

## 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 
Evelia Diaz	Principal	ediaz2@cps.edu
Edith Zayas	AP	enzayas@cps.edu
Dr. Raveyn Glave Murray	Curriculum & Instruction Lead	rglave@cps.edu
Barbara Molina	Teacher Leader	bmolina@cps.edu
Michelle Hernandez	Teacher Leader	mihernandez4@cps.edu
Blanca Medina	Teacher Leader	bmedina36@cps.edu
Antoinette Kennedy	Teacher Leader	ajmayo@cps.edu
Jaime Seidel	Teacher Leader	japaul@cps.edu
Carmen Malave	Teacher Leader	cirosado1@cps.edu
Lizbeth Ramirez	LSC Member	lramirez4@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	7/7/23	7/7/23
Reflection: Curriculum & Instruction (Instructional Core)	7/13/23	7/14/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/14/23	7/14/23
Reflection: Connectedness & Wellbeing	7/26/23	7/26/23
Reflection: Postsecondary Success	7/26/23	7/31/23
Reflection: Partnerships & Engagement	7/31/23	8/8/23
Priorities	7/31/23	8/8/23
Root Cause	8/8/23	8/8/23
Theory of Acton	8/8/23	8/11/23
Implementation Plans	8/11/23	9/6/23
Goals	8/30/23	9/6/23
Fund Compliance	9/6/23	9/6/23
Parent & Family Plan	9/6/23	9/6/23
Approval	9/13/23	9/13/23

## 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	10/18/2023
Quarter 2	12/13/2023
Quarter 3	3/13/2024
Quarter 4	5/22/2024

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

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

**Resources**

[Reflection on Foundations Protocol](#)

[Return to Top](#)

**Curriculum & Instruction**

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

**References**

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

**Metrics**

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	<a href="#">CPS High Quality Curriculum Rubrics</a>
Partially	Students experience grade-level, standards-aligned instruction.	<a href="#">Rigor Walk Rubric</a> <a href="#">Teacher Team Learning Cycle Protocols</a> <a href="#">Quality Indicators Of Specially Designed Instruction</a>
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.	<a href="#">Powerful Practices Rubric</a> <a href="#">Learning Conditions</a>
Yes	The ILT leads instructional improvement through distributed leadership.	<a href="#">Continuum of ILT Effectiveness</a> <a href="#">Distributed Leadership</a>
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.	<a href="#">Customized Balanced Assessment Plan</a> <a href="#">ES Assessment Plan Development Guide</a> <a href="#">HS Assessment Plan Development</a>
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	<a href="#">Assessment for Learning Reference Document</a>

Ten teachers will be implementing Skyline for ELA and/or Math. Other teachers using Pearson and GoMath, which is aligned in most grades.

Improvements were seen on the second Rigor Walk, but not enough in all areas.

Based on assessments, there are areas of growth in Reading and Math.

Based on the cultivate survey, students want more hands-on activities in class.

**What is the feedback from your stakeholders?**

Culture & Climate surveys students about interest, which is more student centered.

Student voice committee has been implemented.

Connection between rigor walks, CIWP and staff development.

Areas of growth reflected in the 5 Essentials Survey include student engagement.

Inner core reflected during and after school activities.

Teacher leadership roles have been expanded in the school. ILT meets consistently, but need representation in all levels. Data analysis is being done during ILT and led by ILT members in staff meetings. Area of improvement includes coaching.

Although assessments are being done at the end of the unit, they are not common throughout grade levels. Progress monitoring is inconsistent. The assessment plan reflects BOY, MOY, and EOY; however not consistent with all grade levels.

**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?**

Through the use of student surveys, we had attendance incentives and afterschool activities. We have implemented Student Voice and had a student representative on the LSC. Surveys were given in English and Spanish and addressed nonreaders using a Likert scale.

- [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.

Based on the Cultivate, 5Essentials and Student Perspective surveys, students expressed a desire to have more hands on activities and expressed that they would like to see an increase in student engagement. Additionally, students have expressed a desire to work in small groups and increase in student discourse.

Students need to take a more active role in their own learning, such as goal setting, progress monitoring and choice in how they demonstrate mastery of learning.

