

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
Brittany Neal	Principal	bneal1@cps.edu
Rosalyn Bennett	Curriculum & Instruction Lead	rybennett@cps.edu
Elizabeth Debelak	Inclusive & Supportive Learning Lead	eadebelak@cps.edu
Sienna Johnson	Inclusive & Supportive Learning Lead	sjohnson32@cps.edu
Leslie Kirkendall	Connectedness & Wellbeing Lead	ldgrant3@cps.edu
Qiana Pennix	Postsecondary Lead	qtpennix@cps.edu
Paige Tobin	Curriculum & Instruction Lead	pttobin@cps.edu
Olivia Scott	Partnerships & Engagement Lead	ojscott@cps.edu
Jakita Walter	Other [Attendance Lead]	jwalter@cps.edu
Shawna Banks	Connectedness & Wellbeing Lead	slbanks2@cps.edu
Dr. Chamiyah Peacock	AP	cpugh4@cps.edu
	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	4/26/23	5/11/23
Reflection: Curriculum & Instruction (Instructional Core)	5/11/23	6/12/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/18/23	6/12/23
Reflection: Connectedness & Wellbeing	5/25/23	6/12/23
Reflection: Postsecondary Success	6/1/23	6/12/23
Reflection: Partnerships & Engagement	6/1/23	6/12/23
Priorities	6/8/23	6/8/23
Root Cause	6/20/23	6/22/23
Theory of Acton	6/20/23	6/22/23
Implementation Plans	6/27/23	6/29/23
Goals	6/27/23	6/29/23
Fund Compliance	7/24/23	7/31/23
Parent & Family Plan	7/24/23	7/31/23
Approval	7/31/23	8/4/23

SY24 Progress Monitoring Schedule

Indicate the SY24 dates when your CIWP team will hold progress monitoring check-ins.
As a reference, these dates will auto-populate in your implementation plans.

CIWP Progress Monitoring Meeting Dates

Quarter 1	10/5/2023
Quarter 2	11/30/2023
Quarter 3	03/07/2024
Quarter 4	5/16/2024

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

[Return to Top](#)

Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document

- Curriculum and instruction hasn't been implemented with fidelity due to vacancies and lack of consistent coaching.

-Majority of teachers are providing at grade level instruction

- Teachers are collaborating to support one another-- but need to provide more opportunities for vertical teaming.

- Schoolwide use of curriculum and assessments

- We need to fill vacancies with high quality teachers

What is the feedback from your stakeholders?

-Students and teachers enjoy the LED model -- less busy work and more intentional in ensuring students master the grade level standard

-Parents are enjoying learning new curriculum

- Students enjoy group work

- Students enjoy the Skyline texts

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?

- Hiring teachers-- attended hiring fairs, promoting on social media, AUSL resident partnership

- [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.

- Students didn't receive standards based math instruction due to vacancies, inconsistent math coaching, and scheduling.
- Students engaged in balanced assessments, but didn't receive adequate feedback due to lack of progress monitoring.
- Students didn't receive daily exit tickets due to the fact that Skyline didn't provide standards based exit tickets, off pace lessons, and teacher vacancies.

[Return to Top](#)

Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

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

-Staff needs to review and follow the MTSS Continuum

-Proper documentation and implementation needs to be prioritized

-Retraining on MTSS and BM

-Restructuring of MTSS Team

-IEP writing could use some work

-Review how teachers can access IEP's and find pertinent

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

No	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	
No	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
No	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.	

information for implementation

- Revisit roles and responsibilities of all stakeholders to best support diverse learners

What is the feedback from your stakeholders?

- Teachers feel like the MTSS process isn't working because they don't know how to use it properly
- Teachers didn't have access to necessary resources
- Students look forward to SGI
- SECA's express not being sure of role and job duties
- Teachers express SECA's are not being held accountable
- Teachers express not having time to plan for SGI
- Lack of planning time for DL and GenEd teachers

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

- Offered PD and training on best practices for supporting DL, but little progress was made
- BM weekly updates showed an increase in completion of To-Do's, but it was still done out of compliance and not student focused
- Established MTSS teams, but they need restructuring

[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.

