

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
Evelyn Roman	Principal	Eroman2@cps.edu
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Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	June 8, 2023	June 8, 2023
Reflection: Curriculum & Instruction (Instructional Core)	7/13/23	7/13/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/13/23	7/13/23
Reflection: Connectedness & Wellbeing	7/19/23	7/19/23
Reflection: Postsecondary Success	8/15/23	8/29/23
Reflection: Partnerships & Engagement	8/15/23	8/15/23
Priorities	7/19/23	7/19/23
Root Cause	7/27/23	7/27/23
Theory of Acton	8/3/23	8/3/23
Implementation Plans	8/23/23	8/23/23
Goals	8/29/23	8/29/23
Fund Compliance	8/23/23	8/30/23
Parent & Family Plan	8/23/23	8/23/23
Approval	9/1/23	9/1/23

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	10/12/23
Quarter 2	12/12/23
Quarter 3	3/12/23
Quarter 4	5/21/23

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>CPS High Quality Curriculum Rubrics</p> <p>All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</p>	<p>After reviewing the metrics, some of our takeaways are that our curriculum should be aligned both horizontally and vertically. Curriculum, formal and informal assessments, MTSS, and Tier 1-3 instruction should continue to be threaded together in a cohesive manner. Distributed leadership team will make prioritized decisions to align all of the components contained within this priority. </p> <p>iReady Reading EOY - 67% of our K-2 Dual language students are meeting and exceeding grade level standards in Spanish on the Spanish assessment and 12% are meeting or exceeding in English according to the iReady metric. Aligning the curriculum and standards between the Spanish curriculum and English curriculum and focusing on English language proficiency and standards will improve this gap between the students' native language and English.</p> <p>Math iReady - 65% of K-2 students are meeting in Math in Spanish and 18% in English. Addressing this disparity during instruction will take intentionality and research based moves to transfer native language knowledge to L2 (English).</p>	<p>IAR (Math)</p> <p>IAR (English)</p> <p>Rigor Walk Data (School Level Data)</p>
Yes	<p>Rigor Walk Rubric</p> <p>Teacher Team Learning Cycle Protocols</p> <p>Quality Indicators Of Specially Designed Instruction</p> <p>Students experience grade-level, standards-aligned instruction.</p>	<p>We continue to see this disparity in the achievement between scores in Spanish assessments and the English. For STAR 360 Reading, 47% of students are "At/Above Grade Level" using the STAR Spanish assessment, whereas 26% of students are "At/Above Grade Level" using the English assessment.</p> <p>Looking at the Math STAR 360, 59% of students are "At/Above" using the Spanish assessment, and 43% of students are "At/Above" using the English assessment.</p> <p>Using the IAR metric, 22% of students are meeting/exceeding Reading standards and 12% are meeting the Math standards. If we take a deep dive between our Dual language and monolingual classes, we continue to see the disparity in the scores. Students in monolingual classes score above the Dual language in Reading and Math assessments. The same trends appear between TBE rosters and non TBE rosters in 5-8 in a less drastic manner.</p> <p>If we look at our overall IAR scores for students meeting/exceeding this year versus last, we are seeing an upward trend. In ELA, 22% of our students are meeting/exceeding in comparison to 13% from last year. In Math, 12% of our students met/exceeded compared to last year's 7%. We made some strategic moves school-wide to prepare for the IAR and they're proving effective thus far.</p>	<p>PSAT (EBRW)</p> <p>PSAT (Math)</p> <p>STAR (Reading)</p>
Partially	<p>Powerful Practices Rubric</p> <p>Learning Conditions</p> <p>Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.</p>	<p>What is the feedback from your stakeholders?</p> <p>Feedback included giving time for teachers and support staff to be proactive and to get to know where students are at the beginning of the year. Time is given to stakeholders to be prepared to align curriculum and resources to students in a timely manner. Feedback from stakeholders is taken into consideration when planning grade level meetings. We adjust according to feedback from our stakeholders. </p>	<p>STAR (Math)</p> <p>iReady (Reading)</p> <p>iReady (Math)</p>
Yes	<p>Continuum of ILT Effectiveness</p> <p>Distributed Leadership</p> <p>The ILT leads instructional improvement through distributed leadership.</p>		<p>Cultivate</p> <p>Grades</p> <p>ACCESS</p>
Partially	<p>Customized Balanced Assessment Plan</p> <p>ES Assessment Plan Development Guide</p> <p>HS Assessment Plan Development</p> <p>School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.</p>		<p>TS Gold</p> <p>Interim Assessment Data</p>
No	<p>Assessment for Learning Reference Document</p> <p>Evidence-based assessment for learning practices are enacted daily in every classroom.</p>	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity? </p> <p>Improvements include targeting our student groups that are struggling to provide them with support before, during, and after school. We provide our students with tier 2, 3 interventions in a timely manner. Students "off track" are identified and steps are taken to address issues that arise out of discussions.</p> <p>Teachers are investing in Skyline related trainings over the summer and throughout the year. Time is provided to talk about the roadblocks that might occur with the curriculum to be as proactive as possible.</p> <p>Resources (financial) are provided to teachers who need to translate curriculum if necessary.</p>	

What student-centered problems have surfaced during this reflection?

If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

Students in our Dual language and TBE programs need to receive instruction that aligns with their monolingual counterparts. There is a large disparity between L1 and L2 standards achievement. 🍌

translate curriculum if necessary.

Diverse Learner teachers have access to the curriculum and modify the curriculum as it becomes necessary.

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.</p> <p>MTSS Integrity Memo</p> <p>MTSS Continuum</p> <p>Roots Survey</p>	<p>Tier movement in ELA - Our tier 1 percentage went from 50% to 52%, tier 2 stayed at 25%, and our tier 3 went from 23% to 22%. 🍌</p> <p>Tier movement in Math - Our tier 1 students went from 57% to 58%, tier 2 from 23% to 22%, and tier 3 went from 18% to 18%.</p> <p>Eighty percent of our eligible students had active Branching Minds plans by the end of the SY 22-23.</p> <p>ACCESS Overall data:</p> <p>Entering 25.1% Developing 15.69% Emerging 41.25% Expanding 15.246% Reaching 1.345%</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p>MTSS Continuum</p> <p>Roots Survey</p> <p>ACCESS</p> <p>MTSS Academic Tier Movement</p> <p>Annual Evaluation of Compliance (ODLSS)</p>
Yes	<p>School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.</p> <p>MTSS Integrity Memo</p>		<p>Quality Indicators of Specially Designed Curriculum</p>
Yes	<p>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.</p> <p>LRE Dashboard Page</p>	<p>What is the feedback from your stakeholders?</p> <p>MTSS - Hands on working sessions during grade levels are highly effective with teacher development and implementation of Branching Minds intervention plans. 🍌</p>	<p>EL Program Review Tool</p>
Yes	<p>Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.</p> <p>IDEA Procedural Manual</p>	<p>Student IEPs will continue to be a priority. General education teachers and DL teachers will actively collaborate to ensure students are receiving services in accordance with LRE and IEPs.</p>	
Yes	<p>English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.</p> <p>EL Placement Recommendation Tool ES</p> <p>EL Placement Recommendation Tool HS</p>	<p>English learners and newcomers' academic needs need to continue to be a priority. The language goals need to be delineated specifically in order to have measurable and specific language goals with clear metrics. Students are staffed with appropriate teachers or paired with support staff such as an ELPT. Gaps in appropriate language curriculum materials and strategies will continue to be addressed using all available methods.</p>	
Yes	<p>There are language objectives (that demonstrate HOW students will use language) across the content.</p>	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>In regards to MTSS, we are well on our way with structures and implementation and integration of Branching Minds. We will continue to make MTSS a priority in regards to scheduling MTSS topics and learning into our weekly grade level meetings. Giving teachers working sessions and training support in a timely manner works to our advantage and will continue in the following school year. 🍌</p> <p>We will need to set clear expectations for development, implementation, and documentation of MTSS and Branching Minds. This includes a plan to integrate all of our online platform offerings seamlessly into the curriculum without diluting it. Our interventionist will lead the charge in terms of notifying parents of the process and updating parents of the progress of their students.</p>	