There is a lack of differentiation for our priority groups (ELs, DLs, and newcomers).

[Return to Top](#)

**Inclusive & Supportive Learning Environment**

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

**References**

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

**Metrics**


Partially	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.	<a href="#">MTSS Integrity Memo</a> <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a>
		<a href="#">MTSS Integrity Memo</a>

PSP being implemented, but not schoolwide. More collaboration between Interventionist, Tutor Corps and Teachers needed. Refinement needed in writing SMART Goals, progress monitoring in Branching Minds and Family Engagement.


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

**What is the feedback from your stakeholders?**

Increase teacher time to work with co-teachers to collaborate on accommodations and modifications.  
Refine the next steps after the PSP with teachers. 

**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?**

PSP sessions took place as a grade level team.  
-More teacher participation and collaboration. 

Interventionist and tutor corps in place.  
-Tiered interventions taking place.

-Professional development around analyzing data and tiering students

-Staff entering academic and SEL interventions in Branching Minds.


-Staff using systems created by the MTSS team and district; communication with families, progress monitoring and interventions (Amira and Freckle Math).

This will impact our school community by increasing family engagement/parental involvement as well as providing just-in-time supports for Tier 2 & Tier 3 students.

OST programming for Academic interventions for newcomers.

- [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 CIWP.

Tiered 2 & Tier 3 Academic and Social Emotional Interventions needed for students. 

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

Using the associated references, is this practice consistently implemented?	References
Yes	<a href="#">BHT Key Component Assessment</a> <a href="#">SEL Teaming Structure</a>
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?**

BHT reviews SEL interventions and student referrals. 

Climate and Culture teams put policies in place to assist in promoting positive behaviors and attendance incentives.

Both teams meet regularly (twice a month).


Staff is trained in and utilize Second Step curriculum school-wide.

Staff members participate in Calm-Classroom training throughout the school year. Calm Classroom curricula is implemented school-wide. We focus on school-wide breathing techniques and lessons. Classrooms also focus on the Calm Classroom on an individual basis and have Calm Corners.

We are planning to visit/learn more about Skyline curricula/SEL instruction.

We conduct home visits and wellness checks for chronic absenteeism. However, we can increase the consistency of creating re-entry plans to meet the specific needs of students who are chronically absent.

**What is the feedback from your stakeholders?**

Teachers received two PD trainings re: Restorative Conversations and Peace Circles requested more PD around these topics. 

A variety of programs are offered through Whitney and our community partner, Enlace. Students appreciate having a choice of academic and interest programs. Over 200 students enrolled in a variety of after school programs during the '22 to '23 SY including Chicago Run, Reading and Math support, Homework Help, pottery, Lego League, Nutrition and Health, Drama, Music, incl. Additionally, twenty five students participated in Chicago Scores program.

- 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](#)

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><a href="#">Student Voice Infrastructure</a></p> <p><a href="#">Reduction in number of students with dropout codes at EOY</a></p>
	<p><b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p><i>[problems experienced by most students; problems experienced by specific student groups]</i></p> <p>Data reflects that diverse learners as well as primary students in Kindergarten and first grade students experience low to chronic attendance during the 2022-23 school year. Although the Climate and Culture</p>	<p><b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b></p> <p><i>[impact on most students; impact on specific student groups]</i></p> <p>The BHT addresses the needs of specific students with chronic absenteeism and discusses interventions for those students. The Climate and Culture Team reviews attendance data and creates fun incentives for students with 95% attendance or better. Activities include a special movie, field hour with various games and activities, etc.</p> <p>Teachers are provided attendance data on a weekly basis in the school newsletter and are asked to follow-up with phone calls to parents. Teachers are provided attendance data on a weekly basis in the school newsletter and are asked to follow-up with phone calls to parents.</p> <p>Monthly attendance is shared with students, staff and school community, The Attendance Trophy is provided to the classroom with the highest attendance and a picture is taken and posted on the hallway bulletin board.</p>	