- DL students aren't receiving adequate supports based on IEP due to vacancies and not implementing the IEP with fidelity
- Students did not engage in small groups or receive feedback in BM regularly which hindered the MTSS process and resulted in 30+ students having to attend summer bridge.
- Students received no Tier 2 or 3 SEL interventions, which contributed to an increase in discipline issues
- Students did grow on benchmark and standardized assessments , but still struggle with attainment

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
No	BHT Key Component Assessment SEL Teaming Structure	<ul style="list-style-type: none"> - After reviewing the metrics it is determined we need a CCT and BHT lead. - Realistic scheduling to support Tier 1 - Reconsider using Character Strong - Reinstate academic after school programs - Reevaluate how students are selected for enrichment program, will it be inclusive of primary students also - Clear system for managing behavior and restorative practices. - Clear protocol for all stakeholders re-entries - Professional development and training for the BHT and CCT - Develop systems to support transfer students - Reinstating and restructuring the In School Suspension - Creating a clear pathway where discipline and MTSS cross paths and is documented 	<ul style="list-style-type: none"> % 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)
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.	<p>What is the feedback from your stakeholders?</p> <ul style="list-style-type: none"> - Teachers feel like when students are sent to the Dean of Students, nothing happens. - Teachers are unsure when to enter things into Aspen versus Branching Minds. - Students report being put out of class for 'no reason' - Delay on when things are communicated to the Dean regarding behavior issues and students are '99' - Excessive buzzing of office for teacher management issues - some staff members don't understand restorative practices and de escalation tactics. - Creating a 'flow chart' when dealing with disciplines when 	<ul style="list-style-type: none"> Staff trained on alternatives to exclusionary discipline (School Level Data)

No	<p>Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.</p>	<ul style="list-style-type: none"> - Creating a flow chart when dealing with disciplines when things escalated. - Restructure of the attendance team and protocol 	<p>Enrichment Program Participation: Enrollment & Attendance</p> <p>Student Voice Infrastructure</p> <p>Reduction in number of students with dropout codes at EOY</p>
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>	
<ul style="list-style-type: none"> - Students academic and SEL needs are not being met because universal systems are not in place. - Students are partially experiencing Tier 1 Healing Centered supports. - Students partially have access to student-centered enrichment programs. - Students do not have access to an intentional re-entry plan upon their return from chronic absenteeism 		<ul style="list-style-type: none"> - We have had teacher PD on teacher/dean solving issues - We have developed a form for staff who don't have access to ASPEN - We are in positive communication with parents - Being able to get students involved to assist with siblings - Peace Circles and Restorative conversations with Parents and ADMIN - More staff involvement at dismissal 	

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

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).</p> <p>College and Career Competency Curriculum (C4)</p>	<ul style="list-style-type: none"> - Success Bounds needs to be co-taught and completed by all stakeholders. - There is an annual plan implemented for C4 - Continue doing Trade and High School Fairs - Exposure to colleges and universities - Restructure the High School/Career Fairs - More time for counselors to collaborate around Success Bound - Being more intentional about exposure to post secondary options 	<p>Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECCC</p> <p>3 - 8 On Track</p>
No	<p>Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).</p> <p>Individualized Learning Plans</p>		<p>Learn, Plan, Succeed</p> <p>% of KPIs Completed (12th Grade)</p> <p>College Enrollment and Persistence Rate</p>
No	<p>Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).</p> <p>Work Based Learning Toolkit</p>	<p>What is the feedback from your stakeholders?</p> <ul style="list-style-type: none"> - Students say Success Bound is boring - Counselors would like to co-teach Success bound - Counselors would like to create a college/career week - Create a portfolio beginning 6th grade to track success - Create a folder and conferences for incoming transfer students - Counselors would like more time to actual counsel and not be Prep Teachers 	<p>9th and 10th Grade On Track</p> <p>Cultivate (Relevance to the Future)</p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
N/A	<p>Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).</p>		
N/A	<p>Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).</p> <p>ECCE Certification List</p>		
N/A	<p>There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).</p> <p>PLT Assessment Rubric</p>	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <ul style="list-style-type: none"> - Counselor plan to create portfolio for Success Bound tracking - Hosted our own in house high school fair - Counselors supported students/parents with GoCPS - Implementing Success Bound with fidelity 	
N/A	<p>Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).</p> <p>Alumni Support Initiative One Pager</p>		

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

- Students are not motivated/engaged in Success Bound
- Students postsecondary expectations are not realistic
- Students did not complete IEP
- Students have lack of knowledge and exposure of post secondary
- All students were not privy to all fairs.