What student-centered problems have surfaced during this reflection?

If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

The English language proficiency metrics of the students in our Dual Language program lag behind those students in our monolingual classes. in certain aspects. Newcomer students need more support in regards to integrating into the classroom environment and academics. Diverse learners are not meeting the expectations of our individually developed IEP goals. Our students are not exiting the Bilingual program in spite of program years. 🍌

To the extent possible, given the circumstances within our control, Diverse Learners are placed in the Least Restrictive Environment. Students' IEPs are largely implemented with fidelity with the exception where staffing a position has impeded it. Diverse Learners are prioritized in our scheduling and staffing. Systems for IEP development are in place to ensure high quality IEPs and IEP implementation.



English Learners are also a priority group in our rostering and scheduling. To the extent possible within our current staff, ELs are placed with an appropriately endorsed teacher or support staff member such as our ELPT. We will continue to be as proactive as possible to ensure the needs of our ELs, including newcomers, are being met in terms of academics and SEL.

Language objectives are embedded into our rigor walk rubric and will continue to be addressed within our grade levels and coaching conversations. Our Dual Language Program guidelines are addressed and aligned to meet the needs and standards of the Spanish and English standards. More work will be done on a continual basis to assess the program and the goals of language objectives using all available data, both formal and informal.

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Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
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Jump to...	Curriculum & Instruction	Inclusive & Supportive Learning	Connectedness & Wellbeing	Postsecondary	Partnerships & Engagement
Partially	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		After reviewing the 5 essentials and the culture and climate surveys, we see that our students have mostly positive attitudes towards our school. We need to address gaps in student voice. There is an established Behavior Health Team, however we have not had a separate Climate and Culture team specifically addressing school wide supports. Teachers have been addressing SEL issues in an inconsistent manner 3 out of 18 teachers in grades Pre-K to 8 completed the Tier 1 SEL curriculum. Students are inconsistently referred to the BHT for Tier 2 or Tier 3 support. Students are able to participate in after school activities including sports, academic support, we host the Boys and Girls club after school, etc. Last year, 4.6% of our students experienced chronic absenteeism, some students missing more than 70 days of school. Attendance affects academics, SEL, and classroom environment in a negative manner. Attendance issues appear to be more severe in the primary grades where parents might assume stakes are lowest but serious interruptions to learning have lasting effects on foundations for learning.	 % 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
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.				Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
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 is the feedback from your stakeholders? We have a good foundation for supporting our students well being and SEL needs but more work needs to be done to ensure implementation with fidelity. More coordination is necessary to ensure our MTSS, BHT, Culture and Climate teams integrate their programs more seamlessly to ensure we are benefiting the most from all of them. Our students have a plethora of programs available to them for SEL, enrichment, athletics, we just need to help coordinate those to maximize their usage and benefits. We have an established Behavioral Health Team to address students requiring Tier 2 and Tier 3 interventions or groups. We partner with Trellus, who through a no cost agreement, provides on site therapy supports, for students requiring individual long term counseling.		Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data)
Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		Attendance initiatives need to extend beyond the present ones. More outreach and education needs to be done (for both parents and students) in a proactive manner to address chronic absenteeism. We need to realistically address attendance issues and work to address the academic gaps that attendance issues arise that are within our control.		Enrichment Program Participation: Enrollment & Attendance 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.

Attendance affects academics, SEL, and classroom environment in a negative manner. Attendance issues appear to be more severe in the primary grades where parents might assume stakes are lowest but serious interruptions to learning have lasting effects on foundations for learning. Students struggle with social emotional needs and do not come to school with a foundation for managing their feelings/emotions. 


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?

Mandatory parent meetings for targeted grades with chronic absenteeism. Weekly incentives for students for attendance goals being met. Discuss barriers to consistent attendance with parents and provide support wherever necessary. Provide parents with literature that connects attendance with academic progress. Have PBIS meetings that include parents and try to arrive at the root cause for absences and make plans to improve the attendance issue. We will be working to ensure that Tier 1 curriculum supports are in place for Social Emotional Learning. The curriculum we have is Second Step. Students who require more intensive behavior supports will be referred by teachers to the BHT and interventions will be assigned and closely monitored. 

The Network 4 Office of Early Childhood is going to be working with the Pre-K teachers to improve attendance. We will be specifically targeting grades K-2 with incentives to improve attendance.

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Postsecondary only applies to schools serving 6th grade and up. If your school does not serve any grades within 6th-12th grade, please skip the Postsecondary reflection.

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Yes	College and Career Competency Curriculum (C4)	Ninety nine percent of students graduated on time. Ninety nine percent of students activated and applied through Go CPS. All students in 8th grade take the selective enrollment exam. All 8th grade students and parents receive extensive support on selecting the right high school according to the needs of the students. This support is offered by way of mandatory parent meetings, counseling sessions that focus on the high school selection process, offering appointments with the counselor on an individual basis, and a dedicated Google Classroom for high school information. Aside from that, we hold career day with guests from a variety of backgrounds. We ensure as many students as possible attend the high school fair by scheduling a field trip.	 Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track
Partially	Individualized Learning Plans	Our Cultivate data indicates our priorities will be student voice, feedback for growth, and classroom community.	Learn, Plan, Succeed % of KPIs Completed (12th Grade)

Jump to...	Curriculum & Instruction	Inclusive & Supportive Learning	Connectedness & Wellbeing	Postsecondary	Partnerships & Engagement
					College Enrollment and Persistence Rate
Yes	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit		<p>What is the feedback from your stakeholders?</p> <p>Eighth graders have wide support in the high school selection process. Middle school will implement School Links activities for career exploration. Career day was a success and we plan on continuing the tradition. 🍌</p>	<p>9th and 10th Grade On Track</p> <p>Cultivate (Relevance to the Future)</p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
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		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>All students in 8th grade take the selective enrollment exam. All 8th grade students and parents receive extensive support on selecting the right high school according to the needs of the students. This support is offered by way of mandatory parent meetings, counseling sessions that focus on the high school selection process, offering appointments with the counselor on an individual basis, and a dedicated Google Classroom for high school information. Aside from that, we hold career day with guests from a variety of backgrounds. We ensure as many students as possible attend the high school fair by scheduling a field trip. Students in grades 6-8 will participate in School Links career exploration curriculum. 🍌</p>	
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager			
<p>What student-centered problems have surfaced during this reflection?</p> <p>If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>Not all students participated, in school year 22-23, in the high school application process. 🍌 Not all students graduated on track.</p>					

