

CIWP Team & Schedules

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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
Sherri Walker	Principal	sawalker@cps.edu
Starr Ollie	AP	saollie@cps.edu
Robin Ratcliff	Instructional Coach	rratcliff@cps.edu
Dorothea Wilmington	Teacher Leader	djackson241@cps.edu
Desirae Ranberg	Teacher Leader	dnranberg@cps.edu
Kiara Sims	Teacher Leader	kbsims@cps.edu
Shaquetta Smith	Teacher Leader	sgsmith4@cps.edu
Kathy Harrison	Inclusive & Supportive Learning Lead	kdharrison1@cps.edu
Morgan Moore	Teacher Leader	mmmoore18@cps.edu
Janna Bradley	Teacher Leader	jsbradley@cps.edu
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

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

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	10/27/23
Quarter 2	12/23/23
Quarter 3	4/1/23
Quarter 4	6/7/23

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	<p>*IAR ELA Performance SY23: 32% Did not meet expectations. </p> <p>*IAR Math Performance SY23: 45% Did not meet expectations.</p> <p>*STAR 360 Reading Benchmark Movement SY23: 56% of students Grade 3-8 are Intervention and Urgent Intervention. 68% of Urgent Intervention students remained Urgent Intervention from BOY to EOY.</p> <p>*STAR 360 Math Benchmark Movement SY23: 55% of students Grade 3-8 are Intervention and Urgent Intervention. 76% of Urgent Intervention students remained Urgent Intervention.</p> <p>*iReady K-2 Reading SY23 BOY/EOY Movement: Students 2 grade levels below at BOY moved from 29% to 8% by EOY. Students 1 level below moved from 58% to 39% by EOY.</p> <p>-EOY Reading Performance, the percentage of students 1 Grade Level Below: K 19%, 1st 43%, 2nd 56%. *iReady K-2 Math SY23 BOY/EOY Movement: Students 2 grade levels below at BOY moved from 30% to 7% by EOY. Students 1 level below moved 62% to 49% by EOY. -EOY</p> <p>Math Performance, the percentage of students 1 Grade Level Below: K 46%, 1st 48%, 2nd 52%.</p>	<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>
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction	<p>What is the feedback from your stakeholders?</p> <p>*IAR SY23 Reading and Math data, HWES students are performing higher than their pre-COVID scores. *IAR ELA and Math Performance Levels by Grade: </p> <p>*Grades 3 and 5 have the highest percentage of students who Did Not Meet Expectations in ELA with 54% and 52% respectively. Grades 3, 5, 6, and 8 have the highest percentage of students who Did Not Meet Expectations in Math with 43%, 67%, 43% and 50% respectively. Our highest percentages for the "Did not meet" rating came from 5th Grade for ELA and Math.</p> <p>*STAR 360 Reading and Math Performance by Grade: *Grades 3 and 6 have the highest percentages of students at Intervention and Urgent Intervention combined with 100% and 71% respectively in ELA and MATH. *iReady Reading SY23: Of the K-2 students who tested 2 Grade Levels Below at BOY, only 21% remained at EOY, 63% moved to 1 Grade Level Below, 20% moved to Early and Mid/Above Grade Level. *iReady Math SY23: Of the K-2 students who tested 2 Grade Levels Below at BOY, only 15% remained at EOY, 65% moved to 1 Grade Level Below, 16% moved to Early and Mid/Above Grade Level.</p>	<p>STAR (Math)</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>
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions		
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		
Yes	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	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	<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>Our schedule has been rearranged for our 5th grade teacher to push in with our 3rd grade teacher. During this time, the fifth grade teacher will be able to see how a Skyline reading block/guided reading is expected to look with hopes that it can be replicated in the fifth grade classroom. We hope the impact will be for our number of 5th grade red students to decrease as the school year goes on. K-2 students showed gap closing growth in Reading and Math from BOY to EOY. There is still a high percentage of students at 1 Grade Level Below in Reading and Math. The Amplify Tutor Corp program will continue to support 1st-5th Grades in Reading with small group, high dosage intervention during SY24. Administrators and the ILT will consistently support teachers with continuous learning, modeling, intervention strategies and Skyline curriculum implementation. </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 struggle to retain information. Students do not receive high quality interventions consistently across all grade bands. Students do not receive small group instruction at their performance level across all grade levels. 

