

## 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                     |
|--------------------|--------------------------------------|---------------------------|
| Mandi Durkin       | Principal                            | mfcohen@cps.edu           |
| Arman Cortes       | AP                                   | acortes43@cps.edu         |
| Michele Steff      | Curriculum & Instruction Lead        | mmsteff@cps.edu           |
| Megan Freeman      | Curriculum & Instruction Lead        | mkpeters1@cps.edu         |
| Whitney Davis      | Connectedness & Wellbeing Lead       | wdavis11@cps.edu          |
| Megan Kim          | Inclusive & Supportive Learning Lead | mheitkamp@cps.edu         |
| Milly Castro       | LSC Member                           | mycastro@cps.edu          |
| Christine Krogmann | Parent                               | christinealdeza@gmail.com |
| Jenny Ronan        | Teacher Leader                       | jabarker@cps.edu          |
| Sarah Sabo         | Teacher Leader                       | sjriccardino@cps.edu      |
|                    | Select Role                          |                           |
|                    | Select Role                          |                           |

## Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

| CIWP Components                                                  | Planned Start Date | Planned Completion Date |
|------------------------------------------------------------------|--------------------|-------------------------|
| Team & Schedule                                                  | 5/1/23             | 6/28/23                 |
| Reflection: Curriculum & Instruction (Instructional Core)        | 5/9/23             | 5/15/23                 |
| Reflection: Inclusive & Supportive Learning (Instructional Core) | 5/16/23            | 6/22/23                 |
| Reflection: Connectedness & Wellbeing                            | 5/31/23            | 5/31/23                 |
| Reflection: Postsecondary Success                                | 6/19/23            | 7/20/23                 |
| Reflection: Partnerships & Engagement                            | 6/19/23            | 7/12/23                 |
| Priorities                                                       | 7/5/23             | 7/13/23                 |
| Root Cause                                                       | 7/5/23             | 7/13/23                 |
| Theory of Acton                                                  | 7/5/23             | 8/3/23                  |
| Implementation Plans                                             | 7/12/23            | 8/3/23                  |
| Goals                                                            | 7/12/23            | 8/3/23                  |
| Fund Compliance                                                  | 7/26/23            | 8/20/23                 |
| Parent & Family Plan                                             | 7/26/23            | 8/20/23                 |
| Approval                                                         | 8/16/23            | 8/23/23                 |

## 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 | 9/20/2023  |
| Quarter 2 | 12/13/2023 |
| Quarter 3 | 3/20/2024  |
| Quarter 4 | 5/15/2024  |

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

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

**Resources**

[Reflection on Foundations Protocol](#)

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**Curriculum & Instruction**

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

**References**

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

**Metrics**

|           |                                                                                                                                                                                                                                                                    |                                                                                                                                                                    |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| No        | All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.                                                                                              | <a href="#">CPS High Quality Curriculum Rubrics</a>                                                                                                                |
| Partially | Students experience grade-level, standards-aligned instruction.                                                                                                                                                                                                    | <a href="#">Rigor Walk Rubric</a><br><a href="#">Teacher Team Learning Cycle Protocols</a><br><a href="#">Quality Indicators Of Specially Designed Instruction</a> |
| Partially | Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn. | <a href="#">Powerful Practices Rubric</a><br><a href="#">Learning Conditions</a>                                                                                   |
| Yes       | The ILT leads instructional improvement through distributed leadership.                                                                                                                                                                                            | <a href="#">Continuum of ILT Effectiveness</a><br><a href="#">Distributed Leadership</a>                                                                           |
| Partially | School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.             | <a href="#">Customized Balanced Assessment Plan</a><br><a href="#">ES Assessment Plan Development Guide</a><br><a href="#">HS Assessment Plan Development</a>      |
| Partially | Evidence-based assessment for learning practices are enacted daily in every classroom.                                                                                                                                                                             | <a href="#">Assessment for Learning Reference Document</a>                                                                                                         |

-Many grades still using Calkins unit of studies (does not meet Ed Reports)  
 -Envision meets Ed reports but many teachers not huge fans of  
 -Foss, Amplify, Sep Up partially or meet  
 -Standards aligned curriculum is necessary to connect to curriculum alignment  
 -Teachers have strong unit planning (there is evidence students are "given" standards, but are they "getting" them?)  
 -Much focus on inner core and made priority to collect student data in BOY and MOY  
 -iReady: 61% grade level reading, 71% grade level math,  
 -Star: 71% grade level reading, 78% grade level math  
 -IAR: 36% met/exceed ELA, 40% met/exceeded math  
 -Overall focus area: Tier 1 reading, Tier 2 reading and math  
**EOY Data**

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

*[feedback trends across stakeholders; feedback trends across specific stakeholder groups]*   
 -Adopting Savvas Foundational phonics curriculum (after months long focus groups from stakeholders to choose)  
 -With adapted school calendar, not getting to previous scopes and sequences  
 -SEL still taking precedent over instruction  
 -Pacing is an area of concern  
 -Committing to students' identity and inner core as SEL needs are still high

**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?**

*[impact on most students; impact on specific student groups]*   
 -Phonics curriculum adopted  
 -Illustrative Math curriculum piloted in some grades next year  
 -Interim Assessments in some grades next year

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

**What student-centered problems have surfaced during this reflection?**

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

*[problems experienced by most students; problems experienced by specific student groups]*   
 ELA Tier 1  
 Math Tier 1 and 2  
 SpEd Students in Tier 3 and little growth

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**Inclusive & Supportive Learning Environment**

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

**References**

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

**Metrics**

|           |                                                                                                                                                                                                                                                                    |                                                                                                       |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| Partially | School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo. | <a href="#">MTSS Integrity Memo</a><br><a href="#">MTSS Continuum</a><br><a href="#">Roots Survey</a> |
|           |                                                                                                                                                                                                                                                                    | <a href="#">MTSS Integrity Memo</a>                                                                   |

Tier Movement Report: Negative Growth in Tier 1 & 2, maintained percentage in Tier 3. BM Roots Survey: Areas of Improvement- Differentiation in Tier 1 (unit plans), Larger Resource Bank for Interventions and a guide to using those interventions, and supporting teachers in the process of problem solving and requesting additional support for struggling students. MTSS Continuum: Areas of Improvement- School/Grade Level Meetings for MTSS, Documentation of differentiation, a student support plan for all students in Tier 2 & 3, and additional diagnostics/assessments.