[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
Yes	<p><a href="#">College and Career Competency Curriculum (C4)</a></p> <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><i>[takeaways reflecting most students; takeaways reflecting specific student groups]</i> The School Counselors develop a plan that reflect Post Secondary Activities which not include</p> <p>-GLMs support planning for High school fair, staff Spirit week, students visit post secondary institutions, virtual fairs</p> <p>-Career Week Pk-8 with culminating Career Day Activity, Teddy Bear Clinic for primary grades</p> <p>Virtual and in-person high school fairs and college tours</p> <p>School-wide involvement with career day including staff interviews.</p>	<p><a href="#">Graduation Rate</a></p> <p><a href="#">Program Inquiry, Programs/participation/attainment rates of % of ECCC</a></p> <p><a href="#">3 - 8 On Track</a></p>
Yes	<p><a href="#">Individualized Learning Plans</a></p> <p>Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).</p>		<p><a href="#">Learn, Plan, Succeed</a></p> <p><a href="#">% of KPIs Completed (12th Grade)</a></p>
Yes	<p><a href="#">Work Based Learning Toolkit</a></p> <p>Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).</p>		<p><a href="#">College Enrollment and Persistence Rate</a></p> <p><a href="#">9th and 10th Grade On Track</a></p>
N/A	<p>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).</p>		<p><a href="#">Cultivate (Relevance to the Future)</a></p>
N/A	<p><a href="#">ECCE Certification List</a></p> <p>Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).</p>		<p>Freshmen Connection Programs Offered (School Level Data)</p>
N/A	<p><a href="#">PLT Assessment Rubric</a></p> <p>There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).</p>		
N/A	<p><a href="#">Alumni Support Initiative One Pager</a></p> <p>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).</p>	<p><b>What is the feedback from your stakeholders?</b></p> <p><i>[feedback trends across stakeholders; feedback trends across specific stakeholder groups]</i></p> <p>Continuous communication with staff regarding school-wide initiatives</p> <p>Staff expressed a desire to celebrate career day and activities school-wide.</p>	
	<p><b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>	<p><b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b></p> <p><i>[impact on most students; impact on specific student groups]</i></p> <p>Staff expressed a desire to celebrate career day and activities school-wide.</p> <p>Career week was expanded to include all grade levels (PK-8).</p>	

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

Students not completing the surveys on time. Parents unwillingness/fear to let students leave the neighborhood.



[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	<p><a href="#">Spectrum of Inclusive Partnerships</a></p> <p>The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.</p>	<p><i>[takeaways reflecting most students; takeaways reflecting specific student groups]</i></p> <p>various partnerships with community based organizations (Enlace, New Life Mentoring, Chicago Fire, America Scores, UIC Health, Rush, Pilsen Wellness)                      Monetary contributions from local organizations (Bank, AmWINS Specialty Casualty Solutions, Hispanic Business Network)                      PAC &amp; BAC meetings</p>	<p><a href="#">Cultivate</a></p> <p><a href="#">5 Essentials Parent Participation Rate</a></p> <p><a href="#">5E: Involved Families</a></p>
Partially	<p><a href="#">Reimagining With Community Toolkit</a></p> <p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p><a href="#">5E: Supportive Environment</a></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>
Partially	<p><a href="#">Student Voice Infrastructure Rubric</a></p> <p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles &amp; CIWP).</p>	<p><b>What is the feedback from your stakeholders?</b></p> <p><i>[feedback trends across stakeholders; feedback trends across specific stakeholder groups]</i></p> <p>-Student Voice Committee and student rep on LSC, surveys completed by Climate and Culture Committee                      -Possible ways to improve: Students can participate on Culture &amp; Committee, Literacy/Science nights</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p><b>What student-centered problems have surfaced during this reflection?</b>                      If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p><b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b></p>	
<p><i>[problems experienced by most students; problems experienced by specific student groups]</i></p> <p>We can work on building more student capacity garnering more student input. Students can be invited to participate in climate &amp; culture meetings and give input on Family Literacy/Stem Night etc.</p>		<p><i>[impact on most students; impact on specific student groups]</i>Folders</p> <p>We currently have Student LSC Representative; we would like student to be more vocal; Invite student representatives for Climate and Culture as well when organizing Literacy and STEM Family Nights</p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

Ten teachers will be implementing Skyline for ELA and/or Math. Other teachers using Pearson and GoMath, which is aligned in most grades.