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

HWES has an identified MTSS/BHT team which consists of the AP, the Interventionist, school counselor, school social worker, a DL teacher, the school Dean and supportive attendance team members. The MTSS leadership team regularly analyzes student Tier movement in Branching Minds to determine if students meet/not meet are improving or not improving towards academic goals. HWES Reading Support Delivery Fidelity is 58% for Tier2 and 75% for Tier3. Math Support Delivery is 56% for Tier2 and 39% for Tier3. Reading Tier Movement: Tier3 48% to 29%; Tier2 18% to 20%; Tier1 33% to 49%. Math Tier Movement: Tier3 31% to 27%; Tier2 30% to 23%; Tier1 37% to 48%. MTSS next steps is to encourage educators to use Branching Minds with fidelity to analyze multiple data points that will guide the problem-solving process, create plans for students, assign interventions, set goals, and progress monitor plan implementation while monitoring outcomes. Schools no longer have access to the Aspen MTSS Module and should be utilizing the Branching Minds platform to record interventions, supports and services. Academic and social-emotional supports and interventions should be documented and updated within the Branching Minds platform on an ongoing basis.

What is the feedback from your stakeholders?

Educators at HWES have been trained on creating Small Groups and Developing Intervention Plans in Branching Minds. Teachers have not been consistent with inputting intervention data for academics and SEL in Branching Minds. Teachers require further training on the BrM platform and sufficient time to enter, monitor and analyze data. Educators should collect and analyze multiple measures, including screening and benchmark assessments, classroom assessments, observations, and attendance data to gain holistic insight into students' needs. Diagnostic and progress monitoring assessments should be used to identify specific skill gaps and monitor student progress on those gaps when targeted interventions are deemed necessary and are provided. Our school does a great job of ensuring students receive instruction in the LRE. We have to continue to improve by encouraging more collaboration amongst educators and the diverse learning team. With that collaboration, more staff will be able to allocate time to developing IEPs for students who need it and staff will be able to consistently analyze IEPs. Furthermore, due to our school not having EL students, there aren't resources allocated.

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?

We will be conducting peer observations to help improve the teacher-teacher relationships and learning environment for the staff members. Also, we will have a new way of conducting formative assessments of where students are at with their learning. This will allow students to let their teacher know if they understand partially, fully, or not at all. Teachers will receive consistent training using the Branching Minds during Content Cluster Meetings. Teachers will have allocated time to update plans and analyze academic as well as SEL data.

- [Unit/Lesson Inventory for Language Objectives \(School Level Data\)](#)
- [MTSS Continuum](#)
- [Roots Survey](#)
- [ACCESS](#)
- [MTSS Academic Tier Movement](#)
- [Annual Evaluation of Compliance \(ODLSS\)](#)
- [Quality Indicators of Specially Designed Curriculum](#)

[EL Program Review Tool](#)

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 CWP.

Students have not received consistent intervention supports which has led to limited positive Tier Movement in Reading and Math. We have noticed that older students sometimes have lower self-esteem and self-confidence that is sometimes contributing to low test scores and their ability to connect with adults to feel as though they are in a supportive learning environment.