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	Spectrum of Inclusive Partnerships	School provides ample support and classrooms for Parent University that encourages parents in the community to enroll and participate. 🍌	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p> <p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
Yes	Reimagining With Community Toolkit	School continues to partner with the Logan Square Neighborhood Association. LSNA partners with Avondale-Logandale to provide workshops, field trips, and other meetings for parents and students.	<p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p> <p>Formal and informal family and community feedback received locally. (School Level Data)</p>
Partially	Student Voice Infrastructure Rubric	<p>What is the feedback from your stakeholders?</p> <p>Student council, student voice comm., lsc student rep. School continues to collaborate, host, and foster the Boys' and Girls' Program after school program. 🍌</p>	

What student-centered problems have surfaced during this reflection?

If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

Previously our students overall felt that they did not have a voice here at school. Parent University is here at the school, but not all families are aware of the offerings from Parent University which limits parent involvement for their children. 🍌

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

We will encourage Parent University to set up tables to promote parent programs during open house, parent teacher conferences, back to school bash, monthly parent meetings, etc. Student council, LSC student representative and student voice surveys will be implemented to allow students to voice their concerns, opinions and suggestions. 🍌

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.
Yes	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
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?

Tier movement in ELA - Our tier 1 percentage went from 50% to 52%, tier 2 stayed at 25%, and our tier 3 went from 23% to 22%.

Tier movement in Math - Our tier 1 students went from 57% to 58%, tier 2 from 23% to 22%, and tier 3 went from 18% to 18%.

Eighty percent of our eligible students had active Branching Minds plans by the end of the SY 22-23.

ACCESS Overall data:

Entering 25.1%
 Developing 15.69%
 Emerging 41.25%
 Expanding 15.246%
 Reaching 1.345%

What is the feedback from your stakeholders?

MTSS - Hands on working sessions during grade levels are highly effective with teacher development and implementation of Branching Minds intervention plans.

Student IEPs will continue to be a priority. General education teachers and DL teachers will actively collaborate to ensure students are receiving services in accordance with LRE and IEPs.

English learners and newcomers' academic needs need to continue to be a priority. The language goals need to be delineated specifically in order to have measurable and specific language goals with clear metrics. Students are staffed with appropriate teachers or paired with support staff such as an ELPT. Gaps in appropriate language curriculum materials and strategies will continue to be addressed using all available methods.

What student-centered problems have surfaced during this reflection?

The English language proficiency metrics of the students in our Dual Language program lag behind those students in our monolingual classes. In certain aspects, Newcomer students need more support in regards to integrating into the classroom environment and academics. Diverse learners are not meeting the expectations of our individually developed IEP goals. Our students are not exiting the Bilingual program in spite of program years.

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 regards to MTSS, we are well on our way with structures and implementation and integration of Branching Minds. We will continue to make MTSS a priority in regards to scheduling MTSS topics and learning into our weekly grade level meetings. Giving teachers working sessions and training support in a timely manner works to our advantage and will continue in the following school year.

We will need to set clear expectations for development, implementation, and documentation of MTSS and Branching Minds. This includes a plan to integrate all of our online platform offerings seamlessly into the curriculum without diluting it. Our interventionist will lead the charge in terms of notifying parents of the process and updating parents of the progress of their students.

To the extent possible, given the circumstances within our control, Diverse Learners are placed in the Least Restrictive Environment. Students' IEPs are largely implemented with fidelity with the exception where staffing a position has impeded it. Diverse Learners are prioritized in our scheduling and staffing. Systems for IEP development are in place to ensure high quality IEPs and IEP implementation.

English Learners are also a priority group in our rostering and scheduling. To the extent possible within our current staff, ELs are placed with an appropriately endorsed teacher or support staff member such as our ELPT. We will continue to be as proactive as possible to ensure the needs of our ELs, including newcomers, are being met in terms of academics and SEL.

Language objectives are embedded into our rigor walk rubric and will continue to be addressed within our grade levels and coaching conversations. Our Dual Language Program guidelines are addressed and aligned to meet the needs and standards of the Spanish and English standards. More work will be done on a continual basis to assess the program and the goals of language objectives using all available data, both formal and informal.

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

Students...

Instructional core - Have access to grade level culturally relevant and student centered materials that are aligned horizontally and vertically. The curriculum while comprehensive, will need to be tailored for the students, however, all students have the goal of reaching grade level numeracy and literacy by the end of the year. Students will also be provided wrap-around services aside from the academic to help with SEL goals. Teachers will continue to work on the rubric provided by the network during our walkthroughs. Our main priority will be to continue to implement Skyline curriculum. Students need to have access to grade level culturally relevant and student centered materials that are aligned horizontally and vertically. The curriculum while comprehensive, will need to be tailored for the students, however, all students have the goal of reaching grade level numeracy and literacy by the end of the year. Students will also be provided wrap-around services aside from the academic to help with SEL goals. Teachers will continue to work on the rubric provided by the network during our walkthroughs. Our main priority will be to continue to implement Skyline curriculum.

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.

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

As adults in the building, we...

need to plan more collaboratively and ensure all teachers, regardless of program designation (TRF, DL, Dual). Our main focus needs to be the grade level standards and then

Resources:

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

Indicators of a Quality CIWP: Root Cause Analysis

Inclusive & Supportive Learning Environment

designation (IE, DL, Dual). Our main focus needs to be the grade level standards and then we can make decisions on what that looks like in each different program. With the new SLA curriculum that aligns with ELA, collaborating and alignment should be more cohesive, however, work still needs to be done so that both L1 and L2 are incorporated with intentionality on a daily basis. All support personnel (Dual language coordinator, ELPT, interventionist, DL coordinator, and Lead Coach) should be present during common planning time to ensure we are not differentiating standards, we are differentiating scaffolds to reach grade level standards with the only exception being students whose IEPs indicate otherwise.

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....

Implement the Core Curriculum with fidelity and provide teachers and students with specialized support with this curriculum, that includes a focus on acceleration to meet grade level standards with engaging and relevant materials and instructional strategies for ALL students without exception, 🍌

then we see....

Equitable access to high quality curriculum, materials, and strategies for ALL of our students regardless of designation or learning differences 🍌

which leads to...

Meaningful learning for students that not only advances them academically but fosters a love of learning, a sense of belonging in their school community, and a belief in their own abilities to prepare them for post-secondary life. 🍌

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.

