests and backgrounds.
 Kids need clear expectations, clear goals. Students need to see the ceiling in order to perform academically well. We, teachers, can praise any part of the learning process. It can be academic or behavioral, as well as motivate the student to keep going and to give self-praise. It is especially important in a World Language classroom.

[Return to Top](#) **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 | <p>MTSS Integrity Memo</p> <p>School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo</p> <p>MTSS Continuum</p> | <p>-problem solving mtss/progress monitoring is a work in progress </p> <ul style="list-style-type: none"> -gaps in coverage/communication between different levels of staff teams to support students -creating consistent process for mtss between elem/hs -hs sel only interventions being tracked -BM progress monitoring - very little -many start but few follow | <p>Unit/Lesson Inventory for Language Objectives</p> <p>MTSS Continuum</p> |

| Jump to... | Curriculum & Instruction | Inclusive & Supportive Learning | Connectedness & Wellbeing | Postsecondary | Partnerships & Engagement |
|---|--|--|---|---|--|
| | expectations of the MTSS Integrity Memo. | Roots Survey | | | Roots Survey |
| Partially | School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo. | MTSS Integrity Memo | | -Need more training of leads to understanding reports coming BM/Dashboard -19 teachers in Elem documented at least 1 intervention (4 have more than 10 doc, 4 have less than 10, 11 only have plan for 1 student) - hub teachers are majority of entries Do dashboard reports pull hubs & school? ELL: 13 of 89 students actually took access -- 100% did not meet proficient Nature of school has high # of IEP/504 students | ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS) |
| Yes | Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP. | LRE Dashboard Page | | What is the feedback from your stakeholders? -Students seek balance between academics & health -parents focus is health/safe -staff communication was strong/consistent -mtss improved as sy23 progress -15% said no exposure to using branching minds | Quality Indicators of Specially Designed Curriculum EL Program Review Tool |
| Yes | 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 | | 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? Training on branching minds, interventions hired in last sy23, seca check and connect | |
| Partially | There are language objectives (that demonstrate HOW students will use language) across the content. | | | | |
| What student-centered problems have surfaced during this reflection? | | | | | |
| If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP. | | | | | |
| Students are not receiving consistent research-based interventions. ELL students need better progress monitoring implemented to ensure they meet "proficient" Make sure that all students feel supported academically as well as emotionally and socially. | | | | | |

[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 |
|---|--|--|--|
| Yes | BHT Key Component Assessment SEL Teaming Structure | How can we ensure success of re-engagement for extended absences? Need clear 2 week cycle to monitor re-engagement for all Plan for chronic truancy -- how do we communicate that they must communicate with us --- before they are being told they are being projected back Attendance will be part of needs of anxiety/depression 30% higher attendance vs their previous in-person school HS attendance committee was showing huge improvement Students w/o IEP/504 are often the worse performing at VA 8th attendance drops more than K-7th 2nd semester attendance improved - result of interventions? Student Voice was established in HS for SY23 -- goal to add Middle School for SY24 -student feedback on hiring -student design of events/clubs -How do we get students to advocate for improving the school experience/community? | % 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 |
| Yes | Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices. | | Reconnected by 20th Day, Reconnected after 8 out of 10 days absent |
| Select Rating | 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? -Meeting in person /field trips is helpful ---need more in person options -early in year perosn event -need more interventions based upon parent feedback | Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) |
| Partially | Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment. | | Enrichment Program Participation; Enrollment & Attendance Student Voice Infrastructure |

| | | |
|--|--|---|
| | | Reduction in number of students with dropout codes at EOY |
| <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>Students struggle with developing peer to peer relationships. Students need to feel mentally and physically safe in order to improve attendance. Survey students to gauge interest. Create more opportunities for field trips and in person events. Due to the fact that students don't have as many opportunities to connect with each other (time moving between classes, locker time, etc.), create more opportunities for students to interact with or connect with each other. Definitely, provide more opportunities for field trips.</p> | <p>Attendance team, Climate culture developed interventions</p> | |

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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 |
|---|--|---|---|
| Partially | 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). | <p>Need to adopt C4 curriculum</p> <p>Workbased Learning Toolkit - need more familiarity & alignment</p> <p>PLT began in SY23!!!</p> <p>How do we build pathways and alumni support/engagement?</p> <p>White Male - had biggest decline in grades</p> <p>Black/Hispanic had lowest off track</p> | <p>Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECCC</p> <p>3 - 8 On Track</p> |
| 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). | <p>Very high % of D/Fs in cum gpa</p> <p>Elem grades are lower in SY23 vs SY22</p> <p>-S to T ratio was higher</p> <p>-no resource period in SY23</p> <p>-how can we filter cluster out of ontrack 3-8 data?</p> <p>-Attendance is key driver of elem attendance</p> <p>-improving CPS support and tracking of college acceptances/scholarships</p> | <p>Learn, Plan, Succeed</p> <p>% of KPIs Completed (12th Grade)</p> <p>College Enrollment and Persistence Rate</p> |
| Partially | 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). | <p>What is the feedback from your stakeholders?</p> <p>25% without post 2nd goals - how do we reach?</p> <p>---never group focus is to continue education - child gets frustrated when discussed with students</p> <p>---parents don't know how to have that conversations</p> <p>survey parents for interestes</p> | <p>9th and 10th Grade On Track</p> <p>Cultivate (Relevance to the Future)</p> <p>Freshmen Connection Programs Offered (School Level Data)</p> |
| Yes | 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). | | |
| No | ECCE Certification List Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th). | | |
| Yes | 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). | <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>PLT established in late sy23, began career exposures</p> | |
| Yes | 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 CIWP.