[Return to Top](#)

Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<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>- A parent survey needs to be sent out at the beginning and end of the year; at least two checkpoints - A student survey needs to be sent out at the beginning and end of the year; at least two checkpoints - District outreach partnership with Ms. Collins is beneficial - Student council needs to meet regularly - Partner with district outreach to train parents on CPS systems (Aspen, GoCPS, learning materials) - Continue to foster relationships with ADA S Mckinley and Hope Village - Strengthen partnership with Aldermen</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
Partially	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
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 & CIWP).</p>	<p>What is the feedback from your stakeholders?</p> <p>- Parents are using the remind option to communicate - LSC is active - Parents say the front office staff is 'not nice' - Parents say we are unorganized - Parents say that we are inconsistent from classroom to classroom' - Parents on LSC/PAC are unsure how to be effective - Teachers would like a more rigorous student council application.</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>	
<p>- Students families did not participate in PAC - Students only took one survey - Students families partially contributed to schools goals - Students families partially have two-way communication with staff - Students partnerships is partially used in infrastructure that build youth-adult partnership in decision making.</p>		<p>- SELbreakfast - Volunteering information in advance time for parents to take off - Flexible conferences providing both virtual and in person - Partnering with Police Department that gave students pizza - Partnership with Ms, Dory - Hosted a Sip n Paint - Implementing Remind for parents - School Website needs to be updated regularly - Having more student voice</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.
No	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
No	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
No	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

- Staff needs to review and follow the MTSS Continuum
- Proper documentation and implementation needs to be prioritized
- Retraining on MTSS and BM
- Restructuring of MTSS Team
- IEP writing could use some work
- Review how teachers can access IEP's and find pertinent information for implementation
- Revisit roles and responsibilities of all stakeholders to best support diverse learners

What is the feedback from your stakeholders?

- Teachers feel like the MTSS process isn't working because they don't know how to use it properly
- Teachers didn't have access to necessary resources
- Students look forward to SGI
- SECA's express not being sure of role and job duties
- Teachers express SECA's are not being held accountable
- Teachers express not having time to plan for SGI
- Lack of planning time for DL and GenEd teachers

What student-centered problems have surfaced during this reflection?

- DL students aren't receiving adequate supports based on IEP due to vacancies and not implementing the IEP with fidelity
- Students did not engage in small groups or receive feedback in BM regularly which hindered the MTSS process and resulted in 30+ students having to attend summer bridge.
- Students received no Tier 2 or 3 SEL interventions, which contributed to an increase in discipline issues
- Students did grow on benchmark and standardized assessments , but still struggle with attainment

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?


- Offered PD and training on best practices for supporting DL, but little progress was made
- BM weekly updates showed an increase in completion of To-Do's, but it was still done out of compliance and not student focused
- Established MTSS teams, but they need restructuring

[Return to Top](#)

Determine Priorities

Resources: 

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

- Students...
- DL students aren't receiving adequate supports based on IEP due to vacancies and not implementing the IEP with fidelity 
 - Students did not engage in small groups or receive feedback in BM regularly which hindered the MTSS process and resulted in 30+ students having to attend summer bridge

[Determine Priorities Protocol](#)


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

[Return to Top](#)

Root Cause

Resources: 

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

- As adults in the building, we...
- Staff needs to review and follow the MTSS Continuum 
 - Proper documentation and implementation needs to be prioritized
 - Retraining on MTSS and BrM
 - Restructuring of MTSS Team
 - IEP writing could use some work
 - Review how teachers can access IEP's and find pertinent information for implementation

[5 Whys Root Cause Protocol](#)

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

[Return to Top](#)

Theory of Action

What is your Theory of Action?

- If we....
- establish a MTSS Academics Team to oversee the establishment and implementation of tiered strategies, and train staff on the MTSS framework -- including Branching Minds 

Resources: 

- Indicators of a Quality CIWP: Theory of Action**
- 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....
 teachers implementing research based tier 2 & 3 interventions, regular progress monitoring of student achievement, and documenting data in Branching Minds.

which leads to...
 students consistently engaged in small group instruction, meeting their targets, and moving tiers.