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

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

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

Trends that were found across all areas- 1. Tier 1 differentiation 2. School/Grade level team meetings to support teacher in problem solving and additional support 3. Variety of assessments/interventions utilized across grade levels

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

The biggest improvement we made this year was focusing on our Tier 2 students during WIN time across all grade levels. These interventions and data were tracked in Branching Minds. Student goals/interventions were created from universal screening data. A bank of resources was created for the staff to utilize for intervention. In addition, for next year, a resource website was purchased to be utilized for interventions. An improvement that is in the process is adding additional staff to the MTSS team to support Math intervention.

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

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

Differentiation in Tier 1 (could prevent students in transitioning to Tier 2) and a variety of interventions and assessments that best fit a student's need and goal

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

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

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

[takeaways reflecting most students; takeaways reflecting specific student groups]

- Bi-weekly SST meeting to review Tier 2 and Tier 3 Students' behavior and interventions supports
- Increase in services after week 20 (responding to teacher data collected)
- Significant decrease in number of Level 3+ infractions, ISS and OSS
- Playground still has highest number of incidents (maintained)
- OST: 34+ programs, 490 events, 75% attendance, 60.1% participation, 52% participation from priority, 48% IEP, 49% ELL
- Attendance: 92% (significantly decreased), 22% chronic absenteeism, December, April, May, June lowest months, increase in unexcused, K, 6th, 8th lowest grades

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

[feedback trends across stakeholders; feedback trends across specific stakeholder groups]

- Conscious Discipline has been welcomed and made teachers stronger in meeting emotional needs
- Supported by SST team, although drop in Problem Solving Protocol and teaming structure
- Continue discussions around conscious discipline and supporting all students
- Student voice increased (previous SEL goal) - tours, peer mentoring, SVC (could get more involvement of older kids)
- ABC Days were wonderful connectors and community events

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

|                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                |                                                                                                                                                                                           |                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| No                                                                                                                                                                                                                                                                                                                                                                   | Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment. |                                                                                                                                                                                           | <a href="#">Student Voice Infrastructure</a><br><br><a href="#">Reduction in number of students with dropout codes at EOY</a> |
| <b>What student-centered problems have surfaced during this reflection?</b><br>If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.                                                                                                                                                                             |                                                                                                                                                                | <b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b> |                                                                                                                               |
| [problems experienced by most students; problems experienced by specific student groups]<br>Attendance: if students are not attending school, we can not do any of the other things (support SEL, instruction, etc)<br>Chronic truancy and absenteeism, in large numbers<br>Tier 1 supports are available but need room for improvement for all students, all school |                                                                                                                                                                | [impact on most students; impact on specific student groups]<br>-Continue work on Conscious Discipline                                                                                    |                                                                                                                               |

[Return to Top](#) **Postsecondary Success**

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

| Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A) | References                                                                                                                                                                                                                                                                                     | What are the takeaways after the review of metrics?                                                                                                                                                                                                                                                                                                                                                          | Metrics                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Partially                                                                                                                                             | <a href="#">College and Career Competency Curriculum (C4)</a><br><br>An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).                                            | [takeaways reflecting most students; takeaways reflecting specific student groups]<br>-7th/8th Components from Naviance<br>-6th grade does not receive<br>-6th/7th/8th works on high schools for ILPs<br>-Career, college and seven paths for all with learn, plan, succeed<br>-College and Career week for all students, Career Day for all students<br>-Counselor completed EBIP                           | <a href="#">Graduation Rate</a><br><br><a href="#">Program Inquiry: Programs/participation/attainment rates of % of ECCE</a><br><br><a href="#">3 - 8 On Track</a>     |
| Yes                                                                                                                                                   | <a href="#">Individualized Learning Plans</a><br><br>Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                              | <a href="#">Learn, Plan, Succeed</a><br><br><a href="#">% of KPIs Completed (12th Grade)</a>                                                                           |
| Partially                                                                                                                                             | <a href="#">Work Based Learning Toolkit</a><br><br>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).                         | <b>What is the feedback from your stakeholders?</b><br>[feedback trends across stakeholders; feedback trends across specific stakeholder groups]<br>-High School Fair and College and Career, Futures Week, Career Day were very successful and fun<br>-Feedback around how to make younger grades engaged in High School and College days/weeks<br>-Counselor 1:1 meetings with all 8th grades is effective | <a href="#">9th and 10th Grade On Track</a><br><br><a href="#">Cultivate (Relevance to the Future)</a><br><br>Freshmen Connection Programs Offered (School Level Data) |
| N/A                                                                                                                                                   | Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                        |
| N/A                                                                                                                                                   | <a href="#">ECCE Certification List</a><br><br>Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                        |
| N/A                                                                                                                                                   | <a href="#">PLT Assessment Rubric</a><br><br>There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th). |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                        |
| N/A                                                                                                                                                   | <a href="#">Alumni Support Initiative One Pager</a><br><br>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).                                          | <b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b><br><br>[impact on most students; impact on specific student groups]<br>-Information available for English Language Learners                                                                                        |                                                                                                                                                                        |

**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.

[problems experienced by most students; problems experienced by specific student groups]  
 -Access to all students regardless of language  
 -Get translation or translators to ensure all students have access