Most students are not having any or consistent post secondary conversations with their parents. Survey parents for interestes. Deliver more presentations on post secondary pathways to guardians as well as students. Students need opportunities to recover low grades. Students need explicit instruction and more support on how to better improve their grades.

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| Using the associated references, is this practice consistently implemented? | References | Metrics |
|---|------------|---------|
|---|------------|---------|

| | | | |
|------------|---|--|---|
| <p>Yes</p> | <p>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.</p> | <p>Spectrum of Inclusive Partnerships</p> <p>Glow: <i>Involved Families is ranked number one for both ES and HS Performance on essential and its underlying measures:</i> <i>Ambitious Instruction</i> <i>English Instruction (HS)</i> <i>Effective Leaders</i> <i>Program Coherence (HS)</i> <i>Teacher-Principal Trust (ES & HS)</i> <i>Collaborative Teachers</i> <i>Quality Professional Development (HS)</i> <i>School Commitment (ES)</i> <i>Teacher-Teacher Trust (HS)</i> <i>Involved Families</i> <i>Teacher-Parent Trust (ES & HS)</i> <i>Supportive Environment</i> <i>Peer Support for Academic Work (ES)</i> <i>Student-Teacher Trust (HS)</i> <i>Change in underlying measures:</i> <i>+25 change in Teacher-Principal Trust (ES)</i> <i>+29 change in Program Coherence (HS)</i> <i>Change in supplemental measures:</i> <i>+45 & +40 change in Socialization of New Teachers (ES & HS)</i> Grow: <i>Performance on essential and its underlying measures:</i> <i>Ambitious Instruction</i> <i>Math Instruction (ES)</i> <i>Effective Leaders</i> <i>Teacher Influence (ES & HS)</i> <i>Collaborative Teachers</i> <i>Collaborative Practices (ES & HS)</i> <i>Involved Families</i> <i>Parent Influence on Decision Making in Schools (ES)</i> <i>Supportive Environment</i> <i>Expectations for Postsecondary Education (HS)</i> <i>Safety (ES & HS)</i> <i>Change in underlying measures:</i> <i>-10 change in Collective Responsibility (ES)</i> <i>Change in supplemental measures:</i> <i>-16 change in Classroom Disruptions (ES)</i> Looking at the overall performance metric, it looks like the Virtual Academy has shown growth in all of the areas depicted from school year '22 to school year '23 with the categories of "ambitious instruction" and "supportive environment" having garnered the lowest scores at 74 and 66 percent respectively. Beginning with "Involved Families", the parent involvement in the school section earned the lowest percentage at 74, with the issue appearing to be teachers' recording a high percentage of their response in the "agree" area as opposed to the "strongly agree". Looking at the "Collaborative Teachers" section, collaborative practices earned the lowest percentage at 54, with questions in the areas of "include time to think about ideas", and "opportunities to work collaboratively with school and out of school peers" earning higher percentages in the "disagree" and "strongly disagree" sections when compared to other questions in the category. While the overall scores for the collaborative teachers section were solid at 75%, any opportunities to improve in the areas of the highlighted questions would benefit the school as a whole. The "Effective Leaders" area had the lowest responses in the "Teacher Influence" category; while growth was attained in this category, the score of 54% is an area for growth. Teachers' responses showed a high percentage in the "agree" category versus the "strongly agree". The "Ambitious Instruction" area didn't record a response for school year '22, but earned a 74% for school year '23 with the lowest category being "Academic Press" at 60 percent. A large percentage of student responses were recorded in the "agree" versus "strongly agree" categories in regard to question such as "This class makes me think", "I really learn a lot", "The teacher expects everyone to work hard", "The teacher expects me to do my best", etc. Any improvement in these areas would provide a boost to the "Academic Press" category. Finally, the "Supportive Environment" area also didn't record a response for school year '22, but earned a 66% for school year '23 with the lowest categories being "Safety" and "Expectations for Postsecondary Education" at 54 and 40 percent respectively. Student responses again trended highly in the "agree" versus "strongly agree" categories, especially in regard to the "All students are encouraged to go to college", "Teachers pay attention to all students", and "High school is seen as..." responses; there was also a higher than normal percentage response in the "disagree" category (16%) for the "All students are encouraged to go to college" response option. Student attitudes in these response areas are all opportunities for growth. Thank you for providing me with the occasion to participate.</p> <p>Elementary: GLOW Strong trust relationships stood out to us. 🍌 Our school seems to have truly cultivated trust relationships (teacher-parent, teacher-principal, student-teacher, teacher-teacher). We think these relationships form the backbone of our school and speak highly of our school's culture.</p> <p>GROW Weak Collaborative Practices stood out to us. Teachers reported trust towards colleagues, school commitment, and quality professional development, but it looks like we are lacking in a strong sense of shared responsibility and collaboration. We think this might be an area to focus on. A collaborative environment is so important to bring a sense of belonging & community (especially in a virtual setting like ours). We always like to mention to parents/students when they join, that "virtual" should not mean "isolated". If our teachers are reporting that they aren't collaborating, they may also feel isolated or unsupported which can impact morale and</p> | <p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p> <p>5E: Supportive Environment</p> |
| <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>Reimagining With Community Toolkit</p> | <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> |