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 🍌

ILT Members

Dates for Progress Monitoring Check Ins

Q1 10/12/23 Q3 3/12/23
Q2 12/12/23 Q4 5/21/23

SY24 Implementation Milestones & Action Steps 🍌

Who 🍌

By When 🍌

Progress Monitoring

	SY24 Implementation Milestones & Action Steps 🍌	Who 🍌	By When 🍌	Progress Monitoring
Implementation Milestone 1	All teachers implement core curriculum with fidelity.	All teachers	10/12/23	In Progress
Action Step 1	Teachers complete pacing guides for SY 24 for all content areas.	All teachers	July 1, 2023	Completed
Action Step 2	Teachers attend Skyline related PD during summer as well as week 0 PD where they receive training on technology routines and procedures necessary to implement Core Curriculum.	All teachers	August 17, 2023	In Progress
Action Step 3	Peer observations conducted on a formal and informal basis.	All teachers	Throughout the year.	Not Started
Action Step 4	Instructional coaches will complete baseline observations of all classes using district created rubrics to have an overview and assess needs on a class by class basis and tier teachers for targeted coaching. Coaching cycles will be implemented throughout the year as necessary.	Ms. Raigoza	October 6, 2023	Not Started
Action Step 5	BOY Landscape Walk- Network 4	All teachers	September 18, 2023	Not Started
Implementation Milestone 2	Implement a comprehensive MTSS plan that includes academic, SEL, attendance, and behavior interventions.	MTSS/BHT team - All teachers	12/12/23	Not Started
Action Step 1	Create MTSS Branching Minds Plans for all tier 2 & 3 students	All teachers	September 29, 2023	Not Started
Action Step 2	Communicate MTSS plans and progress with parents	MTSS BHT team, Other providers	October 6, 2023	Not Started
Action Step 3	Create a schedule for interventions with Mr. Vera as well as classroom teachers providing interventions	All teachers	October 5, 2023	Not Started
Action Step 4	Provide specific guidance and expectations for online interventions such as IXL and Freckle, etc. as well as expectations for documenting plans and progress on Branching Minds.	ILT & Classroom Teachers	September 15, 2023	Not Started
Action Step 5	Select dates for updating plans for MOY and EOY. Close out any plans at EOY for purposes of promotion.	All teachers	May 28, 2023	Not Started
Implementation Milestone 3	Cultivate Learning Conditions	All teachers	3/12/24	In Progress
Action Step 1	Review priority standards guides and data from Winter Cultivate Survey	5-8 teachers	September 20, 2023	In Progress
Action Step 2	Inform teachers of Cultivate Conditions and give guidance on conditions for teachers in PK - 4	PK - 4 teachers	September 20, 2023	Not Started

Action Step 3	Form a Student Voice Committee at ALES	Teachers grade 5-8, Mr. Marek & Ms. Raigoza facilitating	September 20, 2023	In Progress
Action Step 4	Include conversations concerning Culture & Climate into grade level agendas	Teachers grades 5-8	September 4, 2023	Not Started
Action Step 5	Communicate Cultivate Learning Conditions to parents and steps the school is taking to address issues with Culture & Climate	ILT	April 9, 2024	Not Started
Implementation Milestone 4	IAR Readiness	All teachers	2/29/24	In Progress
Action Step 1	Teachers plan instructional strategies based on IAR scores for their current students based on data from the SY 23 IAR reports.	All teachers	January 10, 2024	In Progress
Action Step 2	Teachers analyze STAR 360 data at the STATE benchmark and plan instructional strategies to address gaps in learning. Provide PD on connecting STAR 360 and IAR.	All teachers	BOY, MOY, EOY	In Progress
Action Step 3	Teachers administer and analyze Skyline INTERIM assessments that mimic IAR language to make decisions about instructional strategies.	All teachers	According to Interim schedule	Not Started
Action Step 4	Provide mandatory parent informational meeting for students in grades 3-8 concerning IAR readiness	ILT, parents	February 23, 2024	Not Started
Action Step 5	Teachers will review ALL practice tests with students and discuss testing with students, providing test taking tips and SEL discussions concerning test anxiety.	All teachers	February 29, 2024	In Progress

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones All teachers will become proficient with the curriculum and the technology necessary to fully implement the Core Curriculum and how to differentiate the process for their specific community of learners. Teachers will know the depth of the standards at their grade level and will know how to plan strategies to accelerate student learning for higher level thinking and discussions. 📌

SY26 Anticipated Milestones Teachers use all available data from observations, rigor walks, MTSS movement reports, IAR, STAR 360, iReady, Skyline Interim Assessments, Cultivate Survey, 5 Essentials, and others to create a comprehensive vision and plan with goals to ensure all learners are meeting or exceeding expectations on IAR and other end of year assessments. 📌

[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
Percentage of English Learners and/or Diverse Learners "Meeting" the IAR ELA assessment standards.	Yes	IAR (English)	English Learners	9	15	18	22
			Students with an IEP	3	10	13	18
Percentage of English Learners and/or Diverse Learners "Meeting" the IAR Math assessment standards.	Yes	IAR (Math)	English Learners	6	15	18	22
			Students with an IEP	2	10	13	18

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

<p>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.</p>	<p>Provide support with Skyline implementation for Skyline ELA, Science, Social Science, and Math (5-8). Provide teachers and support staff with training and time to discuss updates about the implementation regularly during grade level meetings. Provide teachers with personalized coaching and support. Ensure materials are available when they are needed. Teachers will edit and revise Skyline curriculum as necessary with support of Distributed Leadership Team members.</p>	<p>Continue to implement Skyline curriculum across all grades and content areas. Discuss gaps in the curriculum and work to fill the gaps. Continue to provide professional development opportunities and coaching to teachers.</p>	<p>Allow teachers to provide each other with coaching, mentorship, and support and lead grade level team meetings concerning curriculum and instruction. Continue to evaluate our instructional offerings, programs, materials to ensure high quality.</p>
<p>C&I:2 Students experience grade-level, standards-aligned instruction.</p>	<p>Focus will be on acceleration and fidelity to the Skyline curriculum. Instead of remediation, students will be provided with appropriate differentiated scaffolds with the express goal to reach grade level standards. All students will be exposed to grade level materials and will be expected to reach grade level standards to the depth of the expectations. The only exception will be students who have IEPs that specifically state that they have exceptions to the grade level standards expectations. Students that are ELs and newcomer students will also experience grade-level standards aligned instruction. We will hold high academic expectations for ALL students regardless of their designation, language, learning difficulty.</p>	<p>Use interim assessment to evaluate progress towards goals and adjust instruction as necessary.</p>	<p>Use interim assessments and other measurable data from formal assessments to measure progress.</p>
<p>I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.</p>	<p>Schedule meetings throughout the year to create BrM plans and goals aligned to iReady and STAR 360 data. Delineate the expectations for academic, SEL, and attendance plans and goals. Set clear expectations, roles, and responsibilities. Monitor our MTSS process frequently and provide hands-on support to teachers as needed.</p>	<p>Continue to monitor and revise our MTSS processes to ensure students are receiving the interventions necessary. Progress will be assessed using our tier movement metrics. Provide parents updates throughout the year.</p>	<p>Continue to monitor and revise our MTSS processes to ensure students are receiving the interventions necessary. Progress will be assessed using our tier movement metrics. Provide parents updates throughout the year.</p>

