

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 |
|----------------------|--------------------------------------|------------------------|
| Shenann Finley-Jones | Principal | smfinley-jones@cps.edu |
| Consuelo Gaines | AP | cngaines@cps.edu |
| Emma Dryjanski | Curriculum & Instruction Lead | edryjanski1@cps.edu |
| Bonnetta Vaughn | Teacher Leader | bjvaughn2@cps.edu |
| Thea Jones | LSC Member | theajones163@gmail.com |
| Francine Harris | Curriculum & Instruction Lead | fharristaylor@cps.edu |
| Mary Puchner | Connectedness & Wellbeing Lead | mpuchner@cps.edu |
| Michael Schaefer | Partnerships & Engagement Lead | mschaefer2@cps.edu |
| Sturgeon | Inclusive & Supportive Learning Lead | mssturgeon@cps.edu |
| Saldana | ELPT [ELPT and Teacher Leader] | adsaldana@cps.edu |
| Mattox | Other [Parent and Teacher Leader] | jkmattox@cps.edu |
| Reagin | Inclusive & Supportive Learning Lead | smreagin@cps.edu |

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

| CIWP Components | Planned Start Date | Planned Completion Date |
|--|--------------------|-------------------------|
| Team & Schedule | 6/6/23 | 6/21/23 |
| Reflection: Curriculum & Instruction (Instructional Core) | 6/6/23 | 6/21/23 |
| Reflection: Inclusive & Supportive Learning (Instructional Core) | 6/6/23 | 6/21/23 |
| Reflection: Connectedness & Wellbeing | 6/6/23 | 6/21/23 |
| Reflection: Postsecondary Success | 6/6/23 | 6/21/23 |
| Reflection: Partnerships & Engagement | 6/6/23 | 6/21/23 |
| Priorities | 8/14/23 | 8/18/23 |
| Root Cause | 8/18/23 | 8/23/23 |
| Theory of Acton | 8/23/23 | 8/30/23 |
| Implementation Plans | 8/31/23 | 9/2/23 |
| Goals | 9/2/23 | 9/5/23 |
| Fund Compliance | 9/5/23 | 9/6/23 |
| Parent & Family Plan | 9/1/23 | 9/5/23 |
| Approval | 9/11/23 | 9/12/23 |

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates

| | |
|-----------|------------|
| Quarter 1 | 10/2/2023 |
| Quarter 2 | 11/17/2023 |
| Quarter 3 | 2/9/2024 |
| Quarter 4 | 5/3/2024 |

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

| | | |
|-----------|--|--|
| Yes | All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive. | CPS High Quality Curriculum Rubrics |
| Partially | Students experience grade-level, standards-aligned instruction. | Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction |
| Yes | Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn. | Powerful Practices Rubric Learning Conditions |
| Partially | The ILT leads instructional improvement through distributed leadership. | Continuum of ILT Effectiveness Distributed Leadership |
| Partially | School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals. | Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development |
| Partially | Evidence-based assessment for learning practices are enacted daily in every classroom. | Assessment for Learning Reference Document |

100% of teachers have access to high quality district materials and standards aligned assessments via Skyline Teachers need to use the resources with fidelity and maintain purposeful standards task alignment and evidence based assessments Rigor walk data from EOY SY23 42% standards objective alignment, less than 50% of staff using Skyline with fidelity (lessons, materials, assessments)

What is the feedback from your stakeholders?

Stakeholders have expressed that Skyline curriculum, especially ELA, focuses on topics related to the inner core. Stakeholders gradually seek opportunities of distributed leadership, but it is a point of improvement.

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?

By focussing in on identity, community, and relationships in conjunction with implementation of practices that focus on tier 1 core content and MTSS, we have created a learning environment for students to thrive; we have seen significant academic and SEL growth as is evident through district assessment data and local school data and surveys.

- [IAR \(Math\)](#)
- [IAR \(English\)](#)
- Rigor Walk Data (School Level Data)
- [PSAT \(EBRW\)](#)
- [PSAT \(Math\)](#)
- [STAR \(Reading\)](#)
- [STAR \(Math\)](#)
- [iReady \(Reading\)](#)
- [iReady \(Math\)](#)
- [Cultivate](#)
- [Grades](#)
- [ACCESS](#)
- [TS Gold](#)
- [Interim Assessment Data](#)

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.

Balanced assessment systems needed for students to demonstrate mastery of content standards; Standard aligned instruction needs to be evident through assessment and implementation, with fidelity, Need more evidence based assessments in primary classrooms and productive struggle;

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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 | School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo. | MTSS Integrity Memo MTSS Continuum Roots Survey |
| | | MTSS Integrity Memo |


To support the needs of students and stakeholders, systems and structures need to be in place to address referrals, placement, delivery, and movement/growth. While we have structures in place for many, there are lacking areas and systems that need to be addressed; as well as some that need to be tweaked to fit the need.