| | | | |
|-----------|---|--|--|
| | | <p>isolated or unsupported, which can impact morale and engagement negatively. *This is also something that our CCT could work on this coming school year*</p> <p>Hgih school: For High School our Glow & Grow are a bit intertwined. There's a strong performance in "Teacher-Principal-Trust" and "Program Coherence" 🏆 which I believe shows effective leadership. However, "Teacher Influence" is rated as neutral. So, our teachers trust and believe we have strong leadership, but there's a disconnect since they feel they don't have sufficient say or influence over decisions made. We think this could lead to low morale and motivation over time. We have a top-notch team with great ideas that can make our school an even better place for our students - let's think of strategies to include and make them feel they "influence" decisions at the VA. :)</p> | <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p> |
| Partially | <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>parents feel that they had ample opportunities for engagement parent to parent 🏆</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>Students do not have a structured Student Voice opportunity in Elementary. (Not yet) Students need time to think about ideas before collaborating with others. Students need a supportive learning environment in order to feel safe. 🏆</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>Student voice committee established for hs in late sy23 🏆</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. |
| Partially | 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. |
| 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. |
| No | Evidence-based assessment for learning practices are enacted daily in every classroom. |

What are the takeaways after the review of metrics?

Celebrations:
 -Teachers create strong individual relationships w/students & safe space for the individual
 -Ss positive view of teachers
 -Majority of students have overall positive trend/experience with feedback about their student experience
 -Teachers have created well organized classroom logistics/systems/routines
 -Grading support for student given their unique situations

Growth Areas:
 -reduced parental support during assessment
 -data needs to be refined to show trend data during enrollment only
 -daily assessment tools have less parental interference (ex: ixl, mobymax)
 -need more standards based performance based assessments
 -Classwide peer to peer relationship development
 -Voice/Choice aligned to long term goals
 -Consistent standards aligned grades definition
 -assessment to grading & feedback needs clear alignment to standards

What is the feedback from your stakeholders?

https://docs.google.com/spreadsheets/d/1TV1vHmlvgtJgW37juhhw_MmgrBlqEOubqJHGkNv3RY/edit?usp=sharing

parents are pleased with student growth

What student-centered problems have surfaced during this reflection?

Students are not receiving standards-aligned feedback that provides students with a clear understanding of their current performance and achieve their next level of performance.

Student learning growth has declined from sy22 to sy23 as measured by grades

Students don't feel that teachers understand strengths/weaknesses & can articulate how lessons build towards larger goals

Students need more voice/choice aligned to long term goals.
 Students need clear and consistent standards aligned to grade level in order to monitor their own progress.
 Students need reduced parental support during assessments.
 Students need to be engaged in tasks and activities that are culturally relevant and appropriate to their interests and backgrounds.
 Kids need clear expectations, clear goals. Students need to see the ceiling in order to perform academically well. We, teachers, can praise any part of the learning process. It can be academic or behavioral, as well as motivate the student to keep going and to give self-praise. It is especially important in a World Language classroom.

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?

ILT has been focused on culturally responsive instruction
 ILT effort has not been focused up to this point on assessment & feedback

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Determine Priorities

Resources:

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

Students...
 Students do not consistently receive standards aligned feedback that provides a clear understanding of current level of performance.

[Determine Priorities Protocol](#)



Indicators of a Quality CIWP: Determine Priorities

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

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Root Cause

Resources:

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

As adults in the building, we...
 As adults at The Virtual Academy, we need to bring awareness of its importance and provide tools & training for the implementation of self or peer-to-peer assessment.



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...ensure assessments are standards aligned with rubrics and provide training for feedback



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.

then we see...

Resources:

Students consistently receive standards-aligned feedback that provides a clear understanding of their current level of performance.



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

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

which leads to...

student ownership and pride in their own independent performance and they are articulating that they are receiving feedback that allows them to understand their current level of performance with actionable next steps to improve.



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Implementation Plan

Resources:

Indicators of a Quality CIWP: Implementation Planning

Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.

Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.

Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.

Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.

Action steps are inclusive of stakeholder groups and priority student groups.