## Partnership & Engagement

| Using the associated references, is this practice consistently implemented?                                                                                                                                                    | References                                                                                                                                                                                                                                       | What are the takeaways after the review of metrics?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Metrics                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Yes                                                                                                                                                                                                                            | <p>The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.</p>                  | <p><i>[takeaways reflecting most students; takeaways reflecting specific student groups]</i> 🍌</p> <ul style="list-style-type: none"> <li>-Green well organized on Parent Involvement (85 Parent influence, 68 Parent involvement, 80 teacher parent trust)</li> <li>-Slight decrease over last two years 99 to 80 although still strong</li> <li>-BAC meetings (encouraged more Arabic families participation, slight decrease in Spanish)</li> <li>-Active parent group, leads fundraisers, parent committees, community events, class volunteers</li> <li>-LSC meetings have quorum and public participation</li> <li>-Town Halls</li> </ul>    | <p><a href="#">Cultivate</a></p> <p><a href="#">5 Essentials Parent Participation Rate</a></p> <p><a href="#">5E: Involved Families</a></p>                                                                                                 |
| Yes                                                                                                                                                                                                                            | <p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><a href="#">5E: Supportive Environment</a></p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p> |
| Partially                                                                                                                                                                                                                      | <p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles &amp; CIWP).</p> | <p><b>What is the feedback from your stakeholders?</b></p> <p><i>[feedback trends across stakeholders; feedback trends across specific stakeholder groups]</i> 🍌</p> <ul style="list-style-type: none"> <li>-Spectrum of involvement, most parents involved, some parents involved too much, some involved too little</li> <li>-Parents need support with things like social media, technology, social anxiety and attention spans</li> <li>-Opportunities for more parent educational related sessions</li> <li>-Some discontent over timing of meetings, some prefer evening others morning, some during school others prefer evening</li> </ul> | <p>Formal and informal family and community feedback received locally. (School Level Data)</p>                                                                                                                                              |
| <p><b>What student-centered problems have surfaced during this reflection?</b><br/>If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>                               |                                                                                                                                                                                                                                                  | <p><b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                             |
| <p><i>[problems experienced by most students; problems experienced by specific student groups]</i> 🍌</p> <p>-Students of families with non native English speakers struggle more with involvement due to language barriers</p> |                                                                                                                                                                                                                                                  | <p><i>[impact on most students; impact on specific student groups]</i> 🍌</p> <p>-If families and students felt more connected, heard and supported attendance and participation would increase</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                             |



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.                                                                                                                             |
| Partially | 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 Report: Negative Growth in Tier 1 & 2, maintained percentage in Tier 3. BM Roots Survey: Areas of Improvement- Differentiation in Tier 1 (unit plans), Larger Resource Bank for Interventions and a guide to using those interventions, and supporting teachers in the process of problem solving and requesting additional support for struggling students. MTSS Continuum: Areas of Improvement- School/Grade Level Meetings for MTSS, Documentation of differentiation, a student support plan for all students in Tier 2 & 3, and additional diagnostics/assessments.

What is the feedback from your stakeholders?

Trends that were found across all areas- 1. Tier 1 differentiation 2. School/Grade level team meetings to support teacher in problem solving and additional support 3. Variety of assessments/interventions utilized across grade levels

What student-centered problems have surfaced during this reflection?

Differentiation in Tier 1 (could prevent students in transitioning to Tier 2) and a variety of interventions and assessments that best fit a student's need and goal

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

The biggest improvement we made this year was focusing on our Tier 2 students during WIN time across all grade levels. These interventions and data were tracked in Branching Minds. Student goals/interventions were created from universal screening data. A bank of resources was created for the staff to utilize for intervention. In addition, for next year, a resource website was purchased to be utilized for interventions. An improvement that is in the process is adding additional staff to the MTSS team to support Math intervention.

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Determine Priorities

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

Students...

Students do not have access to high quality, standards aligned and culturally responsive curriculum consistently in all grades and in all subject areas.



[Determine Priorities Protocol](#)

Resources:

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...

There is inconsistent implementation of curriculums  
 There is inconsistent training due to turnover  
 Inconsistent because lost focus on curriculum and instruction and focused more on SEL  
 We have lost our curriculum map as a school



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

Resources:

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....

re-establish our school wide curriculum map for all grades and contents to ensure it meets the grade level standards and is culturally relevant



[Indicators of a Quality CIWP: Theory of Action](#)

Resources:

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

## Inclusive & Supportive Learning Environment

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

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

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

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

then we see....  
stronger standards aligned and vertically aligned instruction and engaged, empowered and prepared students

which leads to...  
increased student engagement, outcomes and achievement growth (evidenced on IAR ELA and math)