- Unit/Lesson Inventory for Language Objectives (School Level Data)
- [MTSS Continuum](#)
- [Roots Survey](#)
- [ACCESS](#)


| | | |
|-----------|--|--|
| 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. | LRE Dashboard Page |
| 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 |
| 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 that are outliers with specific needs must be effectively addressed and supported throughout their learning: EL, DL, SEL, and tier 2 and 3 learners need to have the systems and structures in place school wide to assess, document, progress monitor, refer, and record data related to the support they need and receive. 

What is the feedback from your stakeholders?

Family engagement is a necessity in the MTSS process (BHT, academics, attendance) Student, parent, and teacher conversations must be had regarding strengths and weaknesses. 

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?


The MTSS referral process is being revised currently to include intentional parent and student engagement. Additionally, teachers are working to receive their EL endorsements to improve ELL student experience in the classroom. 

- [MTSS Academic Tier Movement](#)
- [Annual Evaluation of Compliance \(ODLSS\)](#)
- [Quality Indicators of Specially Designed Curriculum](#)
- [EL Program Review Tool](#)


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

| Using the associated references, is this practice consistently implemented? | References |
|---|--|
| Partially | BHT Key Component Assessment SEL Teaming Structure |
| Partially | Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices. |
| Yes | All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs. |

What are the takeaways after the review of metrics?

Behavioral Health Team and Climate and Culture team are not at 100% functional capacity, therefore students are impacted by lack of systems. Tier 2 and 3 students may not be receiving the services needed or are not being identified with speed. 

What is the feedback from your stakeholders?

Feedback indicates that while the Behavioral Health Team is thriving in pockets, there is a need for uniform structures to address the needs of all. While all students have access, there are barriers that can be alleviated with uniform systems and structures in place and use of the data provided by the district and locally. 

Metrics

- [% of Students receiving Tier 2/3 interventions meeting targets](#)
- [Reduction in OSS per 100](#)
- [Reduction in repeated disruptive behaviors \(4-6 SCC\)](#)
- [Access to OST](#)
- [Increase Average Daily Attendance](#)
- [Increased Attendance for Chronically Absent Students](#)
- [Reconnected by 20th Day, Reconnected after 8 out of 10 days absent](#)
- [Cultivate \(Belonging & Identity\)](#)
- Staff trained on alternatives to exclusionary discipline (School Level Data)
- [Enrichment Program Participation: Enrollment & Attendance](#)

| | | | |
|--|---|---|---|
| No | Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment. | | Student Voice Infrastructure Reduction in number of students with dropout codes at EOY |
| What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP. | | What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity? | |
| Students with chronic absenteeism and potentially Tier 2 and Tier 3 attendance students are not enabled with in place supports for them to be successful in combating attendance concerns. Students with SEL concerns do not have systems and communications in place for proper support. Upon observations, reviews, and feedback from staff, we have gathered that Tier 1 SEL needs to be implemented and monitored. | Improvement efforts include attendance tracking, attendance heroes, a new attendance coordinator, usage and analysis of The Chavez Report for on track, as well as a uniform Tier 1 SEL curriculum is being selected. | | |

[Return to Top](#) **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 | 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). | More college and career readiness engagement and more leadership roles should be available and a focus for students; there should be an alignment to STEM to meet expectations of STEM Standards. | Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track |
| Partially | 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). | | Learn, Plan, Succeed % of KPIs Completed (12th Grade) |
| 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). | What is the feedback from your stakeholders? Stakeholder feedback indicates a desire to see students in more leader and college/career ready roles in addition to students participating in school decision making. | 9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data) |
| N/A | Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th). | | |
| N/A | ECCE Certification List Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th). | | |
| N/A | PLT Assessment Rubric There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th). | | |
| N/A | Alumni Support Initiative One Pager Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni). | What, 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? Mostly the middle grades are impacted in this area. We have the following efforts and programs in progress: 8th grade algebra, college and career supports through counselor, explicit STEM support and engagement weekly. Some barriers and obstacles for our students in this area are a sponsor for student voice committee and student council, conflict mediation and resolution SEL teaching and training. | |

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 in middle school lack opportunities to become critical thinkers, participate in inquiry based learning & problem solving activities; which will allow them the ability to analyze information, express themselves effectively and listen actively to others.