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

ILT

Dates for Progress Monitoring Check Ins

Q1 Oct 12, 2023

Q3 March 14, 2024

Q2 Dec 14 2023

Q4 May 16 2024

| | SY24 Implementation Milestones & Action Steps | Who | By When | Progress Monitoring |
|-----------------------------------|--|-------------|------------|---------------------|
| Implementation Milestone 1 | ILT will review current research on effective feedback and create a list of research-based approaches to feedback to share with staff. | ILT | Q1 | In Progress |
| Action Step 1 | Initial Research and Planning: Identify key research papers, articles, and best practices related to effective feedback. | ILT | 9.5.2023 | Completed |
| Action Step 2 | Literature Review and Analysis: Discuss the findings and categorize the various research-based approaches to feedback. <i>Added 10/12: Gathering Student feedback about what kind/quality of Teacher to student feedback they are getting</i> | ILT | 9.11.2023 | In Progress |
| Action Step 3 | Creation of Research-Based Feedback Approaches: Compile a comprehensive list of research-based feedback approaches. | ILT | 9.25..2023 | In Progress |
| Action Step 4 | Presentation Preparation: Create a presentation that effectively communicates the research-based feedback approaches to staff members. | ILT | 10.16.2023 | In Progress |
| Action Step 5 | Staff Presentation and Discussion: Present the research-based feedback approaches to the entire staff. | ILT | 10.27.2023 | Delayed |
| Implementation Milestone 2 | ILT will collaboratively develop a schoolwide self- and peer-assessment tool to identify individual strengths and improvement opportunities, as well as trends, with regard to feedback practices. | ILT | Q2 | Not Started |
| Action Step 1 | Assessment Framework Development: Collaboratively design a schoolwide self- and peer-assessment framework that aligns with the identified best practices. | ILT | 11.13.2023 | Not Started |
| Action Step 2 | Pilot Testing and Refinement: Implement the assessment framework on a smaller scale to identify any potential issues and areas for improvement. | ILT | 11.27.2023 | Not Started |
| Action Step 3 | Finalize Assessment Framework: Develop user-friendly materials and guides for all staff members to ensure smooth implementation and understanding of the assessment process. | ILT | 12.11.2023 | Not Started |
| Action Step 4 | Training and Rollout: Provide guidelines on using the chosen assessment tools and platforms. | ILT | 12.22.2023 | Not Started |
| Action Step 5 | | | | Not Started |
| Implementation Milestone 3 | Staff will implement self- and peer-assessment to design personal learning cycle for feedback practices. | ILT | Q3 | Not Started |
| Action Step 1 | Self-Assessment and Goal Setting: ILT will assist staff in goal-setting process, formulating specific and measurable goals. | ILT & Staff | 1.11.2024 | Not Started |
| Action Step 2 | Peer-Assessment and Feedback: Peers provide constructive feedback using established feedback guidelines. | Staff | 1.25.2024 | Not Started |
| Action Step 3 | Artifact Analysis: ILT members provide constructive feedback on artifacts and assess school-wide trends. | ILT | 2.26.2024 | Not Started |
| Action Step 4 | Reflection and Adjustment: Staff reflect on artifact analysis and adjust strategies for enhanced performance | ILT & Staff | 3.21.2024 | Not Started |
| Action Step 5 | Evaluation and Future Steps: Plan for ongoing implementation and improvements to the self- and peer-assessment framework. | ILT & Staff | 4.1.2024 | Not Started |
| Implementation Milestone 4 | ILT will utilize takeaways about effective assessment and staff feedback to determine grading policies/practices to adopt at the beginning of SY25 as pilot projects or schoolwide adoption. | ILT | Q4 | Not Started |
| Action Step 1 | Review Assessment Takeaways and Staff Feedback: Compile and analyze data from previous assessment practices and staff feedback. | ILT | 4.8.2024 | Not Started |
| Action Step 2 | Research Best Practices for Grading Policies: Research and gather information on effective grading policies and practices from educational literature and other schools. | ILT | 4.15.2024 | Not Started |
| Action Step 3 | Develop Pilot Project Proposals: Based on assessment takeaways, feedback, and research, draft proposals for potential pilot grading projects. | ILT | 4.29.2024 | Not Started |
| Action Step 4 | Collaborative Discussion and Selection: Present the pilot project proposals and facilitate discussions to gather insights, concerns, and suggestions. | ILT & Staff | 5.16.2024 | Not Started |

| | | | | |
|----------------------|--|-----|----------|-------------|
| Action Step 5 | Pilot Preparation and Communication: Develop a detailed plan for implementing the selected grading policies/practices as pilot projects. | ILT | 6.7.2024 | Not Started |
|----------------------|--|-----|----------|-------------|

SY25-SY26 Implementation Milestones

| | | |
|------------------------------------|--|--|
| SY25 Anticipated Milestones | Milestone 1: curriculum alignment training Milestone 2: pilot program launch Milestone 3: data collection and analysis | |
| SY26 Anticipated Milestones | Milestone 1: feedback integration Milestone 2: student self-assessment workshops Milestone 3: establish support and advocacy network | |