### 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

#### Dates for Progress Monitoring Check Ins

Q1 9/20/2023      Q3 3/20/2024  
Q2 12/13/2023    Q4 5/15/2024

#### SY24 Implementation Milestones & Action Steps Who By When Progress Monitoring

|                                   |                                                                                                                                   |               |                    |               |
|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|---------------|--------------------|---------------|
| <b>Implementation Milestone 1</b> | 100% of Staff collect and analyze student identity data                                                                           | All Staff     | October 20, 2023   | Select Status |
| <b>Action Step 1</b>              | BOY PD around student identity data                                                                                               | Leadership    | August 18, 2023    | Select Status |
| <b>Action Step 2</b>              | Observation/Monitoring of first two weeks                                                                                         | Leadership    | September 1, 2023  | Select Status |
| <b>Action Step 3</b>              | Staff bring data to GLT to analyze                                                                                                | Teachers, ILT | September 16, 2023 | Select Status |
| <b>Action Step 4</b>              |                                                                                                                                   |               |                    | Select Status |
| <b>Action Step 5</b>              |                                                                                                                                   |               |                    | Select Status |
| <b>Implementation Milestone 2</b> | 100% of all teachers will engage in unpacking priority standards for at least one content/grade they teach                        | All Teachers  | October 20, 2023   | Select Status |
| <b>Action Step 1</b>              | Team Meeting with one unit plan teachers pick to review a standard                                                                | All teachers  | October 1, 2023    | Select Status |
| <b>Action Step 2</b>              | Follow unpacking standards protocol to analyze                                                                                    | ILT, Teachers | October 20, 2023   | Select Status |
| <b>Action Step 3</b>              | Follow task analysis protocol to analyze if task if aligned to rigor of standard                                                  | ILT, Teachers | October 20, 2023   | Select Status |
| <b>Action Step 4</b>              |                                                                                                                                   |               |                    | Select Status |
| <b>Action Step 5</b>              |                                                                                                                                   |               |                    | Select Status |
| <b>Implementation Milestone 3</b> | All grades and contents curriculum will be analyzed against EdReports, CPS metrics and with priority standards                    | All Teachers  | February 9, 2024   | Select Status |
| <b>Action Step 1</b>              | Team Meeting and PD sessions to analyze unit plan using CPS metrics                                                               | All Teachers  | February 9, 2024   | Select Status |
| <b>Action Step 2</b>              |                                                                                                                                   |               |                    | Select Status |
| <b>Action Step 3</b>              |                                                                                                                                   |               |                    | Select Status |
| <b>Action Step 4</b>              |                                                                                                                                   |               |                    | Select Status |
| <b>Action Step 5</b>              |                                                                                                                                   |               |                    | Select Status |
| <b>Implementation Milestone 4</b> | All grades and contents have an established curriculum of choice that meets standards of grade level rigor and cultural relevance | All Teachers  | May 3, 2024        | Select Status |
| <b>Action Step 1</b>              | Team Meeting with protocol to analyze data from CPS metrics                                                                       | ILT, Teachers | April 1, 2024      | Select Status |
| <b>Action Step 2</b>              | Team decision and recording in school form                                                                                        | Teacher       | May 3, 2024        | Select Status |
| <b>Action Step 3</b>              |                                                                                                                                   |               |                    | Select Status |
| <b>Action Step 4</b>              |                                                                                                                                   |               |                    | Select Status |
| <b>Action Step 5</b>              |                                                                                                                                   |               |                    | Select Status |

#### SY25-SY26 Implementation Milestones

**SY25 Anticipated Milestones**

*[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]*  
 Training for new curriculum  
 Creation of scope and sequence and curriculum map  
 Aligned practices around teaching, learning and assessment (grading)

**SY26 Anticipated Milestones**

*[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]*  
 Created scope and sequence (vertically aligned, priority standards) with universal access and use (Idea to have standard + resources)  
 All grades and contents have curriculum and map created  
 Texts and tasks are culturally relevant, reflective of students and rigorous to align to standards  
<https://docs.google.com/document/d/1zdV0m9ehsOCz2Z4hhMBPwKB4xaNDYIVGlzZycoLADyQ/edit>

[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 |
| Student performance on ELA (IAR) will increase by 10% over three years          | No                                       | IAR (English)                                       | Overall                     | 30       | 33                           | 37   | 40   |
|                                                                                 |                                          |                                                     | Select Group or Overall     |          |                              |      |      |
| All grades and contents will meet the quality indicators of designed curriculum | Yes                                      | Quality Indicators of Specially Designed Curriculum | Overall                     |          |                              |      |      |
|                                                                                 |                                          |                                                     | Select Group or Overall     |          |                              |      |      |

**Practice Goals**

| Identify the Foundations Practice(s) most aligned to your practice goals.                                                                                                   | Specify your practice goal and identify how you will measure progress towards this goal.                                                                             |                                                                                                   |                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                             | SY24                                                                                                                                                                 | SY25                                                                                              | SY26                                                                                                                              |
| C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive. | Analyze to determine if all grades and contents curriculum is high quality - completed analysis and quality choice determined for all grades and contents            | Training and development provided for chosen curriculum, observation of curriculum implementation | Rigor of tasks meets the rigor of standards, teachers understand standards and instruction is culturally relevant                 |
| C&I:2 Students experience grade-level, standards-aligned instruction.                                                                                                       | Teachers engage in priority standards learning and analysis, focused on unpacking to understand priority standards, observation of instruction using rigor walk tool | Curriculum map in process with scope and sequence                                                 | Curriculum map created with scope and sequence, aligned practices around teaching, learning and assessment and resources embedded |
| Select a Practice                                                                                                                                                           |                                                                                                                                                                      |                                                                                                   |                                                                                                                                   |

[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     |
|---------------------------------------------------------------------------------|-----------------------------------------------------|-----------------------------|----------|------|---------------|---------------|---------------|---------------|
| Student performance on ELA (IAR) will increase by 10% over three years          | IAR (English)                                       | Overall                     | 30       | 33   | Select Status | Select Status | Select Status | Select Status |
|                                                                                 |                                                     | Select Group or Overall     |          |      | Select Status | Select Status | Select Status | Select Status |
| All grades and contents will meet the quality indicators of designed curriculum | Quality Indicators of Specially Designed Curriculum | Overall                     |          |      | Select Status | Select Status | Select Status | Select Status |
|                                                                                 |                                                     | Select Group or Overall     |          |      | Select Status | Select Status | Select Status | Select Status |



| Identified Practices                                                                                                                                                        | Practice Goals<br>SY24                                                                                                                                               | Progress Monitoring |               |               |               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|---------------|---------------|---------------|
|                                                                                                                                                                             |                                                                                                                                                                      | 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. | Analyze to determine if all grades and contents curriculum is high quality - completed analysis and quality choice determined for all grades and contents            | Select Status       | Select Status | Select Status | Select Status |
| C&I:2 Students experience grade-level, standards-aligned instruction.                                                                                                       | Teachers engage in priority standards learning and analysis, focused on unpacking to understand priority standards, observation of instruction using rigor walk tool | Select Status       | Select Status | Select Status | Select Status |
| Select a Practice                                                                                                                                                           |                                                                                                                                                                      | Select Status       | Select Status | Select Status | Select Status |

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

|           |                                                                                                                                                                                                                                                                    |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Partially | 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.                                                                                                                             |
| Partially | 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 Report: Negative Growth in Tier 1 & 2, maintained percentage in Tier 3. BM Roots Survey: Areas of Improvement- Differentiation in Tier 1 (unit plans), Larger Resource Bank for Interventions and a guide to using those interventions, and supporting teachers in the process of problem solving and requesting additional support for struggling students. MTSS Continuum: Areas of Improvement- School/Grade Level Meetings for MTSS, Documentation of differentiation, a student support plan for all students in Tier 2 & 3, and additional diagnostics/assessments.