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

Sienna Johnson (MTSS Lead) and MTSS Team
 Rosalyn Bennett (CIWP & MTSS Team Member)

Dates for Progress Monitoring Check Ins

Q1	10/5/2023	Q3	03/07/2024
Q2	11/30/2023	Q4	5/16/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Establish foundational level Systems and Infrastructures for MTSS Team as evidenced by the MTSS continuum's "Foundational Level"	Sienna Johnson (MTSS Lead) & MTSS Team	10/5/2023	Select Status
Action Step 1	Finalize and review district Balance Assessment Plan with school staff.	Brittany Neal (Principal)	8/14/2023	Select Status
Action Step 2	Detail assessment plan for the entire school years as evidence by personalized instruction and assessment calendar.	Brittany Neal (Principal)	8/14/2023	Select Status
Action Step 3	Review state of the school with entire staff and provide professional development on school level plan for MTSS implementation.	Sienna Johnson (MTSS Lead) & MTSS Team	9/22/2023	Select Status
Action Step 4	Plan for staff professional learning cycles for the entire school years as evidence by personalized instruction and assessment calendar and grade level meetings scope and sequence.	Brittany Neal (Principal)	8/14/2023	Select Status
Action Step 5	Develop communication plan that details frequency of communicating student support plan to students and families.	Sienna Johnson (MTSS Lead) & MTSS Team	9/15/2023	Select Status
Implementation Milestone 2	Establish MTSS Team with foundational meeting quality as evidenced by the MTSS continuum's "Foundational Level".	Sienna Johnson (MTSS Lead) & MTSS Team	11/30/2023	Select Status
Action Step 1	Intentionally select members that represent diverse perspectives and backgrounds.	ILT	8/11/2023	Select Status
Action Step 2	Assign team members roles as detailed by district guidance on MTSS Team Responsibilities Guidance .	Sienna Johnson (MTSS Lead)	9/15/2023	Select Status
Action Step 3	Establish group norms and agenda template to ensure meetings include review of student data, intervention quality, and referrals.	Sienna Johnson (MTSS Lead)	9/15/2023	Select Status
Action Step 4	Assign MTSS Lead to PLC's and have MTSS team sign up for professional development to support best practices	Brittany Neal (Principal)	9/15/2023	Select Status
Action Step 5	Schedule regular MTSS Lead meetings with admin for regular check-ins and updates on schoolwide implementation of MTSS	Brittany Neal (Principal)	8/14/2023	Select Status
Implementation Milestone 3	Ensure tier 1 core curriculum is being implemented with fidelity as evidenced by the MTSS continuum's "Foundational Level".	ILT	3/7/2024	Select Status
Action Step 1	Ensure all staff attend appropriate summer PD to support effective implementation of high quality curriculum	Brittany Neal (Principal)	8/14/2023	Select Status
Action Step 2	Ensure all curricular materials and resources are ordered, organized, and readily available to teachers.	Jessica Wilkes (Coach- Math) Dr. Chamayah Peacock (AP-ELA)	8/31/2023	Select Status
Action Step 3	Select content leads to participate in network and district PLC's	Brittany Neal (Principal)	8/14/2023	Select Status
Action Step 4	Develop schedule for quarterly instructional rounds to monitor implementation tier 1 instruction with "core walk tool."	ILT	9/8, 11/17, 3/1, 4/19	Select Status
Action Step 5	Host regular grade level meetings that review best practices for tier 1 implementation rooted in "Core Walk" look-for's and district developed co-labs; AND that engages in regular student work analysis to ensure core curriculum is effectively delivered as evidenced by 80% student mastery.	Jessica Wilkes (Coach- Math) Dr. Chamayah Peacock (AP-ELA) ILT Content Leads	Ongoing Bi-Weekly	Select Status
Implementation Milestone 4	Ensure tier 2 and 3 interventions are high quality and well documented as student support plans in Branching Minds as evidenced by the MTSS continuum's "Foundational Level"	Sienna Johnson (MTSS Lead) & MTSS Team	5/16/2024	Select Status
Action Step 1	Ensure all staff are trained and provided professional development on the Branching Minds platform, student support plans, and specific intervention resources	Sienna Johnson (MTSS Lead) & MTSS Team	9/22, 10/27, 12/22, 2/9	Select Status
Action Step 2	Develop schedule for quarterly SGI check-ins to monitor implementation tier 2-3 instruction with "SGI Walkthrough Tool"	Sienna Johnson (MTSS Lead) & ILT	9/8, 11/17, 3/1, 4/19	Select Status