Partnership & Engagement

| Using the associated references, is this practice consistently implemented? | References | What are the takeaways after the review of metrics? | Metrics |
|---|--|---|---|
| Yes | <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>Laura Ward proactively fosters relationships with outside community members, and actively works to contribute to the school's goals. However, communication needs to increase to support our students and stakeholders. More opportunities should be created for stakeholders to engage. 🍌</p> | <p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p> |
| Partially | <p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p> | | <p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p> |
| No | <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>What is the feedback from your stakeholders?</p> <p>A student voice committee would empower students by giving them a platform to voice their opinions, concerns, and ideas about their educational experience. When students have a say in their educational experience it will lead to more inclusive and a positive school environment where they feel valued and respected. 🍌</p> | <p>Formal and informal family and community feedback received locally. (School Level Data)</p> |
| <p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> | | <p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> | |
| <p>Students have stated they would like to be the platform to voice their opinions, concerns, and ideas about their educational experience. Students that do not feel a sense of belonging tend to have attendance issues, discipline issues, and a drop in grades; due to low student engagement in the classroom setting. 🍌</p> | | <p>We are in the process of creating a "Student Voice" Group and attempting to find students to serve on various projects to give feedback. Laura Ward did have students participate in a series of surveys this year to express their feelings in regard to school. 🍌</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. |
| Partially | The ILT leads instructional improvement through distributed leadership. |
| Partially | School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals. |
| Partially | Evidence-based assessment for learning practices are enacted daily in every classroom. |

What are the takeaways after the review of metrics?

100% of teachers have access to high quality district materials and standards aligned assessments via Skyline
 Teachers need to use the resources with fidelity and maintain purposeful standards task alignment and evidence based assessments
 Rigor walk data from EOY SY23 42% standards objective alignment, less than 50% of staff using Skyline with fidelity (lessons, materials, assessments)

What is the feedback from your stakeholders?

Stakeholders have expressed that Skyline curriculum, especially ELA, focuses on topics related to the inner core.
 Stakeholders gradually seek opportunities of distributed leadership, but it is a point of improvement.

What student-centered problems have surfaced during this reflection?

Balanced assessment systems needed for students to demonstrate mastery of content standards;
 Standard aligned instruction needs to be evident through assessment and implementation, with fidelity,
 Need more evidence based assessments in primary classrooms and productive struggle;

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?

By focussing in on identity, community, and relationships in conjunction with implementation of practices that focus on tier 1 core content and MTSS, we have created a learning environment for students to thrive; we have seen significant academic and SEL growth as is evident through district assessment data and local school data and surveys.

Return to Top Determine Priorities

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

Students...
 Students need consistent high quality grade level content that is standards based for all students. Students whose needs are not being met by Tier 1 curriculum have inconsistent exposure to and engagement with instructional practices that allow them to demonstrate mastery of standards, both in content work and assessments, with an increase in the use of STEM Habits for Success in instruction.

Resources:

[Determine Priorities Protocol](#)

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

Return to Top Root Cause

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

As adults in the building, we...
 As adults in the building, we do not have standards aligned instruction used in connection with an aligned balanced assessment system... our curriculum and assessments need to be aligned to common core standards delivered through high quality curriculum with balanced assessments to inform instruction in order to increase student outcomes. Teachers need to ensure vertical alignment and a strong knowledge base in the following: teacher knowledge and delivery of CCSS in all core content areas, Balanced Literacy practices, and STEM Habits and practices in instruction that meet the needs of all learners.

Resources:

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

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

Return to Top Theory of Action

What is your Theory of Action?

If we....
 Examine the quality of tasks within and across grade bands, allow staff to receive continuous professional development aimed toward infusing STEM standards with a minimum of two PBLs and adding an additional PBLs each school year that meets the needs of all learners; provide differentiated instruction with educational and career pathways as a regular

Resources:

Indicators of a Quality CIWP: Theory of Action
 Theory of Action is grounded in research or evidence based practices.

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

practice supported with digital modules, external excursions, and internal visits with established partners; and the use the STEM Department embedded compulsory activities that require students to integrate established learning to complete rigorous tasks and authentic assessments with deliberate connections to possible career and postsecondary levels of education; and support teachers to improve verbalizing, emphasizing, and demonstrating connections between content.

then we see....

collaborative work amongst the staff using standards aligned instruction in conjunction with balanced assessments aligned to common core standards delivered through high quality curriculum to inform instruction and increase positive student outcomes.



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.

which leads to...

Laura Ward STEM Elementary School supporting the educational commitment to effective teaching and learning in all classrooms by providing engaging learning opportunities, developing curricular integration of college and career readiness in students, continuous professional development opportunities for teachers, parental outreach programs and curriculum aligned with Common Core Standards and Next Generation Science Standards to positively impact student learning and improve practices which lead to powerful teaching and learning in classrooms as evidenced by local, district, and state assessments.