[Return to Top](#) **SY24 Progress Monitoring**

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Percentage of English Learners and/or Diverse Learners "Meeting" the IAR ELA assessment standards.	IAR (English)	English Learners	9	15	Limited Progress	Limited Progress	Limited Progress	Limited Progress
		Students with an IEP	3	10	Limited Progress	Limited Progress	Limited Progress	Limited Progress
Percentage of English Learners and/or Diverse Learners "Meeting" the IAR Math assessment standards.	IAR (Math)	English Learners	6	15	Limited Progress	Limited Progress	Limited Progress	Limited Progress
		Students with an IEP	2	10	Limited Progress	Limited Progress	Limited Progress	Limited Progress

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Provide support with Skyline implementation for Skyline ELA, Science, Social Science, and Math (5-8). Provide teachers and support staff with training and time to discuss updates about the implementation regularly during grade level meetings. Provide teachers with personalized coaching and support. Ensure materials are available when they are needed. Teachers will edit and revise Skyline curriculum as necessary with support of Distributed Leadership Team members.	Limited Progress	Limited Progress	Limited Progress	Limited Progress
C&I:2 Students experience grade-level, standards-aligned instruction.	Focus will be on acceleration and fidelity to the Skyline curriculum. Instead of remediation, students will be provided with appropriate differentiated scaffolds with the express goal to reach grade level standards. All students will be exposed to grade level materials and will be expected to reach grade level standards to the depth of the expectations. The only exception will be students who have IEPs that specifically state that they have exceptions to the grade level standards expectations. Students that are ELs and newcomer students will also experience grade-level standards aligned instruction. We will hold high academic expectations for ALL students regardless of their designation, language, learning difficulty.	Limited Progress	Limited Progress	Limited Progress	Limited Progress
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.	Schedule meetings throughout the year to create BrM plans and goals aligned to iReady and STAR 360 data. Delineate the expectations for academic, SEL, and attendance plans and goals. Set clear expectations, roles, and responsibilities. Monitor our MTSS process frequently and provide hands-on support to teachers as needed.	Limited Progress	Limited Progress	Limited Progress	Limited Progress

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.
Yes	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
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?

Tier movement in ELA - Our tier 1 percentage went from 50% to 52%, tier 2 stayed at 25%, and our tier 3 went from 23% to 22%.

Tier movement in Math - Our tier 1 students went from 57% to 58%, tier 2 from 23% to 22%, and tier 3 went from 18% to 18%.

Eighty percent of our eligible students had active Branching Minds plans by the end of the SY 22-23.

ACCESS Overall data:

Entering 25.1%
 Developing 15.69%
 Emerging 41.25%
 Expanding 15.246%
 Reaching 1.345%

What is the feedback from your stakeholders?

MTSS - Hands on working sessions during grade levels are highly effective with teacher development and omplementation of Branching Minds intervention plans.

Student IEPs will continue to be a priority. General education teachers and DL teachers will actively collaborate to ensure students are receiving services in accordance with LRE and IEPs.

English learners and newcomers' academic needs need to continue to be a priority. The language goals need to be delineated specifically in order to have measurable and specific language goals with clear metrics. Students are staffed with appropriate teachers or paired with support staff such as an ELPT. Gaps in appropriate language curriculum materials and strategies will continue to be addressed using all available methods.

What student-centered problems have surfaced during this reflection?

The English language proficiency metrics of the students in our Dual Language program lag behind those students in our monolingual classes. in certain aspects. Newcomer students need more support in regards to integrating into the classroom environment and academics. Diverse learners are not meeting the expectations of our individually developed IEP goals. Our students are not exiting the Bilingual program in spite of program years.

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 regards to MTSS, we are well on our way with structures and implementation and integration of Branching Minds. We will continue to make MTSS a priority in regards to scheduling MTSS topics and learning into our weekly grade level meetings. Giving teachers working sessions and training support in a timely manner works to our advantage and will continue in the following school year.

We will need to set clear expectations for development, implementation, and documentation of MTSS and Branching Minds. This includes a plan to integrate all of our online platform offerings seamlessly into the curriculum without diluting it. Our interventionist will lead the charge in terms of notifying parents of the process and updating parents of the progress of their students.

To the extent possible, given the circumsatnces within our control, Diverse Learners are placed in the Least Restrictive Environment. Students' IEPs are largely implemented with fidelity with the exception where staffing a position has impeded it. Diverse Learners are prioritized in our scheduling and staffing. Systems for IEP development are in place to ensure high quality IEPs and IEP implementation.

English Learners are also a priority group in our rostering and scheduling. To the extent possible within our current staff, ELs are placed with an appropriately endorsed teacher or support staff member such as our ELPT. We will continue to be as proactive as possible to ensure the needs of our Els, including newcomers, are being met in terms of academics and SEL.

Language objectives are embedded into our rigor walk rubric and will continue to be addressed within our grade levels and coaching conversations. Our Dual Language Program guidelines are addressed and aligned to meet the needs and standards of the Spanish and English standards. More work will be done on a continual basis to assess the program and the goals of language objectives using all available data, both formal and informal.

Return to Top Determine Priorities

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

Students...
 need to be provided with well coordinated wrap-around services that will allow them to thrive biotb academically and personally without sacrificing academics or social emotional health.

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...
 will be more consistent and supportive with coordinating the implementation of all of our initiatives.

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

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

[Return to Top](#) **Theory of Action**

What is your Theory of Action?

If we....
 Develop and implement a multi-tiered system of support focused on standards and research-based curriculum, best practices that takes the needs of our learners academically and socio-emotionally

then we see....
 an improvement in our students academically (performance goals) but personally (reduced behavior incidents, Cultivate survey data)

which leads to...
 students that are not only thriving academically but personally as well.

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.

[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
ILT	Q1 10/12/23 Q3 3/12/23 Q2 12/12/23 Q4 5/21/23