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Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.</p> <p>BHT Key Component Assessment</p> <p>SEL Teaming Structure</p>	<p>Our BHT Team consists of our School Counselor and Social Worker. The BHT Team has blended with the MTSS Team to use student academic data as well as SEL data to support teachers and with academic and SEL goal creation, implementation and progress monitoring. BHT/MTSS next steps: Schools no longer have access to the Aspen MTSS Module and should be utilizing the Branching Minds platform to record interventions, supports and services. Academic and social-emotional supports and interventions should be documented and updated within the Branching Minds platform on an ongoing basis.</p>	<p>% of Students receiving Tier 2/3 interventions meeting targets</p> <p>Reduction in OSS per 100</p> <p>Reduction in</p> <p>Access to OST</p>
Yes	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>		<p>Increase Average Daily Attendance</p>
Yes	<p>All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.</p>	<p>What is the feedback from your stakeholders?</p> <p>Our school has received a grant from Urban Initiative (a non profit organization) that provides students with the opportunity to engage in team sports free of charge for families. In addition we have a 5 day after school program that centers on academics (reading and math) for two days and student interest programs 3 days out of the week. Lastly we have a 5 week free summer program with weekly trips for students Monday-Thursday 9:00 am until 1:00 pm.</p>	<p>Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</p> <p>Cultivate (Belonging & Identity)</p> <p>Enrichment Program Participation: Enrollment & Attendance</p> <p>Student Voice Infrastructure</p>
Partially	<p>Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.</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 CIWR.</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>We have noticed that school and home are operating completely separately when ideally they should be operating closely together with common goals for students in mind.</p>		<p>SEL is going to be one of our big rocks this school year to help students learn the necessary skills to be able to self-regulate their emotions and work through difficult situations outside of the building. We hope that by providing them with the skills that they need, better relationships will be built.</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
Yes	<p>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> <p>College and Career Competency Curriculum (C4)</p>	<p>We are fortunate enough to have staff members who collaborate with each other by expanding their knowledge of the College and Career Competency Curriculum. Their collaboration consists of them presenting the information to students and encouraging them to take part in a variety of volunteer opportunities that seek to assist them in identifying their ideal career. In addition, we have staff members who are dedicated to ensuring that students experience a successful transition into high school. We have to continue working on ensuring that the ILPs are being utilized by the next educational institution.</p>	<p>Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECCC</p> <p>3 - 8 On Track</p> <p>Learn, Plan, Succeed</p>
	<p>Individualized Learning Plans</p>		

Jump to...	Curriculum & Instruction	Inclusive & Supportive Learning	Connectedness & Wellbeing	Postsecondary	Partnerships & Engagement
Partially	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).				% of KPIs Completed (12th Grade)
Partially	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th). Work Based Learning Toolkit			<p>What is the feedback from your stakeholders?</p> <p>The counselor has started working with the middle school students to develop career interest. 📌</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>The college and career plan is implemented by the counselors and the middle school team. We would like to start the work with the intermediate students. 📌</p>	College Enrollment and Persistence Rate
Partially	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).				9th and 10th Grade On Track
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th). ECCE Certification List				Cultivate (Relevance to the Future)
Partially	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th). PLT Assessment Rubric				Freshmen Connection Programs Offered (School Level Data)
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni). Alumni Support Initiative One Pager				
<p>What student-centered problems have surfaced during this reflection?</p> <p>If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>We have discovered that many of our middle school students do not have a concept of college or post secondary education. 📌</p>					

[Return to Top](#) **Partnership & Engagement**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	Spectrum of Inclusive Partnerships	<p>Our school utilizes different school-related events and committees to engage all stakeholders. We always have a "Back to School" event that consists of the educational staff positively engaging with families. We also have different Literacy, Mathematics, and Science nights. Those nights will provide families and community members with the opportunity to collaborate with their child/children's teacher. According to our 2023 CPS 5 Essentials Survey, Teacher Report: 91% of teachers involve parents in development of programs aimed at improving students' academic outcomes. 80% of teachers report they develop formal networks to link all families with each other. 91% of teachers at HWES report that parents and teachers are partners in educating children. 📌</p>	Cultivate
Yes	Reimagining With Community Toolkit		5 Essentials Parent Participation Rate
Partially	Student Voice Infrastructure Rubric		5E: Supportive Environment
		What is the feedback from your stakeholders?	Level of parent/community group engagement
			Formal and informal family and community feedback received locally. (School Level Data)

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The middle school has devised a student government that allows democracy in the classroom when it comes to their learning approaches. We also have adapted a curriculum where students facilitate their own learning. Students also participate in surveys about their school environment that helps teachers and staff get an understanding of the individual child and their social-emotional learning.



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 CWP.

The after school partnership does not always meet the needs of the students and families.