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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, Instructional Coach, STEM Specialist

Dates for Progress Monitoring Check Ins

Q1 10/2/2023

Q3 2/9/2024

Q2 11/17/2023

Q4 5/3/2024

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

| | SY24 Implementation Milestones & Action Steps | Who | By When | Progress Monitoring |
|-----------------------------------|---|--|-----------------------------|---------------------|
| Implementation Milestone 1 | Integrate STEM seamlessly into core subjects, emphasizing the interdisciplinary nature of STEM and demonstrating the connection among core subject areas. | ILT, STEM Specialists | Spring 2024-Fall 2024 | Select Status |
| Action Step 1 | All teachers attend professional development opportunities to enhance STEM learning, teacher interest, deficits and identified students needs and knowledge gaps in core content areas. | STEM Specialists, Instructional Coach | October 2023-June 2024 | Select Status |
| Action Step 2 | ILT , in collaboration with STEM Coaches, work diligently to improve teaching and learning practices. STEM Coaches will work with teachers to support STEM implementation and provide feedback. Instructional Coach review and provide feedback on teachers lesson plans for grades K-8 to ensure use of core curriculum during GLT meetings. | ILT, STEM Specialists | Winter 2033-Fall 2024 | Select Status |
| Action Step 3 | The ILT team continues to work closely with staff to improve teaching and learning. ILT members conduct quarterly rigor walks to observe , collect data, provide feedback during GLTs on data and of core curriculum implementation. | ILT, STEM Specialists | Winter 2023-Fall 2024 | Select Status |
| Action Step 4 | Tier 2 teachers identified , assigned support for improvement in curriculum implementation of core content and STEM standards for the success. | ILT, STEM Specialists, Instructional Coach | Spring 2024-Fall 2024 | Select Status |
| Action Step 5 | Tier 3 teachers identified, if any, and assigned support for curriculum implementation of core content and STEM Standards for Success. | ILT, STEM Specialist, Instructional Coach | Spring 2024-Fall 2024 | Select Status |
| Implementation Milestone 2 | Develop the student experience of grade level, standards aligned instruction in all core subject areas. | ILT | Fall 2023-Fall 2024 | Select Status |
| Action Step 1 | ILT conduct a needs assessment to identify the specific areas of PD related to standards-based instruction | ILT, Instructional Coach | October-November 2023 | Select Status |
| Action Step 2 | Develop a series of PD topics to include: curriculum alignment, assessment design, differentiation, and data analysis. | iLT, Teacher Team Leads | November 2023-Ongoing | Select Status |
| Action Step 3 | Collaborative Planning- establish a professional development team to gather input and insights and foster distributive leadership | ILT, Teacher Team Leads | November 2023-December 2023 | Select Status |
| Action Step 4 | Ensure that teachers and students have access to necessary resources for successful implementation. | Admin, ILT | October 2023-Ongoing | Select Status |
| Action Step 5 | Application of learning reviewed through teacher lesson plans, classroom visits, observations (with feedback) | ILT Team | Winter 2023-Spring 2024 | Select Status |
| Implementation Milestone 3 | Develop a balanced assessment system that provides a comprehensive view of students' learning and progress in all core subject areas. | ILT Team | Winter 2023-Winter 2025 | Select Status |
| Action Step 1 | Conduct a needs assessment to understand teachers' current knowledge and skills related to assessment practices; identify areas of training and support. | ILT, Instructional Coach | January 2024 | Select Status |
| Action Step 2 | Develop a cadence of informative & formative assessments; create an assessment calendar. | Instructional Coach, ILT | March 2024 | Select Status |
| Action Step 3 | Provide opportunities for teachers to analyze & interpret student assessment data during GLT and use data to tailor instruction | ILT, Instructional Coach | Spring 2024 | Select Status |