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Implement a comprehensive MTSS plan that includes academic, SEL,	MTSS/BHT team - All teachers	12/12/23	In Progress
Action Step 1	Create MTSS Branching Minds Plans for all tier 2 & 3 students	All teachers	September 29, 2023	In Progress
Action Step 2	Communicate MTSS plans and progress with parents	MTSS BHT Team	October 6, 2023	Not Started
Action Step 3	Create a schedule for interventions with Mr. Vera as well as classroom teachers providing interventions	All teachers	October 4, 2023	In Progress
Action Step 4	Provide specific guidance and expectations for online interventions such as IXL and Freckle, etc. as well as expectations for documenting plans and progress on Branching Minds.	ILT MTSS BHT Team	September 15, 2023	In Progress
Action Step 5	Select dates for updating plans for MOY and EOY. Close out any plans at EOY for purposes of promotion.	ILT, MTSS teams	May 28, 2024	In Progress
Implementation Milestone 2	Cultivate Learning Conditions	ILT, all teachers	3/12/24	In Progress
Action Step 1	Review priority standards guides and data from Winter Cultivate Survey	5-8	September 20, 2023	In Progress
Action Step 2	Inform teachers of Cultivate Conditions and give guidance on conditions for teachers in PK - 4	PK-4 teams	September 20, 2023	Not Started
Action Step 3	Form a Student Voice Committee at ALES	5-8 grade teams	September 20, 2023	In Progress
Action Step 4	Include conversations concerning Culture & Climate into grade level agendas	K-8	September 4, 2023	Not Started
Action Step 5	Communicate Cultivate Learning Conditions to parents and steps	All teachers	April 9, 2023	Not Started
Implementation Milestone 3	Align curriculum to meet the needs of our Dual Language, Bilingual, and newcomer students.	All teachers, ILT members	Ongoing	In Progress
Action Step 1	Develop a Curriculum alignment plan for ELA/SLA standards for Dual Language classrooms.	Ms. Raigoza, Ms. Pena	August 18, 2023	In Progress
Action Step 2	Coordinate ELPT services with teachers to ensure students are receiving services starting from week 1.	ILT, teachers, ELPT	August 21, 21	In Progress
Action Step 3	Develop Curriculum Alignment Plan that includes Diverse Learner teachers and support staff.	All teachers and support staff.	August 18, 2023	In Progress
Action Step 4	Reviewing alignment plan during grade level meetings to discuss barriers to implementation.	All teachers, ILT members	Ongoing	In Progress
Action Step 5	Provide specialized coaching sessions throughout the year.	Lead Coach	Ongoing	In Progress
Implementation Milestone 4	Use an IEP writing checklist to develop and review all IEPs	Case Manager, DL Teachers, ELPT, ILT	June 6, 2024	In Progress
Action Step 1	Create an IEP writing checklist aligned to meet ALES learning expectations as well as ODLSS and OLCE guidelines	Case Manager, ELPT, ILT	September 8, 2023	In Progress

Action Step 2	Provide DL teachers with IEP writing checklist to set expectations for writing high quality IEPs	Case Manager, DL Teachers	September 8, 2023	In Progress
Action Step 3	DL teachers attend IEP writing workshops as part of continuous developemnt of IEP writing skills	Case Manager, DL Teachers	December 12, 2023	In Progress
Action Step 4	Review IEP drafts using IEP writing checklist to ensure IEPs meet ODLSS and OLCE standards	Csae Manager, ELPT	June 6, 2024	In Progress
Action Step 5	Have end of year review to determine effectiveness of IEP checklist and make adjustments geared toward the specific needs of the DL teachers	Case Manager, DL Teachers, ELPT, ILT	On going	In Progress

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Implement Skyline with fidelity. Continue to align curriculum amongst Dual Language and monolingual classes. Proactively coordinate services for Bilingual and newcomer students. Hold discussion and decide how we will modify Skyline to meet the needs of our Diverse Learners and Bilingual students. Use the Student Voice Committee as a bridge between the students, teachers, and administration.	
SY26 Anticipated Milestones	Implement Skyline Curriculum with fidelity, including Bilingual students and Diverse learners. Interventions and MTSS process are in full implementation and revised as necessary. We continue to hold discussions around on-track students and how to reach out to parents to coordinate services and supports.	

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
Students will move improve by one intervention tier by the end of Each School year in Branching Minds.	Yes	MTSS Academic Tier Movement	English Learners	16	24	32	40
			Students with an IEP	1	5	10	25
Seventy percent or more of students in each grade level will be designated "on track" by the end of the marking period. On track data will be shared every 5 weeks, giving time for remediation prior to the end of the marking periods.	Yes	3 - 8 On Track	English Learners	47	55	63	71
			Students with an IEP	Data is unavailable for SY 22-23. We will update after the first 5 weeks.	75% or better at the end of the marking period	80% or better at the end of the marking period	85% or better at the end of the marking period

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.	Continue to create strong structures around MTSS implementation. Explicitly define roles and expectations for providing, documenting, and scheduling interventions. Provide hands-on support with Branching Minds platform. Provide support around Branching Minds post-plan creation such as reminders for updating To Do's and plans as necessary.	Refine MTSS process to include full implementation of MTSS process both at the classroom level and school-wide level. Continue to revise Tier 1 instruction to meet the needs and styles of current learners.	Ms. Raigoza will complete.
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IEP teams will utilize an IEP writing checklist to develop thorough IEPs that use quantifiable data. The Case Manager will use this checklist to review IEP drafts prior to meetings to ensure IEPs are being written in a clear, thorough manner and to make sure no elements of the IEP are missing or underdeveloped.	LBS1 teachers will collaborate with general education teachers to ensure that IEPs are being developed by the student's entire educational team using in-person meetings and IEP development forms. This collaboration will be reflected in the language of the IEP (i.e. "in the general education classroom...")	Case Manager will work with admsinstration to review progress monitoring data for IEP goals. This data collection will help show that instruction and progress monitoring toward IEP goals is being done with fidelity across grade levels and settings.

I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	ELPT and Dual Language coordinator will review students in the bilingual program report to assure students are placed with certified teachers at each grade level. We will continue to encourage teachers to become Bilingual/ESL endorsed.	ELPT and Dual Language coordinator will review students in the bilingual program report to assure students are placed with certified teachers at each grade level. We will continue to encourage teachers to become Bilingual/ESL endorsed.	ELPT and Dual Language Coordinators will review students in the Bilingual Program report to assure all students are placed with certified teachers at each grade level. We will continue to encourage teachers to become Bilingual/ESL endorsed.
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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
Students will move improve by one intervention tier by the end of Each School year in Branching Minds.	MTSS Academic Tier Movement	English Learners	16	24	Limited Progress	On Track	On Track	On Track
		Students with an IEP	1	5	Limited Progress	On Track	On Track	On Track
Seventy percent or more of students in each grade level will be designated "on track" by the end of the marking period. On track data will be shared every 5 weeks, giving time for remediation prior to the end of the marking periods.	3 - 8 On Track	English Learners	47	55	Limited Progress	On Track	On Track	On Track
		Students with an IEP	Data is unavailable for SY 22-23. We will update after the first 5 weeks.	75% or better at the end of the marking period	Limited Progress	On Track	On Track	On Track

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.	Continue to create strong structures around MTSS implementation. Explicitly define roles and expectations for providing, documenting, and scheduling interventions. Provide hands-on support with Branching Minds platform. Provide support around Branching Minds post-plan creation such as reminders for updating To Do's and plans as necessary.	Limited Progress	Limited Progress	Limited Progress	Limited Progress
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IEP teams will utilize an IEP writing checklist to develop thorough IEPs that use quantifiable data. The Case Manager will use this checklist to review IEP drafts prior to meetings to ensure IEPs are being written in a clear, thorough manner and to make sure no elements of the IEP are missing or underdeveloped.	Limited Progress	Limited Progress	Limited Progress	Limited Progress
I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	ELPT and Dual Language coordinator will review students in the bilingual program report to assure students are placed with certified teachers at each grade level. We will continue to encourage teachers to become Bilingual/ESL endorsed.	Limited Progress	Limited Progress	Limited Progress	Limited Progress

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
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.
Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

After reviewing the 5 essentials and the culture and climate surveys, we see that our students have mostly positive attitudes towards our school. We need to address gaps in student voice. There is an established Behavior Health Team, however we have not had a separate Climate and Culture team specifically addressing school wide supports. Teachers have been addressing SEL issues in an inconsistent manner 3 out of 18 teachers in grades Pre-K to 8 completed the Tier 1 SEL curriculum. Students are inconsistently referred to the BHT for Tier 2 or Tier 3 support. Students are able to participate in after school activities including sports, academic support, we host the Boys and Girls club after school, etc. Last year, 4.6% of our students experienced chronic absenteeism, some students missing more than 70 days of school. Attendance affects academics, SEL, and classroom environment in a negative manner. Attendance issues appear to be more severe in the primary grades where parents might assume stakes are lowest but serious interruptions to learning have lasting effects on foundations for learning.