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?

We are in the process of rearranging our afterschool staff based on some of our students' needs that are currently furthest from opportunity. We are moving staff members that have expertise in the level that the students are currently at. We are making sure that staff members that are working with this group of students have strong relationships or the ability to build strong relationships with students. We are hoping that these changes will result in a lot of student growth. We hope for a rise in the level of engagement and for that to lead to high levels of growth to work towards closing the students' academic gaps.



Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Partially	The ILT leads instructional improvement through distributed leadership.
Yes	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

*IAR ELA Performance SY23: 32% Did not meet expectations. *IAR Math Performance SY23: 45% Did not meet expectations.
 *STAR 360 Reading Benchmark Movement SY23: 56% of students Grade 3-8 are Intervention and Urgent Intervention. 68% of Urgent Intervention students remained Urgent Intervention from BOY to EOY.
 *STAR 360 Math Benchmark Movement SY23: 55% of students Grade 3-8 are Intervention and Urgent Intervention. 76% of Urgent Intervention students remained Urgent Intervention.
 *iReady K-2 Reading SY23 BOY/EOY Movement: Students 2 grade levels below at BOY moved from 29% to 8% by EOY. Students 1 level below moved from 58% to 39% by EOY.
 -EOY Reading Performance, the percentage of students 1 Grade Level Below: K 19%, 1st 43%, 2nd 56%.
 *iReady K-2 Math SY23 BOY/EOY Movement: Students 2 grade levels below at BOY moved from 30% to 7% by EOY. Students 1 level below moved 62% to 49% by EOY.
 -EOY Math Performance, the percentage of students 1 Grade Level Below: K 46%, 1st 48%, 2nd 52%.

What is the feedback from your stakeholders?

*IAR SY23 Reading and Math data, HWES students are performing higher than their pre-COVID scores. *IAR ELA and Math Performance Levels by Grade:
 *Grades 3 and 5 have the highest percentage of students who Did Not Meet Expectations in ELA with 54% and 52% respectively. Grades 3, 5, 6, and 8 have the highest percentage of students who Did Not Meet Expectations in Math with 43%, 67%, 43% and 50% respectively. Our highest percentages for the "Did not meet" rating came from 5th Grade for ELA and Math.
 *STAR 360 Reading and Math Performance by Grade:
 *Grades 3 and 6 have the highest percentages of students at Intervention and Urgent Intervention combined with 100% and 71% respectively in ELA and MATH. *iReady Reading SY23: Of the K-2 students who tested 2 Grade Levels Below at BOY, only 21% remained at EOY, 63% moved to 1 Grade Level Below, 20% moved to Early and Mid/Above Grade Level.
 *iReady Math SY23: Of the K-2 students who tested 2 Grade Levels Below at BOY, only 15% remained at EOY, 65% moved to 1 Grade Level Below, 16% moved to Early and Mid/Above Grade Level.

What student-centered problems have surfaced during this reflection?

Students struggle to retain information. Students do not receive high quality interventions consistently across all grade bands. Students do not receive small group instruction at their performance level across all grade levels.

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?

Our schedule has been rearranged for our 5th grade teacher to push in with our 3rd grade teacher. During this time, the fifth grade teacher will be able to see how a Skyline reading block/guided reading is expected to look with hopes that it can be replicated in the fifth grade classroom. We hope the impact will be for our number of 5th grade red students to decrease as the school year goes on. K-2 students showed gap closing growth in Reading and Math from BOY to EOY. There is still a high percentage of students at 1 Grade Level Below in Reading and Math. The Amplify Tutor Corp program will continue to support 1st-5th Grades in Reading with small group, high dosage intervention during SY24. Administrators and the ILT will consistently support teachers with continuous learning, modeling, intervention strategies and Skyline curriculum implementation.

Determine Priorities

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

Students...

Students struggle to retain information. Students do not receive high quality interventions consistently across all grade bands. Students do not receive small group instruction at their performance level across all grade levels.

