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

Curriculum & Instruction

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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	Based on the school-wide data from IAR, STAR 360, and IREADY that was presented for our school, we have some areas in both Reading and Math that we have grown. Our data currently reflects that We have a total of 246 students. The total population of the students is 246. Of the population, 73 of those students have IEPs and 39 of those students are in cluster programs and they are not tested in IAR, STAR 360 and IREADY. There are a total of 145 students that are either Tier 2 or 3 in both Reading and Math. There are 56 students that are Tier 1 in Reading, 19 Tier 1 students in Math, and 37 students that are Tier 1 in both Reading and Math. However we have a lot of work to do in both of these areas. One of our major shifts in content will focus more on Math.	IAR (Math)
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric / Teacher Team Learning Cycle Protocols / Quality Indicators Of Specially Designed Instruction		IAR (English) / Rigor Walk Data (School Level Data) / PSAT (EBRW) / PSAT (Math) / STAR (Reading)
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	**What is the feedback from your stakeholders?** The stakeholders believe that we must continue to provide Tier 1 instruction, small group instructions and pull out intervention ser vices in order for us to continue to grow. They are committed to additional professional develpment in the areas of instructional practices and strategies.	STAR (Math) / iReady (Reading) / iReady (Math)
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness / Distributed Leadership		Cultivate / Grades / ACCESS
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan / ES Assessment Plan Development Guide / HS Assessment Plan Development		TS Gold / Interim Assessment Data
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**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?** In order to address our school-wide deficits, this is our second year with an interventionalists and with tutor corp tutors in our building. Both the interventionalist and the tutors and have taken a total of 24 students per case load K-8 for Reading and 6-8 for Math. The students are progressed monitored every 6 to 8 weeks through Branching Minds. The students that are the students that Branching Minds has idenitified as Tier 2 and 3 academically.	

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.

The student centered problems that have surfaced during this reflection is that there is a need for student voice on curriclum design and implementation. Students need the opportunity to experieince productive struggle in navigating the complexity of the common core grade level standards. According to our 5 essentials data, under the section that states that "Students build on each other's ideas during discussion". 52% of students stated that this occurs sometimes. Students also need to experience distributive leadership in class room communities and school communities. According to the 5 Essentials survey only 41% of students agree that teachers listen to students ideas. A 20This will yield to students showing evidence of higher order thinking skills.

Inclusive & Supportive Learning Environment

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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	After reviewing the metrics, it is evident that systems are not currently in place that accurately review the expectations and outcomes of MTSS per grade level. Branching Minds has been minimally utilized by teachers for neither academics or SEL. While the MTSS team and school tutors have familiarized themselves and consistently entered data, we recognize that there is a push for all staff in the building to record student data to the same consistency. As far English Learners, we currently have less than 10 students in need of language support.	Unit/Lesson Inventory for Language Objectives (School Level Data) / MTSS Continuum / Roots Survey / ACCESS
		MTSS Integrity Memo		

		References		Metrics
No	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.			MTSS Academic Tier Movement
				Annual Evaluation of Compliance (ODLSS)
Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page	**What is the feedback from your stakeholders?**	Quality Indicators of Specially Designed Curriculum
			The stakehoders feel that teacher collaboration and progress monitoring through Branching Minds needs to be consistent with the expections of MTSS and utilized with fidelity in order to produce student growth. With increased trainings and staff accountability measures, the stakeholders are confident that we can increase the utilization across the board.	EL Program Review Tool
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual		
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**	
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.		Related improvement efforts that are in progress include training and support in Second Step, Calm Classroom, and Leader In Me. By the end of October, we anticipate all teachers being trained in Branching Minds for SEL. We have had a full-time counselor. We now have a full-time social worker and a Youth Interventionist to assist with student social-emotional needs. In addition, through Community Schools, we have partnerships with social programs to enhance student succes in social-emotional growth. Some of the EL students as of AY24 speak no English. We do not have an EL teacher or a bilingual teacher on staff to support the students.	

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.

The problems that will be addressed in this priority is that students must receive the appropriate data driven supports as it relates to the data in Branching Minds.