Improvements were seen on the second Rigor Walk, but not enough in all areas.

Based on assessments, there are areas of growth in Reading and Math.

Based on the cultivate survey, students want more hands-on activities in class.

What is the feedback from your stakeholders?

Culture & Climate surveys students about interest, which is more student centered.

Student voice committee has been implemented.

Connection between rigor walks, CIWP and staff development.

Areas of growth reflected in the 5 Essentials Survey include student engagement.

Inner core reflected during and after school activities.

Teacher leadership roles have been expanded in the school. ILT meets consistently, but need representation in all levels. Data analysis is being done during ILT and led by ILT members in staff meetings. Area of improvement includes coaching.

What student-centered problems have surfaced during this reflection?

Based on the Cultivate, 5Essentials and Student Perspective surveys, students expressed a desire to have more hands on activities and expressed that they would like to see an increase in student engagement. Additionally, students have expressed a desire to work in small groups and increase in student discourse. Students need to take a more active role in their own learning, such as goal setting, progress monitoring and choice in how they demonstrate mastery of learning. There is a lack of differentiation for our priority groups (ELs, DLs, and newcomers).

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?

Through the use of student surveys, we had attendance incentives and afterschool activities. We have implemented Student Voice and had a student representative on the LSC. Surveys were given in English and Spanish and addressed nonreaders using a Likert scale.

Return to Top Determine Priorities

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

Students...  
Will be active learners in their own learning by engaging in differentiated instruction and groupings that promote productive struggle and increase academic discourse.

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 teachers we need to be intentional about student learning tasks addressing and meeting the CCSS  
As teachers we need to differentiate, accelerate and provide just-in-time supports for students  
As teachers we need to utilize academic language in lessons and plan small group/individual instruction utilizing the same language  
As teachers we need to provide opportunities for student choice and discourse to increase engagement  
As teachers we need to have students write their own SMART goals.

Resources:

[5 Whys 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...  
Provide teachers with PD and coaching focused on differentiated instruction

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....

Planning and lesson implementation that increases student engagement (student discourse, academic vocabulary, rigor) and mastery of grade level standards



which leads to...

An increase in growth and attainment on formative and summative 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**