What is the feedback from your stakeholders?

We have a good foundation for supporting our students well being and SEL needs but more work needs to be done to ensure implementation with fidelity. More coordination is necessary to ensure our MTSS, BHT, Culture and Climate teams integrate their programs more seamlessly to ensure we are benefiting the most from all of them. Our students have a plethora of programs available to them for SEL, enrichment, athletics, we just need to help coordinate those to maximize their usage and benefits. We have an established Behavioral Health Team to address students requiring Tier 2 and Tier 3 interventions or groups. We partner with Trelus, who through a no cost agreement, provides on site therapy supports, for students requiring individual long term counseling.

Attendance initiatives need to extend beyond the present ones. More outreach and education needs to be done (for both parents and students) in a proactive manner to address chronic absenteeism. We need to realistically address attendance issues and work to address the academic gaps that attendance issues arise that are within our control.

What student-centered problems have surfaced during this reflection?

Attendance affects academics, SEL, and classroom environment in a negative manner. Attendance issues appear to be more severe in the primary grades where parents might assume stakes are lowest but serious interruptions to learning have lasting effects on foundations for learning. Students struggle with social emotional needs and do not come to school with a foundation for managing their feelings/emotions.

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?

Mandatory parent meetings for targeted grades with chronic absenteeism. Weekly incentives for students for attendance goals being met. Discuss barriers to consistent attendance with parents and provide support wherever necessary. Provide parents with literature that connects attendance with academic progress. Have PBIS meetings that include parents and try to arrive at the root cause for absences and make plans to improve the attendance issue. We will be working to ensure that Tier 1 curriculum supports are in place for Social Emotional Learning. The curriculum we have is Second Step. Students who require more intensive behavior supports will be referred by teachers to the BHT and interventions will be assigned and closely monitored.

The Network 4 Office of Early Childhood is going to be working with the Pre-K teachers to improve attendance. We will be specifically targeting grades K-2 with incentives to improve attendance.

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Determine Priorities

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

Students...

Social Emotional Needs vary greatly: emotion management, classroom behaviors, peer and adult relationships, trauma, SI/II, diagnosed mental health disorders, parent relationships, socio-economic related needs etc. Our teachers and staff need more varied and consistent ways of providing support to meet the Social Emotional needs of our students as a whole.

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.

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Root Cause

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

As adults in the building, we...

focus our efforts on academics and instruction and how we think we know best to teach our students. As a staff, we have yet to openly accept our own limitations when it comes to students Social Emotional well being and implement with consistency and fidelity, school wide, strategies and curriculums that support Social Emotional growth and well being of the whole child.

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.

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Theory of Action

What is your Theory of Action?

If we....

Resources:

create a positive, student centered, school wide culture supportive of all social emotional needs 🍌

then we see....
improvement in the culture and climate of classrooms (and school), decrease in discipline incidents and build positive relationships with adults (school wide). 🍌

which leads to...
increased student attendance, in grades PK-2, wellness, and voice which ultimately creates a more positive school culture, indicated per students' responses on EOY Cultivate survey. 🍌

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.

[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 🍌

Behavior Health Team, Culture and Climate Team, Counselors, Administration

Dates for Progress Monitoring Check Ins

Q1	10/12/23	Q3	3/12/23
Q2	12/12/23	Q4	5/21/23

	SY24 Implementation Milestones & Action Steps 🍌	Who 🍌	By When 🍌	Progress Monitoring
Implementation Milestone 1	Provide clear expectations for implementing Second Step	Administration, BHT	By the end of the Q1	In Progress
Action Step 1	Teachers will plan to teach one Second Step lesson a week	All Teachers	Throughout the year	In Progress
Action Step 2	Monitor implementation of lessons	BHT	Ongoing	In Progress
Action Step 3	Continue to provide professional development	Ms. Andrucci	BOY, MOY, EOY	In Progress
Action Step 4	Model lessons in the classroom	Ms. Andrucci, Ms. Molina	Ongoing	In Progress
Action Step 5	Continue to provide support during grade level meetings	Ms. Andrucci, BHT	Quarterly	In Progress
Implementation Milestone 2	Improve student attendance	Administration, All Staff	Ongoing	In Progress
Action Step 1	Develop an attendance team	Administration, ILT	By the end of September	In Progress
Action Step 2	Develop a reward system for classrooms with the highest attendance	Administration, All Teachers, Clerks	Weekly	In Progress
Action Step 3	Consistent communication with parents/guardians	Administration, All Teachers, Clerks	Weekly	In Progress
Action Step 4	Create a parental support network ex: phone tree for parents needing support with attendance	Administration, BHT, ILT	Quarterly	In Progress
Action Step 5				Select Status
Implementation Milestone 3	Create a positive culture and climate	Behavioral Health Team, Culture and Climate Team	Throughout the year	In Progress
Action Step 1	Establish Culture and Climate Team	Culture and Climate Team, Administration	By the end of Q1	In Progress
Action Step 2	Provide professional development with resources to support a positive culture	BHT, Culture and Climate Team	Quarterly	In Progress
Action Step 3	Conduct walkthroughs to determine areas of growth	BHT, Culture and Climate Team	BOY, EOY, MOY	In Progress
Action Step 4	Use Better Together and other Adult SEL activities.	Culture and Climate Team, Administration	Throughout the year	In Progress
Action Step 5	Provide safety care training for all staff	Safety Care Trainer	By the end of Q1	In Progress
Implementation Milestone 4	Creating clear expectations for student behaviors in all areas of the school	Administration, BHT, All Teachers	By the end of September	In Progress
Action Step 1	Communicate expectations/consequences with parents	Administration, BHT, All Teachers	By the end of September	In Progress
Action Step 2	Sending monthly newsletters home to communicate with parents	Administration, BHT, All Teachers	Ongoing	In Progress
Action Step 3	Expectations assembly	Administration, Teachers	By the end of August	In Progress
Action Step 4	Create posters with student expectations in different areas of the school	Administration, BHT, All Teachers	By the end of September	In Progress
Action Step 5	Teachers adopt and enforce classroom expectations that are consistent with school wide expectations.	Administration, All Teachers	By the end of August	In Progress

SY25 Anticipated Milestones	75% of teachers implement Second Step with consistency and fidelity, indicating that they see the benefit to school wide SEL development. Further decrease in disruptive behaviors in the classroom as teacher use safety care strategies and restorative practices as best practice to prevent and minimize classroom incidents. Increased positive interactions and relationships among students and adults. Increase in attendance as students and parents find support from the school and teachers.	
SY26 Anticipated Milestones	100% of teachers implement Second Step with consistency and fidelity. Student representatives have a role and voice in decisions regarding their Social Emotional Well Being. Students have a role in out reach to peers in instances of disruptive behaviors and chronic absences.	