What is the feedback from your stakeholders?

Trends that were found across all areas- 1. Tier 1 differentiation 2. School/Grade level team meetings to support teacher in problem solving and additional support 3. Variety of assessments/interventions utilized across grade levels

What student-centered problems have surfaced during this reflection?

Differentiation in Tier 1 (could prevent students in transitioning to Tier 2) and a variety of interventions and assessments that best fit a student's need and goal

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

The biggest improvement we made this year was focusing on our Tier 2 students during WIN time across all grade levels. These interventions and data were tracked in Branching Minds. Student goals/interventions were created from universal screening data. A bank of resources was created for the staff to utilize for intervention. In addition, for next year, a resource website was purchased to be utilized for interventions. An improvement that is in the process is adding additional staff to the MTSS team to support Math intervention.

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Determine Priorities

Resources: 

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

Students...

Students do not experience equity based MTSS structures throughout the school day



[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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

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Root Cause

Resources: 

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

As adults in the building, we...

It's a lot!  
 Diverse school with various academic and language cultural considerations, socio economic, family support levels  
 Strength and challenge  
 Multiple data sources  
 Challenging to be intentional for all students



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

Indicators of a Quality CIWP: Root Cause Analysis

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

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Theory of Action

What is your Theory of Action?

If we....

provide collaborative planning time to build staff capacity (time and space) to have the tools and mindsets to meet the diverse needs of all students through equity based MTSS



Resources: 

Indicators of a Quality CIWP: Theory of Action

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

## Inclusive & Supportive Learning Environment

then we see....  
consistent systems and structures implemented in all classes, all day that meet the diverse needs of all students

Theory of Action is an impactful strategy that counters the associated root cause.  
Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.  
Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"  
All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

which leads to...  
increased student engagement, belonging and achievement (evidenced through Branching Minds tier reports and movement reports)

### Return to Top Implementation Plan

Resources:

**Indicators of a Quality CIWP: Implementation Planning**  
Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.  
Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.  
Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.  
Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.  
Action steps are inclusive of stakeholder groups and priority student groups.  
Action steps have relevant owners identified and achievable timelines.

**Team/Individual Responsible for Implementation Plan**

**Dates for Progress Monitoring Check Ins**

|    |            |    |           |
|----|------------|----|-----------|
| Q1 | 9/20/2023  | Q3 | 3/20/2024 |
| Q2 | 12/13/2023 | Q4 | 5/15/2024 |

|                                   | <b>SY24 Implementation Milestones &amp; Action Steps</b>                                                                                              | <b>Who</b>          | <b>By When</b>    | <b>Progress Monitoring</b> |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|-------------------|----------------------------|
| <b>Implementation Milestone 1</b> | Begin MTSS grade level meetings<br>Incorporate MTSS into SST meetings<br>Add additional MTSS school wide meetings throughout the year<br>PSP Meetings | MTSS Team, Admin    | April 26, 2024    | Select Status              |
| <b>Action Step 1</b>              | Q1: MTSS Grade Level Meetings<br>- Incorporate MTSS into SST meetings                                                                                 | MTSS Team, Admin    | October 20, 2023  | Select Status              |
| <b>Action Step 2</b>              | Q2: - PSP Meetings<br>- MTSS School Wide meeting                                                                                                      | MTSS Team           | December 22, 2023 | Select Status              |
| <b>Action Step 3</b>              | Q4: - Collaborative time and space for MTSS through the week,<br>month, and year established                                                          | MTSS Team, Teachers | April 26, 2024    | Select Status              |
| <b>Action Step 4</b>              |                                                                                                                                                       |                     |                   | Select Status              |
| <b>Action Step 5</b>              |                                                                                                                                                       |                     |                   | Select Status              |
| <b>Implementation Milestone 2</b> | Guidance/Tutorials on Resources/iReady Toolbox Begins                                                                                                 | MTSS Team           | April 26, 2024    | Select Status              |
| <b>Action Step 1</b>              | Q1: - Guidance on Resource Bank Starts                                                                                                                | MTSS Team           | October 20, 2023  | Select Status              |
| <b>Action Step 2</b>              | Q2: - Guidance on iReady Toolbox                                                                                                                      | MTSS Team           | December 22, 2023 | Select Status              |
| <b>Action Step 3</b>              | Q3: - Acceleration plans and instruction                                                                                                              | MTSS Team           | March 1, 2024     | Select Status              |
| <b>Action Step 4</b>              | Q4: - Resource Bank/iReady Toolbox utilized for interventions/<br>acceleration                                                                        | MTSS Team           | April 26, 2024    | Select Status              |
| <b>Action Step 5</b>              |                                                                                                                                                       |                     |                   | Select Status              |
| <b>Implementation Milestone 3</b> | Plans recorded for students receiving Tier 3 interventions                                                                                            | MTSS Team           | October 20, 2023  | Select Status              |
| <b>Action Step 1</b>              | - Plans for students receiving tier 3 instruction                                                                                                     | MTSS Team, Teachers | October 20, 2023  | Select Status              |
| <b>Action Step 2</b>              |                                                                                                                                                       |                     |                   | Select Status              |
| <b>Action Step 3</b>              |                                                                                                                                                       |                     |                   | Select Status              |
| <b>Action Step 4</b>              |                                                                                                                                                       |                     |                   | Select Status              |
| <b>Action Step 5</b>              |                                                                                                                                                       |                     |                   | Select Status              |
| <b>Implementation Milestone 4</b> | Student Goals (all students)- process of creating and monitoring                                                                                      | MTSS Team           | April 26, 2024    | Select Status              |
| <b>Action Step 1</b>              | Q1: - Students documenting goal                                                                                                                       | MTSS Team, Teachers | October 20, 2023  | Select Status              |
| <b>Action Step 2</b>              | Q3: - Students documenting and tracking goal                                                                                                          | MTSS Team, Teachers | April 26, 2024    | Select Status              |
| <b>Action Step 3</b>              |                                                                                                                                                       |                     |                   | Select Status              |
| <b>Action Step 4</b>              |                                                                                                                                                       |                     |                   | Select Status              |
| <b>Action Step 5</b>              |                                                                                                                                                       |                     |                   | Select Status              |