Administration, Instructional Coach, ILT

**Dates for Progress Monitoring Check Ins**

Q1 10/18/2023

Q3 3/13/2024

Q2 12/13/2023

Q4 5/22/2024

**SY24 Implementation Milestones & Action Steps**

**Who**

**By When**

**Progress Monitoring**

<b>Implementation Milestone 1</b>	Teachers will participate in learning cycles around differentiation in content, process, product, environment.	Admin, Instructional Coach, ELPT, Case Manager	Ongoing-Y1-Academic Discourse & Language Y2-Differentiation	In Progress
<b>Action Step 1</b>	Teachers will receive PD and training during Principal directed PD days.	ILT, Teachers	Ongoing	In Progress
<b>Action Step 2</b>	Teachers will attend Principal-Directed Grade Level Meetings to help strengthen powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Admin, Instructional Coach, Teachers	Ongoing	In Progress
<b>Action Step 3</b>	Teachers will engage in Peer Observations two times per school year (Fall and Spring) to help increase depth and breadth of pedagogy.	Instructional Coach, Teachers	Ongoing-The first will take place by December 15, 2023	Not Started
<b>Action Step 4</b>	Teachers will engage in professional readings to help strengthen the inner core and provide culturally responsive teaching.	ILT, Teachers	Ongoing. The first will take place during Q1 by October, 20, 2023.	In Progress
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	Teachers will plan instruction and analyze differentiated student work as it aligns to standards-based learning and student engagement.	Instructional Coach, Teachers	Ongoing	Not Started
<b>Action Step 1</b>	Teachers will be provided with a protocol to analyze standards based, differentiated authentic student work.	Instructional Coach, ELPT, Case Manager, Interventionist, Teachers	Ongoing. The first will take place during Q2 by December 22, 2023	Not Started
<b>Action Step 2</b>	Teachers will collaborate with one another as well as members of the leadership team to lesson plan during grade level meetings to aid in instructional improvement.	Instructional Coach, ELPT Teachers	Ongoing. The first will take place during Q3 by March 22, 2024	Not Started
<b>Action Step 3</b>	Develop grade and language appropriate sentence stems/frames that are aligned to standards, and promote student discourse and academic language.	ELPT, Literacy Coach	Ongoing. The first will take place during Q2 by December 22, 2023	Not Started
<b>Action Step 4</b>				Not Started
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>	Staff will work towards increasing differentiation (student discourse, academic language, rigor) and ownership of learning.	Instructional Coach, Teachers	Ongoing	Not Started
<b>Action Step 1</b>	The ILT will develop and implement a Look-For-Tool focused specifically on student engagement and ownership.	ILT	October 20, 2023	Not Started
<b>Action Step 2</b>	The ILT will participate in an Internal learning walk to gather baseline data.	ILT	October 19, 2023	Not Started
<b>Action Step 3</b>	Students will share their voice regarding engagement and ownership via surveys (Student perspective, Needs assessments and 5Essentials)	ILT, Teachers, Students	Ongoing. The first survey will be administered in November, 2023	In Progress
<b>Action Step 4</b>	Teachers will hold individual data conversations on a quarterly basis and facilitate student ownership by assisting students in forming individual Smart Goals.	Teachers, Students	Ongoing. The first will take place during Q1 by October 20, 2023.	Not Started
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>	Provide teachers with access to standards-aligned, high quality curricular materials that will facilitate differentiated instruction.	Admin, Instructional Coach, ELPT	Wave 1: 9/1/2023 Wave 2: 9/1/2024 Wave 3: 9/1/2025	In Progress

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

Action Step 1	New Skyline adopting and returning teachers will be provided with ongoing training opportunities.	Admin, Literacy Coach, ELPT, Teachers	Ongoing	In Progress
Action Step 2	Teachers will be provided with high-quality, culturally relevant texts to infuse classroom libraries with up-to-date engaging materials for student use.	Admin, Literacy Coach, ELPT, Teachers	September, 2025	In Progress
Action Step 3	Teachers will attend professional development focused on access, implementation and use of balanced assessments.	Admin, Literacy Coach, ELPT, Teachers	Ongoing. The first will take place during Q2 by December 21, 2023.	Not Started
Action Step 4				Select Status
Action Step 5				Select Status

**SY25-SY26 Implementation Milestones**

**SY25 Anticipated Milestones**  
 Deep dive focused on differentiation to increase student engagement and ownership. Teachers will provide students with tools to own their learning (SMART goals, progress monitor). Teachers will utilize a school-based protocol to analyze standards based, differentiated authentic student work. Teachers will engage in learning cycles which include peer observations and professional readings around differentiation. Staff will participate in ongoing professional development around differentiated instruction.

**SY26 Anticipated Milestones**  
 Teachers will participate in learning cycles around differentiated instruction based on data gathered from previous cycle work. Standards-aligned High Quality Curricular Materials will facilitate differentiated instruction. Differentiation is provided in content, process, product and environment. Teachers reference self-evaluative tools (protocols and look-for-tools) on an ongoing basis to support differentiation. Ongoing professional development TBD based on data from previous learning cycle work.

**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
Lesson learning target and student task is appropriately aligned to the standard 100% of the time for priority groups.	Yes <input type="checkbox"/>	Other	Overall				
			English Learners				
Use SY 23 Cultivate data to increase in the metric of interest and relevance of classroom learning for students.	Yes <input type="checkbox"/>	Cultivate	Overall				
			English Learners				