[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
All grade levels teach Second Step to all of the students. In Pre-K to 8 homeroom teachers teach all lessons to their homeroom students.	Yes	Other	Overall	In SY 2022 - 2023, 17% of classroom teachers completed	50%	75%	100%
			NA				
Teams work to address issues such as absenteeism, classroom behaviors, Tier 2 and 3 SEL supports.	Yes	Other	Other [Specify] Students with Chronic Absences	Our attendance in SY 22-23 was 95.4. Students	97%	99%	100%
			Other [Specify] Students requiring intervention are identified in a timely manner specifically in grades Pre-K to 4.	Teachers in grades Pre-K to 4 did not consistently identify and request support for students	80%	90%	100%

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&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	The Second Step program will be monitored for consistency and fidelity (50% of all Teachers), teachers complete lessons weekly and in order. Data collected from Second Step. Teachers will use restorative practices to minimize classroom disruptions. Using a google form, teachers document behaviors and interventions they tried. We should see use of Restorative practices and consequently decrease in the number of disruptions documented.	The Second Step program will be monitored for consistency and fidelity (75% of all Teachers), teachers complete lessons weekly and in order. Data collected from Second Step. Teachers will use restorative practices to minimize classroom disruptions. Using a google form, teachers document behaviors and interventions they tried. We should see use of Restorative practices and consequently decrease in the number of disruptions documented.	The Second Step program will be monitored for consistency and fidelity (100% of all Teachers), teachers complete lessons weekly and in order. Data collected from Second Step. Teachers will use restorative practices to minimize classroom disruptions. Using a google form, teachers document behaviors and interventions they tried. We should see use of Restorative practices and consequently decrease in the number of disruptions documented.
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	A separate Culture and Climate team will form, consisting of grade band teacher representatives, as well as administration, counselors, clinicians and students. The team will meet at least bi-weekly and attendance will be monitored by sign in sheet. Agenda will include action items and answer to action items with outcomes indicated. Behavioral Health Team will continue the work started in the 22-23 School Year. The team will meet at least bi-weekly and attendance will be monitored. The team will track progress of students from referral to either evaluation or discontinue of services.	We will have an established Culture and Climate team. The team will meet bi-weekly and attendance will be monitored by sign in sheet. Agenda will include action items and answer to action items with outcomes indicated. Behavioral Health Team will continue the work started in the 23-24 School Year. The team will meet at least bi-weekly and attendance will be monitored. The team will track progress of students from referral to either evaluation or discontinue of services.	Culture and Climate team: The team will meet bi-weekly and attendance will be monitored by sign in sheet. Agenda will include action items and answer to action items with outcomes indicated. Behavioral Health Team will continue the work from 24-25 School Year. The team will meet at least bi-weekly and attendance will be monitored. The team will track progress of students from referral to either evaluation or discontinue of services.

C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Administration and other staff will meet with parent and student upon re-entry from extended or chronic absences to make an intentional plan for student success. We will work to form an attendance team that will focus on increased attendance and support for our chronic absentees.	Attendance work will be continued to support students returning from extended absences. The attendance team will continue work started in 23-24 to continue to improve school attendance rate and decrease number of chronic absentees.	Attendance work will be continued to support students returning from extended absences. The attendance team will continue work started in 24-25 to continue to improve school attendance rate and decrease number of chronic absentees.
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[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
All grade levels teach Second Step to all of the students. In Pre-K to 8 homeroom teachers teach all lessons to their homeroom students.	Other	Overall	In SY 2022 - 2023, 17% of classroom	50%	Limited Progress	Select Status	Select Status	Select Status
		NA			Select Status	Select Status	Select Status	Select Status
Teams work to address issues such as absenteeism, classroom behaviors, Tier 2 and 3 SEL supports.	Other	Other [Specify] Students with Chronic Absences	Our attendance in SY	97%	Limited Progress	Select Status	Select Status	Select Status
		Other [Specify] Students requiring intervention are identified in a timely manner specifically in grades Pre-K to 4.	Teachers in grades Pre-K to 4 did not consistently identify	80%	Limited Progress	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	The Second Step program will be monitored for consistency and fidelity (50% of all Teachers), teachers complete lessons weekly and in order. Data collected from Second Step. Teachers will use restorative practices to minimize classroom disruptions. Using a google form, teachers document behaviors and interventions they tried. We should see use of Restorative practices and consequently decrease in the number of disruptions documented.	Limited Progress	Select Status	Select Status	Select Status
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	A separate Culture and Climate team will form, consisting of grade band teacher representatives, as well as administration, counselors, clinicians and students. The team will meet at least bi-weekly and attendance will be monitored by sign in sheet. Agenda will include action items and answer to action items with outcomes indicated. Behavioral Health Team will continue the work started in the 22-23 School Year. The team will meet at least bi-weekly and attendance will be monitored. The team will track progress of students from referral to either evaluation or discontinue of services.	Limited Progress	Select Status	Select Status	Select Status
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Administration and other staff will meet with parent and student upon re-entry from extended or chronic absences to make an intentional plan for student success. We will work to form an attendance team that will focus on increased attendance and support for our chronic absentees.	Limited Progress	Select Status	Select Status	Select Status

If Checked:
Complete
IL-Empower
Section below



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

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

If Checked:
No action needed



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

IL-Empower

IL-EMPOWER GRANT ASSURANCES

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

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

IL-EMPOWER SMART GOALS

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

IL-Empower Goals Must have a Numerical Target

Select a Goal Below

Required Math Goal **IAR (Math): Percentage of English Learners and/or Diverse Learners "Me...**

Required Reading Goal **IAR (English): Percentage of English Learners and/or Diverse Learners "...**

Optional Goal **Other: All grade levels teach Second Step to all of the students. In Pre-K t...**

Student Groups	Baseline	SY24	SY25	SY26
English Learners	6	15	18	22
Students with an IEP	2	10	13	18
English Learners	9	15	18	22
Students with an IEP	3	10	13	18

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.

Avondale-Logandale School complies with the CPS mandate to host a parent community Title I informational meeting. Principal and Administrators educate and inform parents about the school programs and parental involvement. Parents and community members participate by completing an evaluation form to rate the quality of the Title I programs. On September 14, 2023, Principal and the Assistant Principal will hold an informational meeting about Title I budget. Parents will also receive information on the requirements and rights of Title I programs. At this meeting, parents will also complete a Title I evaluation form. Additionally, Avondale-Logandale will host monthly BAC/PAC meetings with the purpose of providing parents with training and increasing parental involvement in the school. Moreover, Avondale-Logandale School provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community such as ESL classes, computer classes, monthly LSC meetings, and various after-school activities 

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