[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 |
| Student grades will improve with 10% fewer Ds/Fs | Yes | Grades | Overall | | | | |
| | | | Select Group or Overall | | | | |
| Cultivate Survey will show improved student responses regarding teacher feedback and understanding of each student's strengths/weaknesses | Yes | Cultivate | Overall | | | | |
| | | | Select Group or Overall | | | | |

Practice Goals

| Identify the Foundations Practice(s) most aligned to your practice goals. | Specify your practice goal and identify how you will measure progress towards this goal. | | |
|--|---|---|--|
| | SY24 | SY25 | SY26 |
| C&I:2 Students experience grade-level, standards-aligned instruction. | ILT will research feedback practices and then lead all teachers through cycles of learning which include evaluating teachers' own feedback practices. | Teachers will consistently provide standards-aligned feedback. Teachers will pilot standards-based grading. | Empowered by teacher feedback, students exercise agency, self-awareness, and advocate for support to demonstrate mastery in ways that suit their learning needs. |
| C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals. | ILT will baseline current practices in regards to student rubrics and standards alignment | All teachers will have standards aligned gradebooks | Students will develop individual standards aligned goals with choice/voice in how to demonstrate proficiency |
| 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 |
|---|-----------|-----------------------------|----------|------|---------------|---------------|---------------|---------------|
| Student grades will improve with 10% fewer Ds/Fs | Grades | Overall | | | No Progress | Select Status | Select Status | Select Status |
| | | Select Group or Overall | | | Select Status | Select Status | Select Status | Select Status |
| Cultivate Survey will show improved student responses regarding teacher | Cultivate | Overall | | | No Progress | Select Status | Select Status | Select Status |
| | | Select Group or Overall | | | Select Status | Select Status | Select Status | Select Status |

Jump to... [Priority](#) [TOA](#) [Goal Setting](#) [Progress Monitoring](#)

[Reflection](#) [Root Cause](#) [Implementation Plan](#)
 feedback and understanding of each student's strengths/weaknesses

[Cultivate](#)

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

Select Group or Overall

Select Status

Select Status

Select Status

Select Status

Select Status

Curriculum & Instruction

Practice Goals

Progress Monitoring

| Identified Practices | SY24 | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|--|---|------------------|---------------|---------------|---------------|
| C&I:2 Students experience grade-level, standards-aligned instruction. | ILT will research feedback practices and then lead all teachers through cycles of learning which include evaluating teachers' own feedback practices. | Limited Progress | Select Status | Select Status | Select Status |
| C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals. | ILT will baseline current practices in regards to student rubrics and standards alignment | 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. |
| Partially | School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo. |
| Yes | Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP. |
| Yes | Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity. |
| Partially | English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services. |
| Partially | There are language objectives (that demonstrate HOW students will use language) across the content. |

What are the takeaways after the review of metrics?

-problem solving mtss/progress monitoring is a work in progress
 -gaps in coverage/communication between different levels of staff teams to support students
 -creating consistent process for mtss between elem/hs
 -hs sel only interventions being tracked
 -BM progress monitoring - very little -many start but few follow through

-Need more training of leads to understanding reports coming BM/Dashboard
 -19 teachers in Elem documented at least 1 intervention (4 have more than 10 doc, 4 have less than 10, 11 only have plan for 1 student) - hub teachers are majority of entries

Do dashboard reports pull hubs & school?
 ELL: 13 of 89 students actually took access -- 100% did not meet proficient
 Nature of school has high # of IEP/504 students

What is the feedback from your stakeholders?

-Students seek balance between academics & health
 -parents focus is health/safe
 -staff communication was strong/consistent
 -mtss improved as sy23 progress
 -15% said no exposure to using branching minds
 -

What student-centered problems have surfaced during this reflection?

Students are not receiving consistent research-based interventions. ELL students need better progress monitoring implemented to ensure they meet "proficient"
 Make sure that all students feel supported academically as well as emotionally and socially.

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?

Training on branching minds, interventions hired in last sy23, seca check and connect

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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...

...are not receiving consistent research-based interventions.



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...

...did not have protected time for teams of adults to discuss student assessment data and make informed decisions as a team about academic intervention plans for 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....

...build protected and regular time for teams of teachers and other staff, including those trained in MTSS practices and processes, to review quality, curated data about 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...

...opportunities for coached conversations about student data and student progress



Resources:

which leads to...
 ...reflection, development, implementation, and refinement of quality academic interventions for students.