| | | | | |
|-----------------------------------|--|--------------------------------------|----------------------------|---------------|
| Action Step 4 | Provide opportunities during GLT, PD days for teachers to use assessment data to tailor their teaching to meet individual student needs; tier instruction, provide small group supports, interventions/enrichment opportunities for students.. | ILT | October 2024 | Select Status |
| Action Step 5 | Develop a plan for sustaining assessment efforts or time. | ILT | January 2025 | Select Status |
| Implementation Milestone 4 | Learning targets and tasks in all core subject areas are aligned to the standard currently being taught. | ILT | Spring 2024 | Select Status |
| Action Step 1 | Provide PD series: Unpacking standards, aligning curriculum to standards, standards based assessments, differentiating instruction to meet standards. | ILT | December 2023-January 2024 | Select Status |
| Action Step 2 | Provide PD on mapping existing curriculum to specific standards, identifying which standards are covered in each lesson or unit. | ILT, Instructional Coach, Team Leads | February 2024 | Select Status |
| Action Step 3 | Engage in PD focused on aligning assessments with standards, creating assessments that accurately measure student's mastery of standards. | ILT | March 2024 | Select Status |
| Action Step 4 | Engage in process to: understand the standard, select learning tasks, analyze task content & rigor, differentiate tasks to meet diverse learners including EL, and align resources. | ILT | Spring 2024=Fall 2025 | Select Status |
| Action Step 5 | Monitor and reflect on effective standards task alignment via classroom observation date, review of lesson plans, student engagement and access to the curriculum. | ILT, Teacher Teams | Spring 2024=Fall 2025 | Select Status |

SY25-SY26 Implementation Milestones

| | | |
|------------------------------------|---|--|
| SY25 Anticipated Milestones | Integrate STEM into all core subjects emphasizing the interdisciplinary nature of STEM & the connection. Teachers engage in PD to enhance STEM learning, STEM standards in core content areas. Tier teachers to provide differentiated PD. Develop standards aligned instruction. Provide PD on standards task alignment. Conduct core walks to determine standards task alignment, STEM connections, level of rigor & differentiation. | |
| SY26 Anticipated Milestones | Provide differentiated PD for teachers to analyze and interpret assessment data, use assessment data to create differentiated lessons, small groups, intervention/enrichment activities for ALL students. Provide PD to align standards, learning targets and increase rigor and student productive struggle in all core subjects. ILT & Teacher TEams conduct rigor walks, monitor and reflect on effective task alignment, review lesson plans, student engagement. | |

Return to Top Goal Setting

Indicators of a Quality CIWP: Goal Setting

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

Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more). Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#).

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

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

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

Resources:

IL-EMPOWER Goal Requirements

For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:

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

Performance Goals

| Specify the Goal | Can this metric be frequently monitored? | Metric | Student Groups (Select 1-2) | Baseline | Numerical Targets [Optional] | | |
|---|--|-------------------------|-----------------------------|----------|------------------------------|------|------|
| | | | | | SY24 | SY25 | SY26 |
| Establish and maintain a standards-aligned instruction and assessment system that promotes equity, excellence, and student success; ensuring that every student, regardless of background has the opportunity to achieve mastery of essential knowledge and skills as defined by educational standards. | Yes | Interim Assessment Data | Overall | | | | |
| | | | Select Group or Overall | | | | |
| Engage students, parents, families, and community in understanding and supporting standards aligned instruction & assessment. Regularly evaluate and refine the system based on data and feedback, adapting to evolving standards and best practices. | Yes | 5E: Involved Families | 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:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive. | Survey classroom teachers to determine implementation of high quality curriculum (Skyline) or other high quality curriculum in all core subject areas. Survey for material list, resources for support, intervention, enrichment. | Identify budgetary needs to align all classrooms with high quality materials including foundational skills (PK-8) in all core subject areas. | All classrooms have access to high quality curricular material in all core subject areas. |

| | | | |
|--|---|---|--|
| <p>C&I:2 Students experience grade-level, standards-aligned instruction.</p> | <p>Weekly monitoring of lesson plans and giving feedback to staff. Bi-quarterly internal rigor walks to monitor and assess lesson delivery and standards-aligned instruction. Plan bi-quarterly professional development based on data collected from internal walks to enhance instructional practices and build capacity.</p> | <p>Quarterly internal rigor walks to monitor and assess lesson tasks and standards-aligned instruction. Plan quarterly professional development based on data collected from internal walks to enhance instructional practices and build capacity. Identify strong standards-aligned classrooms as models and coach tier 2 and 3 instructional practices in core content areas.</p> | <p>All classrooms have rigorous standards-aligned high quality instruction in all core content areas with aligned tasks evident.</p> |
| <p>C&I:4 The ILT leads instructional improvement through distributed leadership.</p> | <p>Build a team representative of all school groups. Team members serve as grade band leads participating in rigor walks, data analysis, goal setting, and progress monitoring of the systems and structures in place to meet school goals.</p> | <p>Maintain a team representative of all school groups. Team members will lead grade band / level teams, quarterly rigor walks, data analysis, and progress monitoring of the effectiveness continuum.</p> | <p>Team members build a sustainable structure where members lead grade band teams and school committees to regularly complete the work of data compilation, data analysis, maintaining school structures and systems to maintain the effectiveness of the teams.</p> |