**Practice Goals**

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&I:2 Students experience grade-level, standards-aligned instruction.	Students are exploring and engaging safe practice with standard-aligned instruction (Skyline).	All students will experience grade-level, standards aligned instruction (Skyline) across 1 or more content areas.	All students will experience grade-level, standards aligned instruction (Skyline) across 2 or more content area.
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	All staff will engage in professional development around standards aligned curriculum with a focus on differentiation.	All staff will have access to high quality curricular materials (Skyline) that are standards-aligned and culturally responsive in 1 or more content areas with a focus on differentiation.	All staff will have access to high quality curricular materials (Skyline) that are standards-aligned and culturally responsive in 2 or more content areas with a focus on differentiation.
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Teachers and leadership team will collaborate to develop lesson learning targets aligned to culturally responsive powerful practices using curricular materials.	All students are engaged in lesson learning targets aligned to culturally responsive powerful practices derived from Skyline (in 1 or more content areas).	All students are engaged in lesson learning targets aligned to culturally responsive powerful practices derived from Skyline (in 2 or more content areas).



[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
Lesson learning target and student task is appropriately aligned to the standard 100% of the time for priority groups.	Other	Overall			Select Status	Select Status	Select Status	Select Status
		English Learners			Select Status	Select Status	Select Status	Select Status
Use SY 23 Cultivate data to increase in the metric of interest and relevance of classroom learning for students.	Cultivate	Overall			Select Status	Select Status	Select Status	Select Status
		English Learners			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:2 Students experience grade-level, standards-aligned instruction.	Students are exploring and engaging safe practice with standard-aligned instruction (Skyline).	Select Status	Select Status	Select Status	Select Status
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	All staff will engage in professional development around standards aligned curriculum with a focus on differentiation.	Select Status	Select Status	Select Status	Select Status
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Teachers and leadership team will collaborate to develop lesson learning targets aligned to culturally responsive powerful practices using curricular materials.	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.
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

PSP being implemented, but not schoolwide. More collaboration between Interventionist, Tutor Corps and Teachers needed. Refinement needed in writing SMART Goals, progress monitoring in Branching Minds and Family Engagement.

What is the feedback from your stakeholders?

Increase teacher time to work with co-teachers to collaborate on accommodations and modifications.  
 Refine the next steps after the PSP with teachers.

What student-centered problems have surfaced during this reflection?

Tiered 2 & Tier 3 Academic and Social Emotional Interventions needed for students.

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?

PSP sessions took place as a grade level team.  
 -More teacher participation and collaboration.  
 Interventionist and tutor corps in place.  
 -Tiered interventions taking place.  
 -Professional development around analyzing data and tiering students  
 -Staff entering academic and SEL interventions in Branching Minds.  
 -Staff using systems created by the MTSS team and district; communication with families, progress monitoring and interventions (Amira and Freckle Math).  
 This will impact our school community by increasing family engagement/parental involvement as well as providing just-in-time supports for Tier 2 & Tier 3 students.

[Return to Top](#)

Determine Priorities

Resources:

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

Students...  
 will be provided appropriate tiered interventions that target their specific academic and/or social emotional needs for growth and acceleration.

[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

Resources:

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

As adults in the building, we...  
 As teachers we need to provide just-in-time supports for students.  
 As teachers we need to review multiple data points (universal screeners, student work, teacher anecdotes, etc.) when using the problem solving process to determine what specific supports are needed for students.  
 As teachers we need to progress monitor interventions to determine their effectiveness.  
 As teachers we need to write appropriate SMART goals for 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...  
 analyze various data points, complete the problem solving process and address individual student need

Resources:

Indicators of a Quality CIWP: Theory of Action

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

## Inclusive & Supportive Learning Environment

then we see....  
 implementation and progress monitoring of targeted tiered interventions/supports delivered via small group and/or individualized instruction

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...  
 meeting students' academic goals in reading, math and social emotional goals as measured by an increase in the number of students in Tiers 2 & 3 interventions meeting targets.