[Determine Priorities Protocol](#)

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

Root Cause

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

As adults in the building, we...

must provide teachers with continuous learning in order to improve instruction. Educators must increase their capacity to gather, analyze and progress monitor quantitative and qualitative data in a common platform such as Branching Minds in order to aide in the collaboration amongst all stakeholders.

[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.

collaboration amongst all stakeholders.

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 schools' control.

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Theory of Action

What is your Theory of Action?

If we...

Build teacher capacity through ongoing professional development and continuous cycles of learning in order to increase their ability to identify both general education and diverse learner students who are not meeting growth and attainment expectations (students who are one or more grade levels behind), create goals, align interventions, and progress monitor in the following areas: - academic



Resources:

Indicators of a Quality CIWP: Theory of Action

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

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

Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.

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

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

then we see....

Teachers will be able to progress monitor with fidelity in order for students to meet and exceed standards * Teachers will be able to establish attainable goals and implement interventions in order for students to attain academic growth. *Progress monitoring data to track the effectiveness of interventions and student response to intervention.



which leads to...

A 10% decrease in the percentage of students in grades 3-8 who Did Not Meet Expectations on the SY23 IAR ELA and MATH assessment from 32% to 22% and 45% to 35% respectively. A 10% decrease in the percentage of students at Intervention and Urgent Intervention on the SY23 STAR 360 ELA and MATH assessments from 56% to 45% and 55% to 45% respectively. A 10% decrease in the percentage of students K-2 who are 1 Grade Level below on the iReady Reading and Math assessments from 39% to 39% and 49% to 39% respectively.



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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 team, MTSS team, teachers as well as administration.

Dates for Progress Monitoring Check Ins



Q1	10/27/23	Q3	4/1/23
Q2	12/23/23	Q4	6/7/23

SY24 Implementation Milestones & Action Steps

		Who	By When	Progress Monitoring
Implementation Milestone 1	On a rubric scale of 1-5, 85% of teachers will receive a rating of Fully Operational for the First 21 Days of Routines and Procedures.	ILT, Administration	10/27/23	In Progress
Action Step 1	ILT/Administration will create a 21 Day Peer to Peer Observation Tool for the first 21 days of routines and procedures	ILT, Administration	8/11/23	In Progress
Action Step 2	Once monthly, Content Cluster will be utilized for peer observations across grade bands.	All Teachers	9/21/23	In Progress
Action Step 3	PD days will be utilized to share peer observation data with staff and to plan next instructional steps	All Teachers	9/22/23	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	85% of teachers are implementing Small Groups with fidelity (daily) and utilizing the platform Branching Minds to progress monitor interventions	All Teachers	10/27/23	In Progress
Action Step 1	85% of teachers will use EOY data to analyze data and form BOY groups	All Teachers	8/21/23	In Progress
Action Step 2	Teachers will put Tier 2/3 students into Branching Minds Group	All Teachers	8/21/23	In Progress
Action Step 3	Meet with at least each established group 1x by week 3	All Teachers	9/1/23	In Progress

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>		
Reflection	Root Cause	Implementation Plan					
Action Step 4	By 9/5 teachers will use EOY data to regroup students using current assessment data.				All Teachers	9/5/23	In Progress
Action Step 5							Select Status
Implementation Milestone 3	Teachers will use the Problem Solving Process in order to triangulate quantitative and qualitative benchmark and classroom data to inform next steps in whole group and small group instruction.				All Teachers	Entire School Year	In Progress
Action Step 1	Teachers will use appropriate school intervention resources to support student progress towards identified goals in reading and math.				All Teachers	Entire School Year	In Progress
Action Step 2	Teachers will utilize flexible groups based on multiple data points such as test scores and teacher observations.				All Teachers	Entire School Year	In Progress
Action Step 3							Select Status
Action Step 4							Select Status
Action Step 5							Select Status
Implementation Milestone 4							Select Status
Action Step 1							Select Status
Action Step 2							Select Status
Action Step 3							Select Status
Action Step 4							Select Status
Action Step 5							Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Teachers are increasing their capacity to collaborate with their colleagues to improve instruction. With a targeted focus on students below the 50th percentile, students will show a gap-closing decrease by meeting their stretch growth goals.	
SY26 Anticipated Milestones	Teachers are increasing their capacity to collaborate with their colleagues to improve instruction. With a targeted focus on students below the 50th percentile, students will show a gap-closing decrease by meeting their stretch growth goals.	