[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 Committee

Dates for Progress Monitoring Check Ins
 Q1 Oct 12, 2023 Q3 March 14, 2024
 Q2 Dec 14 2023 Q4 May 16 2024

| | SY24 Implementation Milestones & Action Steps | Who | By When | Progress Monitoring |
|-----------------------------------|--|---|--------------------|---------------------|
| Implementation Milestone 1 | Professional Teams in the elementary school engage in a Problem Solving Process centered around authentic, curated data sets specific to the function of their team. | Elementary Grade Level Teams | December 14 2023 | In Progress |
| Action Step 1 | Design a teacher schedule that includes protected time for ES grade (1-8) teams to discuss student assessment data. | Administration | August 21, 2023 | Completed |
| Action Step 2 | Include a member of the MTSS Committee for each grade level team to act as a coach in the MTSS Problem Solving Process | Administration | August 21, 2023 | Completed |
| Action Step 3 | Engage in conversations about student assessment data to critique quality of said data, make inferences about student content knowledge, and to make decisions about grouping students for targeted tier 2/3 interventions. | Elementary Grade Level Teams | October 12, 2023 | In Progress |
| Action Step 4 | Implement tier 2/3 academic interventions in the classroom. | Elementary Grade Level Teachers | October 12, 2023 | Not Started |
| Action Step 5 | Engage in conversations and reflect on the effectiveness of implemented interventions as a grade level team utilizing supports, including peer observation, instructional coaching, and self-reflection. | Elementary Grade Level Teachers | December 14, 2023 | Not Started |
| Implementation Milestone 2 | ELA/MATH intervention plans for Tier 2/3 recommended students are developed, implemented, and progress monitored in Grade Bands (1-4, 9-12). | Elementary Grade (1-4), High School (9-12) | March 14, 2024 | In Progress |
| Action Step 1 | Engage in conversations about student academic assessment data to critique quality of said data, make inferences about student content knowledge, and to make decisions about grouping students for targeted tier 2/3 interventions. | Elementary Grade Level Team (1-4), High School SS/ELA/Spanish Teachers, High School Science/Math Teachers | September 14, 2023 | In Progress |
| Action Step 2 | Implement tier 2/3 academic interventions in the classroom. | Elementary Grade Level Team (1-4), High School SS/ELA/Spanish Teachers, High School Science/Math Teachers | October 12, 2023 | In Progress |
| Action Step 3 | Document and review these planned tier 2/3 academic interventions in the Branching Minds Platform as a teacher team. | Elementary Grade Level Team (1-4), High School SS/ELA/Spanish Teachers, High School Science/Math Teachers | October 12, 2023 | In Progress |
| Action Step 4 | Engage in professional development (peer coaching, instructional coaching, reflective practices) around implementation of interventions. | Elementary Grade Level Team (1-4), High School SS/ELA/Spanish Teachers, High School Science/Math Teachers | December 14, 2023 | Select Status |
| Action Step 5 | Review the progress monitoring of these tier 2/3 academic interventions in the Branching Minds Platform as a teacher team and have discussions about the inferences that can be drawn from the data in this progress monitoring. | Elementary Grade Level Team (1-4), High School SS/ELA/Spanish Teachers, High School Science/Math Teachers | December 14, 2023 | Select Status |
| Implementation Milestone 3 | ELA/MATH intervention plans for Tier 2/3 recommended students are developed, implemented, and progress monitored in Grade Bands (5-6, 7-8) | Elementary Grade Level Team (5-6), Elementary Grade Level (7-8) | May 16, 2024 | In Progress |
| Action Step 1 | Engage in conversations about student ELA/Math assessment data to critique quality of said data, make inferences about student content knowledge, and to make decisions about grouping students for targeted tier 2/3 interventions. | Elementary Grade Level Team (5-6), Elementary Grade Level (7-8) | October 12, 2023 | In Progress |
| Action Step 2 | Implement tier 2/3 ELA/Math academic interventions in the classroom. | Elementary Grade Level Team (5-6), Elementary Grade Level (7-8) | December 14, 2023 | Not Started |
| Action Step 3 | Document and review these planned tier 2/3 ELA/Math academic interventions in the Branching Minds Platform as a teacher team. | Elementary Grade Level Team (5-6), Elementary Grade Level (7-8) | December 14, 2023 | Select Status |
| Action Step 4 | Engage in professional development (peer coaching, instructional coaching, reflective practices) around implementation of interventions. | Elementary Grade Level Team (5-6), Elementary Grade Level (7-8) | March 14, 2024 | Select Status |
| Action Step 5 | Review the progress monitoring of these tier 2/3 ELA/Math academic interventions in the Branching Minds Platform as a teacher team and have discussions about the inferences that can be drawn from the data in this progress monitoring. | Elementary Grade Level Team (5-6), Elementary Grade Level (7-8) | May 16, 2024 | Select Status |
| Implementation Milestone 4 | ELA/MATH intervention plans for Tier 2/3 recommended ELL students are audited and the population is specifically discussed for completion and growth on ACCESS. <i>10/12: May need to revisit - Test administration is a stumbling block; Families often opt out of testing (state allows due to med considerations)</i> | All Grade Level Teacher Teams | May 16, 2024 | In Progress |

| | | | | |
|---------------|--|---|-------------------|---------------|
| Action Step 1 | Ensure a dedicated ELPT and dedicated EL progress reporting process during protected teacher meeting times | Administration | August 21, 2023 | In Progress |
| Action Step 2 | Administer and audit student completion of Access | ELPT | March 14, 2023 | Select Status |
| Action Step 3 | Dedicate time to reviewing ELL Student Academic Data to audit for intervention plans in BRM Platform | Interventionist, MTSS Committee | December 14, 2023 | Select Status |
| Action Step 4 | Provide and encourage professional development for teachers to support ELL students | Administration, ELPT, MTSS Committee, ILT | March 14, 2024 | In Progress |
| Action Step 5 | | | | Select Status |