### 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**   
 Admin, Interventionist, MTSS team

**Dates for Progress Monitoring Check Ins**  
 Q1 10/18/2023 Q3 3/13/2024  
 Q2 12/13/2023 Q4 5/22/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
<b>Implementation Milestone 1</b>	All teachers will select student groups in Branching Minds and develop appropriate SMART goals.	Teachers	Quarterly	In Progress
<b>Action Step 1</b>	Teacher will analyze their screener data for BOY, MOY and EOY using a tiered data protocol	Teachers	BOY, MOY, EOY	In Progress
<b>Action Step 2</b>	Teachers will develop intervention plans for small groups utilizing SMART Goals	Teachers	Quarterly	In Progress
<b>Action Step 3</b>	Teachers will progress monitor in Branching Minds during the intervention cycle.	Teachers	weekly or biweekly	In Progress
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	Teachers will effectively implement Tier 2 and Tier 3 Interventions, including Amira and/or Freckle during the scheduled intervention block.	Teachers	Ongoing	In Progress
<b>Action Step 1</b>	All teachers will receive training on Amira and/or Freckle	Teachers	September, 2023	In Progress
<b>Action Step 2</b>	The MTSS Team will finalize an updated SY 2023-24 menu of Tier 2 and 3 academic and social emotional interventions.	MTSS Team	September, 2023	In Progress
<b>Action Step 3</b>	The MTSS Team will refine the Intervention Walk-Through Tool and share it with teachers.	MTSS Team	October, 2023	In Progress
<b>Action Step 4</b>	Teachers will meet with one to two groups providing authentic instruction/support in the area(s)of need during the intervention block.	Teachers	Ongoing	In Progress
<b>Action Step 5</b>	The ILT & MTSS team will conduct two MTSS Intervention Block Walk Thoughts each school year using the Intervention Walk Through Tool and provide grade levels with feedback for improvement.	MTSS team	October 2023 and March 2024	Not Started
<b>Implementation Milestone 3</b>	The MTSS Team will develop procedures for teachers to request support around students requiring Tier 2 and Tier 3 academic and social emotional interventions from the team.	MTSS Team	October, 2023	In Progress
<b>Action Step 1</b>	The MTSS Team will continue to meet bi-weekly in order to develop tools and protocols and support parental involvement. In addition, the team will prepare for trainings, working sessions during grade level meetings.	MTSS Team	Ongoing	In Progress
<b>Action Step 2</b>	MTSS Team will support teachers with the home-school connection.	MTSS Team	Ongoing	In Progress
<b>Action Step 3</b>	MTSS Team will review and respond to meeting requests from teachers.	MTSS Team	September 2023	Not Started
<b>Action Step 4</b>	New teachers will be trained to use the Problem Solving Protocol. Teachers will continue to follow the Problem Solving Protocol with student data in order to identify specific areas of need.	Teachers	Ongoing	Not Started
<b>Action Step 5</b>	Teachers will implement Calm Classroom and Second Step lessons.	Teachers	Ongoing	In Progress
<b>Implementation Milestone 4</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

**SY25-SY26 Implementation Milestones**

**SY25 Anticipated Milestones**  
 Teachers will effectively implement Tier 2 and Tier 3 Interventions, including Amira and Freckle during the scheduled intervention block. Teachers will utilize various data points and monitor student progress. Teachers will utilize a school-based protocol to request support around students requiring Tier 2 and Tier 3 academic and social emotional interventions from the team.

**SY26 Anticipated Milestones**  
 Teachers will analyze data, effectively implement Tier 2 and Tier 3 Interventions and progress monitor which will lead to meeting academic goals in reading, math and social emotional goals as measured by an increase in the number of students in Tier 1 and school and district-wide assessments. Students will be provided Tiered Social Emotional supports which will decrease behavior incidents.

[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
Reading tier movement will trend upwards by 10% in tiers 1 & 2 as specified in Branching Minds by SY '26.	Yes	MTSS Academic Tier Movement	Overall	EOY 2023 Tier 1-57% Tier 2-22%	EOY 2024 Tier 1-60% Tier 2-25%	EOY 2025 Tier 1-63% Tier 2-28%	EOY 2026 Tier 1-67% Tier 2-32%
			English Learners	EOY 2023 Tier 1-55% Tier 2-21%	EOY 2024 Tier 1-58% Tier 2-24%	EOY 2025 Tier 1-61% Tier 2-27%	EOY 2026 Tier 1-65% Tier 2-30%
Mathematics tier movement will trend upwards by 10% in tiers 1 & 2 as specified in Branching Minds by SY '26.	Yes	MTSS Academic Tier Movement	Overall	EOY 2023 Tier 1-49% Tier 2-22%	EOY 2024 Tier 1-52% Tier 2-25%	EOY 2025 Tier 1-55% Tier 2-28%	EOY 2026 Tier 1-59% Tier 2-32%
			English Learners	EOY 2023 Tier 1-35% Tier 2-25%	EOY 2024 Tier 1-38% Tier 2-28%	EOY 2025 Tier 1-41% Tier 2-31%	EOY 2026 Tier 1-45% Tier 2-35%