Connectedness & Wellbeing

	Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment SEL Teaming Structure	The data shows less than 1% of students receiving tier 2 or 3 MTSS Intervention, Support, or Services. We recognize that not all of the data was collected. There is a lack of interventions being documented.	% of Students receiving Tier 2/3 interventions meeting targets
				Reduction in OSS per 100
				Reduction in repeated disruptive behaviors (4-6 SCC)
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			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
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		**What is the feedback from your stakeholders?** To support students the interventions need to be created and progress monitored in such a way that it is visible and accurate. We need to use Branching Minds.	Cultivate (Belonging & Identity)
				Staff trained on alternatives to exclusionary discipline (School Level Data)
				Enrichment Program Participation: Enrollment & Attendance

| No | Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment. | | | Student Voice Infrastructure

Reduction in number of students with dropout codes at EOY |

What student-centered problems have surfaced during this reflection?
If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

The student-centered problem that has surfaced is additionl support is needed for our students with extended absences or chronic absenteeism and we need re-entry plans for this group. ✏️

What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?

The staff is currently in training for Branching Minds. Staff is learning to create the intervention groups, interventions, and how to progress monitor in Reading and Mathematics. Our goal is to have teachers trained to use Branching Minds for SEL by Quarter 2. The intended impact is to support students' Social Emotional Learning and document what works for each individual student. The barriers included teacher who are new to Chicago Public School and new to Branching Minds receiving the supports they need to create interventions students need and to accurately progress monitor student progress. ✏️

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**
N/A — 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).	College and Career Competency Curriculum (C4)	No metrics are available from the program Success Bound. The program is designed for the middle school student to skills oriented preparation for high school and beyond. The emphasize of the program is to change the schoolwide conditions for learning. This is achieved by placing greater value on counseling during the middle school years and building strong relationships the use of a collaborative approach to instruction between school counselors and the classroom teacher ✏️	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track
Yes — Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate
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	**What is the feedback from your stakeholders?** Various work based learning activities are planned and implemented along with the career awareness that included Career day that included local law enforcement, physician and attorney. On site construction internship ✏️	9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
N/A — Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).			
N/A — Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
N/A — There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric	**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?** N/A ✏️	
N/A — Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager		

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.

Our currrent student population only goes up 8th grade. Students only receive work permits and working experinces during their 8th grade Summer going into 9th grade. ✏️

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	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.	Spectrum of Inclusive Partnerships	*The school has proactively reached out to form relationships with families, school committes and community members. We feel that we are forming prositives parterships with these groups that will contribute to the school's goals.. We have formed the schoolweb site, PAC, LSC, Project Exploration, the TURN Center, Bright Star and other partnerships to engage students.* ✍️	Cultivate
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
No	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric	**What is the feedback from your stakeholders?** We currently do not have any feedback from our stakeholders. ✍️	Formal and informal family and community feedback received locally. (School Level 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.

Though we have many partnerships, engaging our students' parents has continued be a challenge. Student voice is a challenge that we are strategically working on to correct. ✍️

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?

This year we will continue to engage parents with back to school nights. content area nights, and school assemblies. To encourage student voice, we have added a student representative to our LSC and plan to reinstitute our Student Council, Student Ambassadors, and other student leaders. ✍️

CIWP Team & Schedules

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).

Name 👍	Role 👍	Email 👍
Tamara Litttlejohn	Principal	tnlittlejohn@cps.edu
Cheryl White	AP	cbwhite1@cps.edu
Kimberly Denard	Curriculum & Instruction Lead	kkdenard@cps.edu
Delena Youngblood	Curriculum & Instruction Lead	dlyoungblood@cps.edu
Jacqueline Neal	Curriculum & Instruction Lead	joneal3@cps.edu
LaPorsha Glass	Teacher Leader	lnglass1@cps.edu
Jazzmine Shavers	Teacher Leader	jcshavers@cps.edu
Natalie Williams	Teacher Leader	newilliamsjenkins@cps.edu
Lorri Lanier	Connectedness & Wellbeing Lead	lalanier1@cps.edu
Jeffery Muhammad	Connectedness & Wellbeing Lead	jcmann@cps.edu
Cedric Mc Cay	LSC Member	Cedric_McCay@yahoo.com
Anastasia Chapital	Parent	amchapital@gmail.com

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✏️	Planned Completion Date ✏️
Team & Schedule	7/13/23	8/8/23
Reflection: Curriculum & Instruction (Instructional Core)	4/13/23	8/18/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	4/13/23	8/18/23
Reflection: Connectedness & Wellbeing	4/13/23	8/18/23
Reflection: Postsecondary Success	4/13/23	8/18/23
Reflection: Partnerships & Engagement	4/13/23	8/18/23
Priorities	4/13/23	8/31/23
Root Cause	4/13/23	8/31/23
Theory of Acton	4/13/23	8/31/23
Implementation Plans	4/13/23	8/31/23
Goals	4/13/23	8/31/23
Fund Compliance	4/13/23	8/31/23
Parent & Family Plan	4/13/23	8/31/23
Approval	4/13/23	9/7/23

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	10/20/23
Quarter 2	12/21/23
Quarter 3	3/22/24
Quarter 4	6/6/24

| Jump to... | Priority | TOA | Goal Setting | Progress |
| Reflection | Root Cause | Implementation Plan | | Monitoring |

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

Curriculum & Instruction

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.
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?