**SY25-SY26 Implementation Milestones**

**SY25 Anticipated Milestones**  
MTSS grade level team meetings evolve to collaborative, problem solving time  
Reflective and collaborative peer observations of MTSS instruction  
Students receiving Tier 2 & 3 plans created and shared to all involving support/teachers  
Additional diagnostics/assessments shared and utilized if needed  
Instruction for students in need to acceleration as well as intervention  
Differentiation across all tiers at all times of the day

**SY26 Anticipated Milestones**

Collaborative Planning Time: MTSS school wide meetings, MTSS grade level meetings, MTSS SST meetings, Various teachers/clinicians involved , PSP Meetings, Possible Parent Involvement  
 Tools & Mindsets: Resource Bank, iReady Toolbox, Guidance/tutorials presented , Peer observations, Problem Solving  
 Diverse Needs: Student support plans- students receiving tier 2 & 3 services (involving a team of teachers to support), Additional diagnostics/assessments if needed, Student choice/input with their learning plan, Intervention/Acceleration needs  
 Equity Based: Differentiation across all tiers, Student goals across all tiers, Cultural and Linguistic Considerations

[Return to Top](#) **Goal Setting**

**Indicators of a Quality CIWP: Goal Setting**

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

**Resources:**

**IL-EMPOWER Goal Requirements**

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

**Performance Goals**

| Specify the Goal                                                                                                                                                        | Can this metric be frequently monitored? | Metric                      | Student Groups (Select 1-2) | Baseline | Numerical Targets [Optional] |      |      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|-----------------------------|-----------------------------|----------|------------------------------|------|------|
|                                                                                                                                                                         |                                          |                             |                             |          | SY24                         | SY25 | SY26 |
| Students are able to identify and monitor their own academic goals and find options and choices that best fit their goal.<br>Positive Growth across tiers<br>80% Tier 1 | Yes                                      | MTSS Academic Tier Movement | Overall                     | 71       | 74                           | 77   | 80   |
|                                                                                                                                                                         |                                          |                             | Select Group or Overall     |          |                              |      |      |
|                                                                                                                                                                         | Select Answer                            | Select Metric               | Select Group or Overall     |          |                              |      |      |
|                                                                                                                                                                         |                                          |                             | Select Group or Overall     |          |                              |      |      |

**Practice Goals**

| Identify the Foundations Practice(s) most aligned to your practice goals.                                                                                                                                                                                                | Specify your practice goal and identify how you will measure progress towards this goal.                                                                                                                                                                      |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                          | SY24                                                                                                                                                                                                                                                          | SY25                                                                                                                                                                                                                                                          | SY26                                                                                                                                                                                                                                                          |
| I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo. | Teachers implementing interventions found to best support student goals/needs<br>Providing differentiation to all students, at all times of the day<br>MTSS planning time becoming productive and collaborative, while problem solving for our students needs | Teachers implementing interventions found to best support student goals/needs<br>Providing differentiation to all students, at all times of the day<br>MTSS planning time becoming productive and collaborative, while problem solving for our students needs | Teachers implementing interventions found to best support student goals/needs<br>Providing differentiation to all students, at all times of the day<br>MTSS planning time becoming productive and collaborative, while problem solving for our students needs |
| Select a Practice                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                               |
| Select a Practice                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                               |

[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 are able to identify and monitor their own academic goals and find options and choices that best fit their goal | MTSS Academic Tier | Overall                     | 71       | 74   | Select Status | Select Status | Select Status | Select Status |



Jump to... [Priority](#) [TOA](#) [Goal Setting](#) [Progress Monitoring](#)

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

## Inclusive & Supportive Learning Environment

|                                                                    |               |                         |  |  |               |               |               |               |
|--------------------------------------------------------------------|---------------|-------------------------|--|--|---------------|---------------|---------------|---------------|
| best fit their goal.<br>Positive Growth across tiers<br>80% Tier 1 | Movement      | Select Group or Overall |  |  | Select Status | Select Status | Select Status | Select Status |
|                                                                    | Select Metric | Select Group or Overall |  |  | Select Status | Select Status | Select Status | Select Status |
|                                                                    |               | Select Group or Overall |  |  | Select Status | Select Status | Select Status | Select Status |

### Practice Goals

### Progress Monitoring

| Identified Practices                                                                                                                                                                                                                                                     | SY24                                                                                                                                                                                                                                                          | Quarter 1     | Quarter 2     | Quarter 3     | Quarter 4     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|---------------|---------------|---------------|
| I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo. | Teachers implementing interventions found to best support student goals/needs<br>Providing differentiation to all students, at all times of the day<br>MTSS planning time becoming productive and collaborative, while problem solving for our students needs | Select Status | Select Status | Select Status | Select Status |
| Select a Practice                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                               | Select Status | Select Status | Select Status | Select Status |
| Select a Practice                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                               | Select Status | Select Status | Select Status | Select Status |

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

|           |                                                                                                                                                                                                                                              |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Yes       | 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.                                                                                                 |
| Partially | All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs. |
| No        | 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?

*[takeaways reflecting most students; takeaways reflecting specific student groups]*  
 -Bi-weekly SST meeting to review Tier 2 and Tier 3 Students' behavior and interventions supports  
 -Increase in services after week 20 (responding to teacher data collected)  
 -Significant decrease in number of Level 3+ infractions, ISS and OSS  
 -Playground still has highest number of incidents (maintained)  
 -OST: 34+ programs, 490 events, 75% attendance, 60.1% participation, 52% participation from priority, 48% IEP, 49% ELL  
 -Attendance: 92% (significantly decreased), 22% chronic absenteeism, December, April, May, June lowest months, increase in unexcused, K, 6th, 8th lowest grades

What is the feedback from your stakeholders?