SY25-SY26 Implementation Milestones

- SY25 Anticipated Milestones**  *[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?] (1) Reviewing the quality of intervention methods and curricular tools utilized; (2) Reviewing documentation of these intervention plans in the BRM platform and set norms for continued use; (3) Engage in staff professional development around new needed intervention tools after reviewing student progress data, and (4) Reflecting on and auditing the comprehensive nature of data systems used to pull and group students for interventions and questioning that process for bias.*
- SY26 Anticipated Milestones**  *[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?] (1) Continuing to review and refine the quality of intervention methods and curricular tools utilized; (2) Continuing to review documentation of intervention plans in BRM platform and refining norms set for continued use; (3) Continue professional development around current intervention tools whose need emerges from review of student data, and (4) Continuing the conversations reflecting and auditing comprehensive nature of data systems used to pull and group students for interventions.*

[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 |
| Audit EL/Math academic intervention plans for all tier recommended students (iReady 1-2, Star 360 3-12) in all grade levels by (MOY for 1-4 ELA, EOY 5-6 Math, EOY 7-8 Math, EOY 1-4 Math, MOY 9-12 Math/ELA). | Yes | Other | Overall | -- | | | |
| | | | English Learners | -- | | | |
| Tier movement and tier recommendations are audited for accuracy by grade level teams and implementation of interventions are supported and refined. | Yes | MTSS Academic Tier Movement | Overall | -- | | | |
| | | | English Learners | -- | | | |

Practice Goals

| Identify the Foundations Practice(s) most aligned to your practice goals.  | Specify your practice goal and identify how you will measure progress towards this goal.  | | |
|--|--|--|---|
| | SY24 | SY25 | SY26 |
| I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo. | Grade level teams 1-12 are provided with dedicated time to engage in MTSS problem solving process around student academic data with strong and reliable curated student data. | The process developed and refined in SY24 in grade level teams is scrutinized for bias and comprehensiveness; norms around team communication and team meeting documentation are developed. | The process from SY24-25 is further scrutinized for comprehensiveness; norms around team communication and team meeting documentation are scrutinized. |
| 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. | Students are intentionally grouped utilized strong and reliable curated student data to receive tier 2/3 academic interventions that are documented in BRM platform; teacher use of BRM platform is monitored and use is coached and supported during protected teacher team meeting time. | Students continue to be grouped for tier 2/3 academic interventions documented in BRM platform; teacher use of BRM platform is audited with targeted staff interventions (instructional coach, interventionist, MTSS leads, Administration). | Students continue to be grouped for tier 2/3 academic interventions documented in BRM platform; teacher use of BRM platform continues to be audited with target staff interventions (instructional coach, interventionist, MTSS leads, Administration). |
| | | | |

[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 |
|--------------------|--------|-----------------------------|----------|------|-----------|-----------|-----------|-----------|
|--------------------|--------|-----------------------------|----------|------|-----------|-----------|-----------|-----------|

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

Inclusive & Supportive Learning Environment

| | | | | | | | | |
|--|-----------------------------|------------------|----|--|-----------------------|----------------------------|----------------------------|----------------------------|
| Audit EL/Math academic intervention plans for all tier recommended students (iReady 1-2, Star 360 3-12) in all grade levels by (MOY for 1-4 ELA, EOY 5-6 Math, EOY 7-8 Math, EOY 1-4 Math, MOY 9-12 Math/ELA). | Other | Overall | -- | | On Track | Select Status | Select Status | Select Status |
| | | English Learners | -- | | On Track | Select Status | Select Status | Select Status |
| Tier movement and tier recommendations are audited for accuracy by grade level teams and implementation of interventions are supported and refined. | MTSS Academic Tier Movement | Overall | -- | | On Track | Select Status | Select Status | Select Status |
| | | English Learners | -- | | On Track | Select Status | Select Status | Select Status |

Practice Goals

Progress Monitoring

| Identified Practices | SY24 | Progress Monitoring | | | |
|--|--|----------------------------|----------------------------|----------------------------|----------------------------|
| | | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
| I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo. | Grade level teams 1-12 are provided with dedicated time to engage in MTSS problem solving process around student academic data with strong and reliable curated student data. | On Track | 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. | Students are intentionally grouped utilized strong and reliable curated student data to receive tier 2/3 academic interventions that are documented in BRM platform; teacher use of BRM platform is monitored and use is coached and supported during protected teacher team meeting time. | On Track | Select Status | Select Status | Select Status |
| | | 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)

IL-Empower

IL-EMPOWER GRANT ASSURANCES

By checking the boxes below, you indicate that your school understands and complies with each of the grant assurances listed.