Based on the school-wide data from IAR, STAR 360, and IREADY that was presented for our school, we have some areas in both Reading and Math that we have grown. Our data currently reflects that We have a total of 246 students. The total population of the students is 246. Of the population, 73 of those students have IEPs and 39 of those students are in cluster programs and they are not tested in IAR, STAR 360 and IREADY. There are a total of 145 students that are either Tier 2 or 3 in both Reading and Math. There are 56 students that are Tier 1 in Reading, 19 Tier 1 students in Math, and 37 students that are Tier 1 in both Reading and Math. However we have a lot of work to do in both of these areas. One of our major shifts in content will focus more on Math.

What is the feedback from your stakeholders?

The stakeholders believe that we must continue to provide Tier 1 instruction, small group instructions and pull out intervention ser vices in order for us to continue to grow. They are committed to additional professional develpment in the areas of instructional practices and strategies.

What student-centered problems have surfaced during this reflection?

The student centered problems that have surfaced during this reflection is that there is a need for student voice on curriclum design and implementation. Students need the opportunity to experieince productive struggle in navigating the complexity of the common core grade level standards. According to our 5 essentials data, under the section that states that "Students build on each other's ideas during discussion". 52% of students stated that this occurs sometimes. Students also need to experience distributive leadership in class room communities and school communities. According to the 5 Essentials survey only 41% of students agree that teachers listen to students ideas. A 20This will yield to students showing evidence of higher order thinking skills.

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?

In order to address our school-wide deficits, this is our second year with an interventionalists and with tutor corp tutors in our building. Both the interventionalist and the tutors and have taken a total of 24 students per case load K-8 for Reading and 6-8 for Math. The students are progressed monitored every 6 to 8 weeks through Branching Minds. The students that are the students that Branching Minds has idenitified as Tier 2 and 3 academically.

Determine Priorities

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

Students...

Students are not mastering grade level content.

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

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

As adults in the building, we...

High-quality curriculm is not used with fidelity across all grade levels. Teacher are not utilizng GRR while delivering Tier 1 instruction.

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.

Theory of Action

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What is your Theory of Action?

If we....

Provide on-going professinoal development and support with the implementation of SAVVAS curriculm, monitor pacing and implementation, support teachers with GRR. Provide the time for collaborative planning.

Indicators of a Quality CIWP: Theory of Action

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

Curriculum & 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.

then we see....

Grade level teams will collaboratively plan their units. Implementation of GRR in daily Tier 1 instruction. Students will begin to use academic language in the We Do of the GRR and in small-group discussions. Teachers will excute lesson plans using the GRR format. Students will be in Tiered small-groups based on data. Teachers and support staff will support students' abilities and opportunities for growth; coherent curriculum goals and expectations; stronger professional learning community; shared teacher practice and collective ownership of student achievement. We will see a culture focused on success for all students that

which leads to...

An increase in students meeting and exceeding expectations in grade level content in both Reading and Math. An increse of students moving from Tier 2 and 3 to Tier 1.

Return to Top   **Implementation Plan**

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍️

Dates for Progress Monitoring Check Ins

Q1	10/20/23	Q3	3/22/24
Q2	12/21/23	Q4	6/6/24

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1 — All teachers will be provided with SAVVAS training utilizing GRR.	Curriculm Trainiers, School Administration, Grade Level Chairs	End of Second Quarter	Select Status
Action Step 1 — Provide professional development to all teachers utilizing GRR.	Administration Instructional Coach	End of Second Quarter	Select Status
Action Step 2 — Provie safe practice cycles with feedback on trends in the building.	Administration and ILT	6 week cycles	Select Status
Action Step 3 — Create a tool to monitor GRR trends in the building.	Administration and ILT	End of First Quarter	Select Status
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 2			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
Implementation Milestone 3			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
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	[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]	✍️
SY26 Anticipated Milestones	[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]	✍️

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

Curriculum & Instruction

Goal Setting

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Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

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

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

Numerical Targets [Optional] ✍️

Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	SY24	SY25	SY26
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍️	Specify your practice goal and identify how you will measure progress towards this goal. ✍️		
	SY24	SY25	SY26
Select a Practice			
Select a Practice			
Select a Practice			

SY24 Progress Monitoring

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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
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4

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

Curriculum & Instruction

Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

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

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

No — School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.