*[feedback trends across stakeholders; feedback trends across specific stakeholder groups]*  
 -Conscious Discipline has been welcomed and made teachers stronger in meeting emotional needs  
 -Supported by SST team, although drop in Problem Solving Protocol and teaming structure  
 -Continue discussions around conscious discipline and supporting all students  
 -Student voice increased (previous SEL goal) - tours, peer mentoring, SVC (could get more involvement of older kids)  
 -ABC Days were wonderful connectors and community events

What student-centered problems have surfaced during this reflection?

*[problems experienced by most students; problems experienced by specific student groups]*  
 Attendance: if students are not attending school, we can not do any of the other things (support SEL, instruction, etc)  
 Chronic truancy and absenteeism, in large numbers  
 Tier 1 supports are available but need room for improvement for all students, all school

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?

*[impact on most students; impact on specific student groups]*  
 -Continue work on Conscious Discipline

Return to Top Determine Priorities

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

Students...  
 Students feel unsafe in some spaces throughout the school

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...  
 Lack of supervision  
 Why are kids acting out when there is no direct supervision  
 Kids feel like they can act in ways they know they shouldn't because there is no adult  
 Because expectations have been taught and student exhibit the skills under direct supervision  
 Why don't students trust adults to share what happened  
 Students don't understand the severity of the impact of their actions  
 Students lack the connection  
 Students lack self awareness

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....  
 strategically plan to increase emotional and executive skills (examples: self awareness, empathy, impulse control, emotional regulation)

Resources:

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

then we see....  
greater school wide connections and commitment to the community as a whole



Theory of Action is an impactful strategy that counters the associated root cause.  
Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.  
Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"  
All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

which leads to...  
all students feeling safe, connected and learning (as evidenced by 5E survey data)



[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**   
CDAT

**Dates for Progress Monitoring Check Ins**  
Q1 9/20/2023 Q3 3/20/2024  
Q2 12/13/2023 Q4 5/15/2024

|                                   | <b>SY24 Implementation Milestones &amp; Action Steps</b>                                                                                                                                    | <b>Who</b>                    | <b>By When</b>   | <b>Progress Monitoring</b> |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|------------------|----------------------------|
| <b>Implementation Milestone 1</b> | School Wide Conscious Discipline Implementation (Homeroom Teachers, SPED, SECA, Essentials )<br>Classroom Culture and Community support<br>Build capacity in staff to support student needs | All Staff                     | April 26, 2024   | Select Status              |
| <b>Action Step 1</b>              | Set CD expectations/norms (BSS, Safekeeper, Visuals, Wish Well)                                                                                                                             | CDAT/SEL, Admin               | October 20, 2023 | Select Status              |
| <b>Action Step 2</b>              | CDAT Team Book Studies                                                                                                                                                                      | CDAT/SEL, Admin               | April 26, 2023   | Select Status              |
| <b>Action Step 3</b>              | GLT CD Worksessions w/ CD consultant (Bailey Smith)                                                                                                                                         | All Teachers, CDAT/SEL, Admin | April 26, 2024   | Select Status              |
| <b>Action Step 4</b>              | Class observations and feedback opportunities with CD consultant (Bailey Smith)                                                                                                             | All Teachers                  | April 26, 2024   | Select Status              |
| <b>Action Step 5</b>              |                                                                                                                                                                                             |                               |                  | Select Status              |
| <b>Implementation Milestone 2</b> | Staff / School Visuals of Safety expectations, norms and supports<br>Identify where students feel they need the most safety (bathrooms, hallways, to and from school etc.)                  | ALL Teacher, Admin            | April 26, 2024   | Select Status              |
| <b>Action Step 1</b>              | Staff created visuals aligned with school pbis matrix                                                                                                                                       | All Staff, Admin              | October 20, 2023 | Select Status              |
| <b>Action Step 2</b>              | Student created visuals identifying safety norms/expectations (enhances student voice, sense of community and connectedness)                                                                | All Teachers, Admin           | April 26, 2023   | Select Status              |
| <b>Action Step 3</b>              |                                                                                                                                                                                             |                               |                  | Select Status              |
| <b>Action Step 4</b>              |                                                                                                                                                                                             |                               |                  | Select Status              |
| <b>Action Step 5</b>              |                                                                                                                                                                                             |                               |                  | Select Status              |
| <b>Implementation Milestone 3</b> | ABC Days<br>Family Wellness Events<br>Increase Community Involvement in school events                                                                                                       | CDAT/SEL, Admin               | April 26, 2024   | Select Status              |
| <b>Action Step 1</b>              | Create ABC (Amazing Belding Celebration Days) that spread joy and focus on school wide connectedness                                                                                        | CDAT/SEL, Admin               | October 20, 2023 | Select Status              |
| <b>Action Step 2</b>              | Create more opportunities for students to act as "buddies"/mentors/leaders for others in the building                                                                                       | ILT,CDAT/SEL, Admin           | March 1, 2024    | Select Status              |
| <b>Action Step 3</b>              | Create relationships with community supports/business/ reps for family/student events                                                                                                       | CDAT/SEL, Admin               | April 26, 2024   | Select Status              |
| <b>Action Step 4</b>              | Student Survey                                                                                                                                                                              |                               | March 1, 2024    | Select Status              |
| <b>Action Step 5</b>              |                                                                                                                                                                                             |                               |                  | Select Status              |
| <b>Implementation Milestone 4</b> | Student Voice Committee "voice"<br>Create more opportunities for student voice and input relating to connectedness and wellbeing                                                            | SVC Leads, Admin              | April 26, 2024   | Select Status              |
| <b>Action Step 1</b>              | Consistent communication throughout the school year                                                                                                                                         | SVC Leads, Admin              | April 26, 2024   | Select Status              |
| <b>Action Step 2</b>              | Opportunity to check in with SEL/CDAT and Admin                                                                                                                                             | SVC Leads, Admin              | October 20, 2023 | Select Status              |
| <b>Action Step 3</b>              | CDAT/SEL or Admin attend SVC Meeting regularly                                                                                                                                              | SVC Leads, Admin              | April 26, 2024   | Select Status              |
| <b>Action Step 4</b>              | Bridge both committees                                                                                                                                                                      | SVC Leads, Admin              | April 26, 2024   | Select Status              |
| <b>Action Step 5</b>              |                                                                                                                                                                                             |                               |                  | Select Status              |