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

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)	Numerical Targets [Optional] 			
				Baseline 	SY24	SY25	SY26
Tier 2 and Tier 3 students will utilize the online platform Freckle for a minimum of three times a week for approximately 20 mins. Students will work on individualized assigned skills from their Star360 Reading data.	Yes	STAR (Reading)	Overall	Student 1 or more years below grade level	10% decrease in the percentage of students at Intervention and Urgent Intervention	10% decrease in the percentage of students at Intervention and Urgent Intervention	10% decrease in the percentage of students at Intervention and Urgent Intervention
			Select Group or Overall				

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

Curriculum & Instruction

Tier 2 and Tier 3 students will utilize the online platform Freckle a minimum of three times a week for approximately 20 mins. Students will be working on individualized assigned skills from their Star360 Math data.	Yes	STAR (Math)	Overall	10% decrease in the percentage of students at Intervention and Urgent Intervention	10% decrease in the percentage of students at Intervention and Urgent Intervention	10% decrease in the percentage of students at Intervention and Urgent Intervention	
			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>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.</i>	The ILT and MTSS Teams will collaborate with teachers to develop SMART goals, select Progress Monitoring Tools as well as Intervention supports to monitor student learning and progress in the Branching Minds platform.	The ILT and MTSS Teams will collaborate with teachers to develop SMART goals, select Progress Monitoring Tools as well as Intervention supports to monitor student learning and progress in the Branching Minds platform.	The ILT and MTSS Teams will collaborate with teachers to develop SMART goals, select Progress Monitoring Tools as well as Intervention supports to monitor student learning and progress in the Branching Minds platform.
C&I:4 The ILT leads instructional improvement through distributed leadership.	Our school will develop a system of peer collaboration, which leads to peer accountability across grade bands and subject areas	Our school will develop a system of peer collaboration, which leads to peer accountability across grade bands and subject areas	Our school will develop a system of peer collaboration, which leads to peer accountability across grade bands and subject areas
Select a Practice			

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SY24 Progress Monitoring

Resources: 📄

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Tier 2 and Tier 3 students will utilize the online platform Freckle for a minimum of three times a week for approximately 20 mins. Students will work on individualized assigned skills from their Star360 Reading data.	STAR (Reading)	Overall	Student 1 or more years below grade level	10% decrease in the percentage of students at Intervention and Urgent Intervention	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Jump to... Reflection	Priority Root Cause	TOA Implementation Plan	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>				
Tier 2 and Tier 3 students will utilize the online platform Freckle a minimum of three times a week for approximately 20 mins. Students will be working on individualized assigned skills from their Star360 Math data.	STAR (Math)	Overall	10% decrease in the percentage of students at Intervention and Urgent Intervention	10% decrease in the percentage of students at Intervention and Urgent Intervention	Select Status	Select Status	Select Status	Select Status	
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status	

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	The ILT and MTSS Teams will collaborate with teachers to develop SMART goals, select Progress Monitoring Tools as well as Intervention supports to monitor student learning and progress in the Branching Minds platform.	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	Our school will develop a system of peer collaboration, which leads to peer accountability across grade bands and subject areas	Select Status	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	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Yes	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.
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

Our BHT Team consists of our School Counselor and Social Worker. The BHT Team has blended with the MTSS Team to use student academic data as well as SEL data to support teachers and with academic and SEL goal creation, implementation and progress monitoring. BHT/MTSS next steps: Schools no longer have access to the Aspen MTSS Module and should be utilizing the Branching Minds platform to record interventions, supports and services. Academic and social-emotional supports and interventions should be documented and updated within the Branching Minds platform on an ongoing basis.

What is the feedback from your stakeholders?