- The purpose of the IL-Empower grant funds, authorized under Title I, Part A, Section 1003 School Improvement of the Elementary and Secondary Education Act, is to support local education agencies (LEAs), via the Statewide System of Technical Assistance and Support (IL-EMPOWER) to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities. The goal is to provide all children significant opportunity to receive a fair, equitable, and high-quality education by providing adequate resources to substantially raise the achievement of students in lowest and underperforming schools, as defined by the Illinois State Board of Education (ISBE).
- The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status.
- Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:
 - a) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
 - b) Contracting for professional services from State-Approved Learning Partners
 - c) Conducting school-level needs assessments
 - d) Analyzing data
 - e) Identifying resource inequities
 - f) Researching and implementing evidence-based interventions
 - g) Purchasing standards-aligned curriculum and materials
 - h) Purchasing and administering local assessments for progress monitoring
- Supplement, not supplant is in effect. Schools and LEAs shall use IL-Empower grant funds only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.
- Schools designated for comprehensive or targeted support can expect four years of continuation funding from the initial summative designation. Improvement status defines the up-to four-year term that runs concurrently with the IL-EMPOWER grant program. Status and funding begin with an initial summative designation of comprehensive or targeted and continue through the remaining part of the first year in the planning phase of the grant and are followed by three consecutive years of implementation. School Improvement funding is awarded concurrently with improvement status. Improvement status and grant funding continue concurrently for up to four years regardless of positive changes in annual summative designations because IL-EMPOWER is structured to support local efforts with scaffolded support of sufficient size and longevity to improve outcomes for students and exit improvement status within a four-year grant term.
- School Improvement Reports (SIR) are due on a triannual basis.
- Schools in comprehensive improvement status must work with a State-Approved Learning Partner to address areas identified in the respective school improvement plans. Schools in targeted improvement status may or may not elect to work with a State-Approved Learning Partner. Approved Learning Partners are contracted by ISBE and are authorized to provide direct professional learning services in evidence-based practices to LEAs and comprehensive and targeted schools. Only vendors selected for an executed contract with ISBE may provide services to IL-Empower districts and schools (both comprehensive and targeted) using Title I, Part A, Section 1003 School Improvement funds, and likewise only those subcontractors included in either the executed contract or subsequent written approval by ISBE may provide services to IL-EMPOWER districts and schools.
- As a grant recipient, you may be required to participate in program evaluation activities, site monitoring visits, and audit protocols.
- As part of annual grant application and amendment processes, you may be asked to submit additional information regarding budget requests and alignment of budget allocations to CIWP.

IL-EMPOWER SMART GOALS

Of the goals developed earlier in this CIWP, please choose at least 2, and up to 3, that will be your focus areas for IL-Empower. These goals should be in alignment with your ISBE designation and reference specific student groups, as applicable. As part of the annual grant application and amendment processes, please be prepared to outline how your IL-Empower grant budgets will support the chosen goal(s).

IL-Empower Goals Must have a Numerical Target

Select a Goal Below

Student Groups

Baseline

SY24

SY25

SY26

Required Math Goal

Grades: Student grades will improve with 10% fewer Ds/Fs

Overall

Select Group or Overall

Required Reading Goal

Grades: Student grades will improve with 10% fewer Ds/Fs

Overall

Select Group or Overall

Optional Goal

Select a Goal

| Student Groups | Baseline | SY24 | SY25 | SY26 |
|-------------------------|----------|------|------|------|
| Overall | | | | |
| Select Group or Overall | | | | |
| Overall | | | | |
| Select Group or Overall | | | | |
| | | | | |
| | | | | |

Parent and Family Plan

| | | |
|---|-------------------------------------|--|
| If Checked: | <input checked="" type="checkbox"/> | 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. |
| Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections | | |
| If Checked: | <input type="checkbox"/> | Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval) |
| No action needed | | |

SCHOOL & FAMILY ENGAGEMENT POLICY

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

- The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.
- At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.
- Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.
- Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.
- Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.
- Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.
- Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.
- Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.

SCHOOL & FAMILY COMPACT

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

- The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.
- The school will hold parent-teacher conferences.
- The school will provide parents with frequent reports on their children's progress.
- The school will provide parents reasonable access to staff.
- The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.
- The parents will support their children's learning.
- The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

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

The Virtual Academy will host parent back to school session for parents and admin feedback/Q&A every other month. Parent feedback via meetings, email or individual conversations will drive schoolwide support for student learning. 

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

- Spend Parent & Family Engagement Funds in a timely manner (Average 10%/month)
- Collaborate with parents, prioritizing PAC officers, to decide on Title I expenditures
- Assure that funds impact the majority of parents or focus on parents with students most at academic risk
- Provide up to date monthly fund reports to PAC officers
- Maintain a binder with the original documents related to PAC meetings, presentations, fund expenditures and other evidence of collaboration
- Provide support to PAC officers including but not limited to consultation about fund usage, meeting set-up, information dissemination, and organizational support