**SY25-SY26 Implementation Milestones**

**SY25 Anticipated Milestones**  
Continued focus and implementation Conscious Discipline (rituals, skills, powers)  
Student led activities and events (Student Voice Committee)  
Collaboration opportunities between CDAT/SEL and Belding Parent Group (BPG)

Create CD professional development and work sessions to enhance learning environment focusing on social and emotional needs of students

**SY26 Anticipated Milestones**  
 Continued focus and implementation of Conscious Discipline (rituals, skills, powers)  
 Collaboration opportunities between CDAT/SEL and BHT (School events, family/community support opportunities)  
 Staff attend CD Workshops/Training  
 Community/Family mentor programs  
 Conscious Discipline Workshop for Parents



[Return to Top](#) **Goal Setting**

**Indicators of a Quality CIWP: Goal Setting**

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

**Resources:**

**IL-EMPOWER Goal Requirements**  
 For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:  
 -The CIWP includes a reading Performance goal  
 -The CIWP includes a math Performance goal  
 -The goals within the reading, math, and any other IL-EMPOWER goals include numerical targets  
 -Schools designated as Targeted Support identify the student groups named in the designation within the goals above and any other IL-EMPOWER goals

**Performance Goals**

| Specify the Goal                                                                          | Can this metric be frequently monitored? | Metric                                               | Student Groups (Select 1-2) | Baseline | Numerical Targets [Optional] |      |      |
|-------------------------------------------------------------------------------------------|------------------------------------------|------------------------------------------------------|-----------------------------|----------|------------------------------|------|------|
|                                                                                           |                                          |                                                      |                             |          | SY24                         | SY25 | SY26 |
| Student responses on 5Essentials: Supportive Environment will move from Neutral to Strong | No                                       | 5E: Supportive Environment                           | Overall                     | 54       | 60                           | 64   | 68   |
|                                                                                           |                                          |                                                      | Select Group or Overall     |          |                              |      |      |
| Decrease in the number of behavior misconducts                                            | Yes                                      | Reduction in repeated disruptive behaviors (4-6 SCC) | Select Group or Overall     |          |                              |      |      |
|                                                                                           |                                          |                                                      | Select Group or Overall     |          |                              |      |      |

**Practice Goals**

Identify the Foundations Practice(s) most aligned to your practice goals.

Specify your practice goal and identify how you will measure progress towards this goal.

| 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:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team. | Working together with multiple school structures to analyze data and create meaningful, supportive and impactful opportunities for students/families to engage in that contribute to a stronger sense of connectedness, wellbeing and safety towards our school community. | Continued collaboration with multiple school teams, structures and community members to enhance students sense of connectedness, wellbeing and safety towards the school community. | Continued collaboration with multiple school teams, structures and community members to enhance students sense of connectedness, wellbeing and safety towards the school community. | Continued collaboration with multiple school teams, structures and community members to enhance students sense of connectedness, wellbeing and safety towards the school community. |
| Select a Practice                                                                                                                                                |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                     |                                                                                                                                                                                     |                                                                                                                                                                                     |
| Select a Practice                                                                                                                                                |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                     |                                                                                                                                                                                     |                                                                                                                                                                                     |

[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     |
|--------------------------------------------------------------------|----------------|-----------------------------|----------|------|---------------|---------------|---------------|---------------|
| Student responses on 5Essentials: Supportive Environment will move | 5E: Supportive | Overall                     | 54       | 60   | Select Status | Select Status | Select Status | Select Status |



| Jump to...                                              | Priority   | TOA                                                  | Goal Setting                                                         | Progress Monitoring | Connectedness & Wellbeing |               |               |               |               |
|---------------------------------------------------------|------------|------------------------------------------------------|----------------------------------------------------------------------|---------------------|---------------------------|---------------|---------------|---------------|---------------|
| Reflection                                              | Root Cause | Implementation Plan                                  | Select the Priority Foundation to pull over your Reflections here => |                     |                           |               |               |               |               |
| Supportive Environment will move from Neutral to Strong |            | Environment                                          | Select Group or Overall                                              |                     |                           | Select Status | Select Status | Select Status | Select Status |
| Decrease in the number of behavior misconducts          |            | Reduction in repeated disruptive behaviors (4-6 SCC) | Select Group or Overall                                              |                     |                           | Select Status | Select Status | Select Status | Select Status |
|                                                         |            |                                                      | Select Group or Overall                                              |                     |                           | Select Status | Select Status | Select Status | Select Status |

**Practice Goals**

**Progress Monitoring**

| Identified Practices                                                                                                                                             | SY24                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Quarter 1     | Quarter 2     | Quarter 3     | Quarter 4     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|---------------|---------------|---------------|
| 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. | Working together with multiple school structures to analyze data and create meaningful, supportive and impactful opportunities for students/families to engage in that contribute to a stronger sense of connectedness, wellbeing and safety towards our school community.<br>Student survey responses to determine the effectiveness of school committees to interpret and identify supports to enhance the connectedness, wellbeing and safety of students. | Select Status | Select Status | Select Status | Select Status |
| Select a Practice                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Select Status | Select Status | Select Status | Select Status |
| Select a Practice                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Select Status | Select Status | Select Status | Select Status |



## 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.

To align with our Priority #3 focused on Conscious Discipline implementation to ensure all students feel safe, connected and learning we will host parent engagement nights with training from Conscious Discipline (a combination of facilitators and parent curriculum, Premium Parent Education Pack). 

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