Our school has received a grant from Urban Initiative (a non for profit organization) that provides students with the opportunity to engage in team sports free of charge for families. In addition we have a 5 day after school program that centers on academics (reading and math) for two days and student interest programs 3 days out of the week. Lastly we have a 5 week free summer program with weekly trips for students Monday-Thursday 9:00 am until 1:00 pm.

What student-centered problems have surfaced during this reflection?

We have noticed that school and home are operating completely separately when ideally they should be operating closely together with common goals for students in mind.

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?

SEL is going to be one of our big rocks this school year to help students learn the necessary skills to be able to self-regulate their emotions and work through difficult situations outside of the building. We hope that by providing them with the skills that they need, better relationships will be built.

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Determine Priorities

Resources: 

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

Students...

Students have not received consistent intervention support which has led to limited positive Tier Movement in Reading and [Math](#). In addition, students struggle to maintain focus and confidence in themselves when it comes to completing academic tasks. Therefore, some students become academically off track and score below average on standardized assessments.

[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...

have to become more consistent in utilizing our intervention platforms to deliver a tiered system of academic support to all students

[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...

Use SEL quantitative and qualitative student data in order to measure what has a negative and /or positive impact on student learning and have regular teacher meetings to analyze and respond to student data, and student conversations that allow each student to chart his/her growth and success.



Resources:

Indicators of a Quality CIWP: Theory of Action

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

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

Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.

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

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

then we see...

-Teachers provide intensive support to address the root causes of students' behaviors. Teachers identify the appropriate interventions for students or groups of students not making adequate progress.
-Students self regulating and managing their behavior.
Students achieve SEL goal and growth. -
Teachers learn to progress monitoring data to track the effectiveness of interventions and student response to intervention.



which leads to...

a 10% increase in students' attendance. In addition, a 10% positive growth in the Cultivate Survey will be reported. Lastly, a 10% decrease in the number of infractions reported as evidenced by the Branching Minds Behavior Incident Report.



[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

Administration, ILT team, MTSS team, and teacher staff.

Dates for Progress Monitoring Check Ins

Q1 10/27/23

Q3 4/1/23

Q2 12/23/23

Q4 6/7/23

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

Implementation Milestone	During open PDs, all educators will expand their knowledge on how to complete the SEL data tracker and input the information into the online platform Branching Minds	Administration and ILT	Week of 8/21/23	In Progress
Action Step 1	Create the SEL data tracker and criteria for each area	Administration and ILT	8/11/23	In Progress
Action Step 2	Create the visual presentation that will be presented to all staff and inform them about the expectations	ILT and all Teachers	8/18/23	In Progress
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>			
Reflection	Root Cause	Implementation Plan						Connectedness & Wellbeing
Implementation Milestone 2	After 14 days of collecting and analyzing quantitative and qualitative data, the MTSS and BHT will form the appropriate groups to support students in their various areas of need. (EG: Attendance, Behavior, In need of resources)			MTSS, BHT	12/23/23	In Progress		
Action Step 1	The MTSS, BHT, and ILT will determine the date and time to collaborate and establish the criteria needed for an intervention			MTSS, BHT, ILT	8/21/23	In Progress		
Action Step 2	The MTSS and BHT will determine the steps for intervention			MTSS, BHT	8/21/23	In Progress		
Action Step 3	The MTSS and BHT will implement teams for following up with the intervention plans			MTSS, BHT	12/23/23	In Progress		
Action Step 4	School Wide Mood check in daily			Teachers	8/21/22	In Progress		
Action Step 5						Select Status		
Implementation Milestone 3	After each quarter, the MTSS, BHT, and ILT will review quantitative data within Branching Minds to analyze tier movement			MTSS, BHT, ILT	12/23/23	In Progress		
Action Step 1	The three teams will determine the date and time to meet in order to review tier movement data on Branching Minds			MTSS, BHT, ILT	12/23/23	In Progress		
Action Step 2	The three teams will develop an action plan if needed to encourage more tier movement			MTSS, BHT, ILT	12/23/23	In Progress		
Action Step 3						Select Status		
Action Step 4						Select Status		
Action Step 5						Select Status		
Implementation Milestone 4						Select Status		
Action Step 1						Select Status		
Action Step 2						Select Status		
Action Step 3						Select Status		
Action Step 4						Select Status		
Action Step 5						Select Status		