[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 |
|--|-------------------------|--------------------------------|----------|------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| standards-aligned instruction and assessment system that promotes equity, excellence, and student success; ensuring that every student, regardless of background has the opportunity to achieve mastery of essential knowledge and skills as defined by educational standards. | Interim Assessment Data | Overall | | | Select Status | Select Status | Select Status | Select Status |
| | | <i>Select Group or Overall</i> | | | Select Status | Select Status | Select Status | Select Status |
| Engage students, parents, families, and community in understanding and supporting standards aligned instruction & assessment. Regularly evaluate and refine the system based on data and feedback, adapting to evolving standards and best practices. | 5E: Involved Families | Overall | | | Select Status | Select Status | Select Status | Select Status |
| | | <i>Select Group or Overall</i> | | | Select Status | Select Status | Select Status | Select Status |

Practice Goals

Progress Monitoring

| Identified Practices | SY24 | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|---|--|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive. | Survey classroom teachers to determine implementation of high quality curriculum (Skyline) or other high quality curriculum in all core subject areas. Survey for material list, resources for support, intervention, enrichment. | Select Status | Select Status | Select Status | Select Status |
| C&I:2 Students experience grade-level, standards-aligned instruction. | Weekly monitoring of lesson plans and giving feedback to staff. Bi-quarterly internal rigor walks to monitor and assess lesson delivery and standards-aligned instruction. Plan bi-quarterly professional development based on data collected from internal walks to enhance instructional practices and build capacity. | Select Status | Select Status | Select Status | Select Status |
| C&I:4 The ILT leads instructional improvement through distributed leadership. | Build a team representative of all school groups. Team members serve as grade band leads participating in rigor walks, data analysis, goal setting, and progress monitoring of the systems and structures in place to meet school goals. | 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?

To support the needs of students and stakeholders, systems and structures need to be in place to address referrals, placement, delivery, and movement/growth. While we have structures in place for many, there are lacking areas and systems that need to be addressed; as well as some that need to be tweaked to fit the need.

What is the feedback from your stakeholders?

Family engagement is a necessity in the MTSS process (BHT, academics, attendance) Student, parent, and teacher conversations must be had regarding strengths and weaknesses.

What student-centered problems have surfaced during this reflection?

Students that are outliers with specific needs must be effectively addressed and supported throughout their learning: EL, DL, SEL, and tier 2 and 3 learners need to have the systems and structures in place school wide to assess, document, progress monitor, refer, and record data related to the support they need and receive.

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?

The MTSS referral process is being revised currently to include intentional parent and student engagement. Additionally, teachers are working to receive their EL endorsements to improve ELL student experience in the classroom.

Return to Top Determine Priorities

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

Students...
 are not showing adequate growth in core content area or SEL skills when given documented interventions.

Resources:

[Determine Priorities Protocol](#)

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

Return to Top Root Cause

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

As adults in the building, we...
 are not consistently addressing students individual needs in Branching Minds, are not utilizing high quality interventions with fidelity schoolwide.

Resources:

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

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

Return to Top Theory of Action

What is your Theory of Action?

If we....
 effectively deliver Tier 1 instruction in all core subject areas, create a high quality Tier 2 and Tier 3 intervention system that includes a thorough plan for intentional student supports, progress monitoring in Branching Minds, utilize progress monitoring data to plan instruction/interventions (for all students) ensure that every lesson is planned using

Resources:

Indicators of a Quality CIWP: Theory of Action
 Theory of Action is grounded in research or evidence based practices.

Inclusive & Supportive Learning Environment

standards-based curricula, is rigorous, and is taught in a differentiated manner designed to meet the learning needs of each student.

Theory of Action is an impactful strategy that counters the associated root cause.

then we see....

students engaged in standards based instruction, differentiated instruction (Tier 2 and Tier 3), students engaged in a progress monitoring cycles where their individual needs are being met and documented using research based interventions, we will see accelerated learning and close the identified achievement gaps and increase the number of students showing mastery on district and state assessments.



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.

which leads to...

a higher number of students moving up tiers as indicated by documented interventions and progress monitoring in Branching Minds, an increase in students who are on track, and closing the achievement gap in all student subgroups as measured with district assessments.