Partially — 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.

Partially — English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.

Partially — There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

After reviewing the metrics, it is evident that systems are not currently in place that accurately review the expectations and outcomes of MTSS per grade level. Branching Minds has been minimally utilized by teachers for neither academics or SEL. While the MTSS team and school tutors have familiarized themselves and consistantly entered data, we recognize that there is a push for all staff in the building to record student data to the same consistency. As far English Learners, we currently have less than 10 students in need of language support.

What is the feedback from your stakeholders?

The stakeholders feel that teacher collaboration and progress monitoring through Branching Minds needs to be consistent with the expections of MTSS and utilized with fidelity in order to produce student growth. With increased trainings and staff accountability measures, the stakeholders are confident that we can increase the utilization across the board.

What student-centered problems have surfaced during this reflection?

The problems that will be addressed in this priority is that students must receive the appropriate data driven supports as it relates to the data in Branching Minds.

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?

Related improvement efforts that are in progress include training and support in Second Step, Calm Classroom, and Leader In Me. By the end of October, we anticipate all teachers being trained in Branching Minds for SEL. We have had a full-time counselor. We now have a full-time social worker and a Youth Interventionist to assist with student social-emotional needs. In addition, through Community Schools, we have partnerships with social programs to enhance student succes in social-emotional growth. Some of the EL students as of AY24 speak no English. We do not have an EL teacher or a bilingual teacher on staff to support the students.

Determine Priorities

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

Students...

All of the students are not receiving intervention services. Only 56 students out of the 246 are receiving interventions.

Resources: 🚀

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.

Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).

For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.

Priorities are determined by impact on students' daily experiences.

Root Cause

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

As adults in the building, we...

Teachers are not well versed on how to plan for tiered workstations. Teachers do not know what materials to utilize for small group.
Teachers are not to trained on how to use school-wide resources to create tiered choice workstations. Teachers are not trained in Branching Minds to do progress monitoring.

Resources: 🚀

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.

The root cause is based on evidence found when examining the student-centered problem.

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

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What is your Theory of Action?

If we....

Provide on-going professional development and support with small group instruction, provide materials or resources, implementation of student centered workstations, and support teachers with planning of small-group   Provide teachers with professional development on branching minds to progress monitor students.

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

Inclusive & Supportive Learning Environment

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....

Implementation of daily small-group. Students working in student centered workstations that are Tiered. Teachers setting data goals for students. Teachers progress monitoring students on a weekly basis in branching minds. Teacher and support staff supporting students on reaching personal goals they have set. ✍️

which leads to...

An increase in closing informational achievement gaps. An increase in students meeting and exceeding expectations in grade level content in both Reading and Math. An increase of students moving from Tier 3 to tier 2, and tier 2 to Tier 1. ✍️

Return to Top   **Implementation Plan**

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍️

Dates for Progress Monitoring Check Ins

Q1	10/20/23	Q3	3/22/24
Q2	12/21/23	Q4	6/6/24

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	Provide professional development for all teachers to analyze data, create students goals, and progress monitor those students.	School Administration, ISL, ILT	End of Second Quarter	Select Status
Action Step 1	Provide professional development for all teachers in small group instruction, goal setting for students and how to use school-wide resources in the building.	School Administration, ISL, ILT	Content PLC 1st and 3rd Wednesday of the month.	Select Status
Action Step 2	Provide safe practice cycles with feedback to teachers.	School Administration, and ILT	6 week cycles	Select Status
Action Step 3	Provide professional development for branching minds for progress monitoring.	ISL and MTSS Coordinator	During School-Improvement Professional Developments	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2				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
Implementation Milestone 3				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
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	[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]	✍️

Inclusive & Supportive Learning Environment

SY26 Anticipated Milestones

[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?] 🖌️

Goal Setting

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

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

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 🖌️	SY24	SY25	SY26
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				

Numerical Targets [Optional] 🖌️

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
Select a Practice			
Select a Practice			
Select a Practice			

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
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status

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

Inclusive & Supportive Learning Environment

Select Metric

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
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

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

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

☐ **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.

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

Select a Goal

Select a Goal

Select a Goal

| If Checked:

Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections | ☑ | **Our school is a Title I school operating a Schoolwide Program**
This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs. |
| If Checked:

No action needed | ☐ | **Our school is a non-Title I school that does not receive any Title I funds.**
(Continue to Approval) |

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.

Carter G. Woodson will create an environment that supports parents and legal guardians to learn new and enhanced ideas surrounding their students. We will provide workshops and conferences specifically around supporting parents who show interest in improving their students' attendance and helping them reach their target.

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