**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.	All teachers will select student groups in Branching Minds and develop appropriate SMART goals. New teachers will be trained to use the Problem Solving Protocol.	The MTSS team will monitor and respond to the PSP process and MTSS Meeting request forms to support and strengthen the home-school connection.	The MTSS team will support and monitor intervention plans that are developed based on the PSP and current student data.
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 receive professional development on Amira and Freckle (accessing, reporting, etc.).	Teachers will effectively implement Tier 2 and Tier 3 Interventions, including Amira and Freckle and progress monitor during the scheduled intervention block.	The MTSS team and teachers will collaborate to monitor implementation of Amira and Freckle in Branching Minds and use the data to adjust tiered instruction.
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	Review structures and protocols for MTSS tiering, interventions and referrals (academic and behavioral). Ensure staff accesses IEPs and 504 to provide appropriate accommodations and modifications, grading for ELs/DLs and DLs.	Review school-wide criteria regarding D's and F's grading guidance.	Monitoring of D&F's report and IEP implementation and revisions.

[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
--------------------	--------	-----------------------------	----------	------	-----------	-----------	-----------	-----------

<a href="#">Jump to...</a>	<a href="#">Priority</a>	<a href="#">TOA</a>	<a href="#">Goal Setting</a>	<a href="#">Progress Monitoring</a>	<i>Select the Priority Foundation to pull over your Reflections here =&gt;</i>
<a href="#">Reflection</a>	<a href="#">Root Cause</a>	<a href="#">Implementation Plan</a>			

## Inclusive & Supportive Learning Environment

Reading tier movement will trend upwards by 10% in tiers 1 & 2 as specified in Branching Minds by SY '26.	MTSS Academic Tier Movement	Overall	EOY 2023 Tier 1-57% Tier 2-22%	EOY 2024 Tier 1-60% Tier 2-25%	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
		English Learners	EOY 2023 Tier 1-55% Tier 2-21%	EOY 2024 Tier 1-58% Tier 2-24%	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
Mathematics tier movement will trend upwards by 10% in tiers 1 & 2 as specified in Branching Minds by SY '26.	MTSS Academic Tier Movement	Overall	EOY 2023 Tier 1-49% Tier 2-22%	EOY 2024 Tier 1-52% Tier 2-25%	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
		English Learners	EOY 2023 Tier 1-35% Tier 2-25%	EOY 2024 Tier 1-38% Tier 2-28%	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="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.	All teachers will select student groups in Branching Minds and deve	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Teachers will receive professional development on Amira and Freck	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	Review structures and protocols for MTSS tiering, interventions and Ensure staff accesses IEPs and 504 to provide appropriate accomm	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>

If Checked:  
Complete  
IL-Empower  
Section below

**Our school receives school improvement funding through Title I, Part A, 1003 (IL-Empower)**

This CIWP serves as your School Improvement Plan, which is required for schools in school improvement status (comprehensive or targeted) as identified by the Illinois State Board of Education (ISBE). The following section, "IL-Empower," addresses grant requirements, assurances, and alignment across your CIWP, grant budget, and state designation.

If Checked:  
No action needed

**Our school DOES NOT receive school improvement funding through Title I, Part A, 1003 (IL-Empower).  
(Continue to Parent & Family Plan)**



<p>Select a Goal</p>					
<p>Select a Goal</p>					
<p>Select a Goal</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.

Parents will participate in professional development to enhance their educational awareness of strategies with the purpose of addressing student social and emotional and academic needs. Based on parent feedback we will plan our professional development sessions for the year.



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