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

Shenann Finley-Jones & Consuelo Gaines/ILT & MTSS Teams

Dates for Progress Monitoring Check Ins

Q1 10/2/2023

Q3 2/9/2024

Q2 11/17/2023

Q4 5/3/2024

| | SY24 Implementation Milestones & Action Steps | Who | By When | Progress Monitoring |
|-----------------------------------|--|--|--------------------------------------|---------------------|
| Implementation Milestone 1 | 100% of Teachers developing standards based Tier 1 instruction with Tier 2 and Tier 3 supports embedded in lesson plans. | Instructional Coach/ILT | February 2024 | Select Status |
| Action Step 1 | All teachers engage in ongoing training for Branching Minds to track progress monitoring with fidelity. | ILT Members, MTSS Lead, Classroom Teachers | December 2023 | Select Status |
| Action Step 2 | MTSS Team reviews Branching Minds Intervention of supports and logged interventions. Develop training cycle needs for BM (differentiated staff PD). | MTSS Team, ILT | December 2023 | Select Status |
| Action Step 3 | ILT Team conduct rigor walks to observe and collect data on small group interventions and tiered supports. | Interventionist/ILT | January 2024 | Select Status |
| Action Step 4 | Progress monitor student achievement and provide differentiated interventions through the use of Amira and Freckle | Interventionist, MTSS Lead, Classroom Teachers | October 2023 | Select Status |
| Action Step 5 | Professional learning for utilizing branching minds and assigning supports with fidelity | MTSS Lead, Interventionist | January 2024 | Select Status |
| Implementation Milestone 2 | Develop and implement a multi-tiered system of support with a focus on standards based curriculum, evidence based practices, and implementation with fidelity. | Admin, ILT Members, MTSS Team | February-March 2024 | Select Status |
| Action Step 1 | Monitor teacher lesson plans and provide feedback (using a rubric) to ensure purposeful lessons in alignment with CCSS & NGSS, differentiated instruction, interventions, and progress monitoring are evident. | Admin, SLI, ILT, Instructional Coach | October-Ongoing 2024 | Select Status |
| Action Step 2 | Intervention resources include ELA, Math, Science, Social Science, SEL | ILT, Interventionist, MTSS Team, BHT | January-March 2024 | Select Status |
| Action Step 3 | Enrichment resources includes ELA, Math, Science, Social Science | ILT, Interventionist, MTSS Team, BHT | January-March 2024 | Select Status |
| Action Step 4 | Provide PD on documenting interventions in Branching Minds | MTSS Team | October 2023, October 2024 | Select Status |
| Action Step 5 | MTSS Team reviews plans in Branching Minds to align interventions, | Interventionist, MTSS Team | October-December 2023 | Select Status |
| Implementation Milestone 3 | All teachers with EL students are providing supports through Tier 1 and small group differentiated instruction. | ELPT, MTSS Team, Interventionist | September 2025 | Select Status |
| Action Step 1 | Provide training & supports for ELPT Lead on the EL Placement Recommendation Tool, | Admin, ELPT, Network Support, BHT | August 2023-November 2023 | Select Status |
| Action Step 2 | Provide PD for classroom Teachers on resources and Tier 1 instruction for EL students | ELPT, Instructional Coach, ILT | November 2023-March 2024 | Select Status |
| Action Step 3 | EL Supports are written in lesson plans and observed in daily classroom instruction | Instructional Coach, ILT, ELPT | March 2024-Ongoing | Select Status |
| Action Step 4 | Establish cadence of monitoring systems | Admin, MTSS TEam, BHT | Sy 23-24 | Select Status |
| Action Step 5 | Evidence of high quality well documented student supports with devoted time during GLT and PD days to create well written student support plans for all students (including EL, DL) | MTSS Team, ELPT, Admin | SY24-25 | Select Status |
| Implementation Milestone 4 | MTSS Supports are clearly and effectively communicated to staff, students, and parents. Students are active participants in the MTSS experience and able to provide feedback during the process. | Admin, DL Team, Inst.Coah | SY25-26 | Select Status |
| Action Step 1 | MTSS team creates a menu of interventions to be shared with all stakeholders. | MTSS Team, Admin | October 2023 (updated when required) | Select Status |
| Action Step 2 | Schedule quarterly data conversations with parents and students. | MTSS Team, Admin | Spring 2024-2025 | Select Status |
| Action Step 3 | Students collaborate with teachers to identify strengths and create a plan to address their learning needs for Tier 1, Tier 2 or Tier 3 supports. | MTSS Team, ILT, Admi, Teachers | Spring 2024-Fall 2025 | Select Status |

| | | | | |
|----------------------|--|--------------------------------------|-----------------------|---------------|
| Action Step 4 | Teachers will grow as their role as facilitators for learner, and students will grow in their role as active participants in the learning process through learner led activities and engagement in project based learning. | STEM Specialist, MTSS Team | Spring 2024 | Select Status |
| Action Step 5 | STEM Specialist will provide on going PD for staff members on engaging students in project based learning and provide high-quality STEM, mathematics, and science instruction for every student. | STEM Specialist, MTSS Team, ILT, BHT | Spring 2024-Fall 2023 | Select Status |