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	- The overall attendance percentage for the school increases by 10 percent. -The number of infractions within Branching Mind will decrease. -The MTSS and BHT will have consistent SEL groups that span across grade levels. -There will be positive tier movement for Tier 2 and Tier 3 groups in Reading and Math.	
SY26 Anticipated Milestones	- The overall attendance percentage for the school increases by 10 percent. -The number of infractions within Branching Mind will decrease. -The MTSS and BHT will have consistent SEL groups that span across grade levels. -There will be positive tier movement for Tier 2 and Tier 3 groups in Reading and Math.	

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

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)	Numerical Targets [Optional]			
				Baseline	SY24	SY25	SY26
85 percent of teachers will utilize the platform Branching Minds to track and address students'	Yes	Reduction in repeated disruptive behaviors	Overall	Student behavior data	10% decrease in the percentage of behavior infractions.	10% decrease in the percentage of behavior infractions.	10% decrease in the percentage of behavior infractions.

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>	Connectedness & Wellbeing			
Reflection	Root Cause	Implementation Plan			(4-6 SCC)				
social-emotional needs (behavior, disruptive, and any other needs)					African American				
85% of teachers will utilize the platform	Yes		MTSS Academic Tier Movement		Overall				
					African American				

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.	Teachers will utilize Branching Minds to input any social-emotional concerns of students. The BHT and MTSS team will analyze the information presented and determine an implementation plan to address students' social-emotional concerns.	Teachers will utilize Branching Minds to input any social-emotional concerns of students. The BHT and MTSS team will analyze the information presented and determine an implementation plan to address students' social-emotional concerns.	Teachers will utilize Branching Minds to input any social-emotional concerns of students. The BHT and MTSS team will analyze the information presented and determine an implementation plan to address students' social-emotional concerns.
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Teachers will utilize Branching Minds to analyze tier 2 and tier 3 movement in Reading and Math. This will be measured monthly and teachers will have designated content clusters to analyze the specific data.	Teachers will utilize Branching Minds to analyze tier 2 and tier 3 movement in Reading and Math. This will be measured monthly and teachers will have designated content clusters to analyze the specific data.	Teachers will utilize Branching Minds to analyze tier 2 and tier 3 movement in Reading and Math. This will be measured monthly and teachers will have designated content clusters to analyze the specific data.
Select a Practice			

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SY24 Progress Monitoring

Resources: 📖

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
85 percent of teachers will utilize the platform Branching Minds to track and address students' social-emotional needs (behavior, disruptive, and any other needs)	Reduction in repeated disruptive behaviors (4-6 SCC)	Overall	Student behavior data	10% decrease in the percentage of behavior infractions.	Select Status	Select Status	Select Status	Select Status
		African American			Select Status	Select Status	Select Status	Select Status
85% of teachers will utilize the platform Branching Minds to track Tier 2 and Tier 3 movement within Reading and Math	MTSS Academic Tier Movement	Overall			Select Status	Select Status	Select Status	Select Status
		African American			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices

SY24

Quarter 1

Quarter 2

Quarter 3

Quarter 4

Jump to... [Priority](#) [TOA](#) [Goal Setting](#) [Progress Monitoring](#)
[Reflection](#) [Root Cause](#) [Implementation Plan](#)

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

Connectedness & Wellbeing

<p>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.</p>	<p>Teachers will utilize Branching Minds to input any social-emotional concerns of students. The BHT and MTSS team will analyze the information presented and determine an implementation plan to address students' social-emotional concerns.</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>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.</p>	<p>Teachers will utilize Branching Minds to analyze tier 2 and tier 3 movement in Reading and Math. This will be measured monthly and teachers will have designated content clusters to analyze the specific data.</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>Select a Practice</p>		<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>

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.

This year our academic priority area of focus for families will be Connectedness and Wellbeing. We will work with our families to continue to build the family school connection. This year we will also develop strategies to strengthen our families capacity to engage in SEL practices at home. Title I Budget: \$2076



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