SY25-SY26 Implementation Milestones

| | | |
|------------------------------------|--|--|
| SY25 Anticipated Milestones | Teachers engage in differentiated PD to increase fidelity in documenting intervention supports in Branching Minds. All teachers develop plans in BM to address academic and SEL supports. -Develop a cadence of reviewing teacher lesson plans to adhere to providing differentiated supports for all students (EL, DL). | |
| SY26 Anticipated Milestones | 100% of teachers differentiating Tier 1 instruction, 100% of teachers providing Tier 2 and Tier 3 supports as evidenced in lesson plans and goal/progress monitoring documentation. Student and teacher collaborates in creating Tiered supports for students. Quarterly parent engagement meetings to discuss cycle of interventions and student progress. Fully operational MTSS team, menu of interventions, and 100% documented in Branching Minds. EL supports documented in lesson plans, BM, and evident in lesson plans and classroom rigor walks. MTSS data is shared with all stakeholders and rules are used to adjust instructional practices; including Tier 1 instruction and Tier 2 & Tier 3 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 |
| Setting high expectations for all students in order to increase the number of students who meet and exceed expectations on EOY district assessments. (Grades 3-8), and as indicated by students on cultivate survey data and internal student voice surveys. | Yes | STAR (Reading) & Math | Overall | 16.10% | 30.00% | 40.00% | 52.00% |
| | | | Select Group or Overall | 22% | 35% | 45% | 55% |
| Increase the number of (3-8) students who are On -Track from 22% to 70%. | Yes | 3 - 8 On Track | 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 |
| 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. | The MTSS Team rated as "Developed" or higher as measured by the MTSS Continuum. | The MTSS Team has developed a menu of interventions and a cadence to include all stakeholders in the MTSS process. Teaming structures are evidence, interventions are entered with fidelity in BM and students & parents are engaged in progress | Develop and implement individualized support plans for students who need Tier 2 and Tier 3 support; focus on narrowing achievement gap among sub groups. |
| I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo. | All teachers receive PD on list of interventions, how to enter students Tiered supports in BM, how to document, progress monitor, and refer students for additional support. | MTSS Team developed universal screening plans using the MTSS framework for ELA & Math, monitored with fidelity. Student support plans are monitored with fidelity. | MTSS Team is FULLY operational, has a menu of interventions, monitors plans with fidelity, engages students and parents in the cycle of continuous improvement, increase the number of students meeting their learning target. Positive trend of Tier movement. |
| I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier 1 instructional services. | Provide target PD for teachers to improve their skills in teaching EL students. | Review curriculum and instructional materials to ensure they are inclusive and culturally responsive. Identify resources that align with the needs of EL students. Promote differentiated instruction techniques that accommodate the various proficiency levels of learning styles among EL students. | Conduct regular language assessments to track the progress of EL students, use data to inform instruction and support placement decisions. Encourage staff members to become EL endorsed, provide opportunities for EL endorse cohort at the school. |

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 |
|---|-----------------------|-----------------------------|----------|--------|---------------|---------------|---------------|---------------|
| students in order to increase the number of students who meet and exceed expectations on EOY district assessments. (Grades 3-8), and as indicated by students on cultivate survey data and internal student | STAR (Reading) & Math | Overall | 16.10% | 30.00% | Select Status | Select Status | Select Status | Select Status |
| | | Select Group or Overall | 22% | 35% | Select Status | Select Status | Select Status | Select Status |
| Increase the number of (3-8) students who are On -Track from 22% to 70%. | 3 - 8 On Track | Overall | | | Select Status | Select Status | Select Status | Select Status |
| | | Select Group or Overall | | | Select Status | Select Status | Select Status | Select Status |

Practice Goals

Progress Monitoring

| Identified Practices | SY24 | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|--|--|---------------|---------------|---------------|---------------|
| I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo. | The MTSS Team rated as "Developed" or higher as measured by the MTSS Continuum. | Select Status | Select Status | Select Status | Select Status |
| I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo. | All teachers receive PD on list of interventions, how to enter students Tiered supports in BM, how to document, progress monitor, and refer students for additional support. | Select Status | Select Status | Select Status | Select Status |
| I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services. | Provide target PD for teachers to improve their skills in teaching EL students. | Select Status | Select Status | Select Status | Select Status |

Parent and Family Plan

If Checked:



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:



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.

Funds will be used for the following goals: improve communication between students & parents receiving intervention supports, create a continuous channel of communication for ongoing support, collaboration, and stakeholder involvement, training for parents provided by Ward staff (Instructional Coach, STEM Specialist, Interventionist, MTSS Team, ELPT) to provide parents with tools to become active partners in their children's 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