Action Step 3	Host goal setting conversations with students at BOY, MOY, EOY to discuss support plan that demonstrates a shared responsibility between the teachers and students	Teachers	9/29 & 2/16	Select Status
Action Step 4	Host data talk meetings that review best practices for tier 2-3 implementation rooted in "SGI" look-for's; AND that reviews students progress as evidenced by reviewing student intervention progress graphs in BrM and benchmark data.	Sienna Johnson (MTSS Lead) & ILT	9/22, 10/27, 12/22, 2/9	Select Status
Action Step 5	Regularly monitor BrM documentation during MTSS Lead-Admin meeting and send regular feedback and reminders to teachers about completing "to-do's."	Sienna Johnson (MTSS Lead)	Ongoing Weekly	Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	MTSS Teams and/or teachers utilize multiple and appropriate tools/resources to measure deficits and progress monitor as evidenced by the MTSS continuum's "Developed Level"	
SY26 Anticipated Milestones	MTSS team and grade/content level teams regularly evaluate processes and data review data that is varied, student-focused, includes student voice and is equitable to all as evidenced by the MTSS continuum's "Fully Operational Level"	

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
Increase in students moving down tiers in both reading and math.	Yes <input type="checkbox"/>	MTSS Academic Tier Movement	Overall	11%	20%	25%	30%
			Select Group or Overall				
Decrease the percentage of students receiving tier 2/3 interventions	Yes <input type="checkbox"/>	% of Students receiving Tier 2/3 interventions meeting targets	Overall	20%	30%	40%	50%
			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.	MTSS team has been established and meets for at least 90% of scheduled meetings as evidenced by log of team attendance on agendas.	At least 80% of MTSS Team meetings are data informed and decisions are routinely evident in team discourse regarding tiered supports for students as evidenced by detailed agenda notes.	At least 80% of MTSS Team meetings are focused on strategically utilizing the Problem Solving Process (PSP) to make data informed, culturally responsive decisions for all students as evident in detailed agenda notes and student tier movement.
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS and grade/content level teams review and implement the To Dos in Branching Minds consistently as evidenced by BrM Monthly To-Do's Completion Report showing less than 10 overdue.	MTSS and grade/content level teams review and implement the To Dos in Branching Minds consistently and specifically tracking student progress as evidenced by at least 50% of teachers utilizing the iReady and Star Custom progress monitoring suites with fidelity.	MTSS and grade/content level teams review and implement the To Dos in Branching Minds consistently and specifically tracking student progress as evidenced by at least 90% of teachers utilizing the iReady and Star Custom progress monitoring suites with fidelity.
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
Increase in students moving down tiers in both reading and math.	MTSS Academic Tier Movement	Overall	11%	20%	Select Status	Select Status	Select Status	Select Status
		<i>Select Group or Overall</i>			Select Status	Select Status	Select Status	Select Status
Decrease the percentage of students receiving tier 2/3 interventions	% of Students receiving Tier 2/3 interventions meeting targets	Overall	20%	30%	Select Status	Select Status	Select Status	Select Status
		<i>Select Group or Overall</i>			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.	MTSS team has been established and meets for at least 90% of scheduled meetings as evidenced by log of team attendance on agendas.	Select Status	Select Status	Select Status	Select Status
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS and grade/content level teams review and implement the To Dos in Branching Minds consistently as evidenced by BrM Monthly To-Do's Completion Report showing less than 10 overdue.	Select Status	Select Status	Select Status	Select Status
<i>Select a Practice</i>		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

No	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?

- After reviewing the metrics it is determined we need a CCT and BHT lead.
- Realistic scheduling to support Tier 1
- Reconsider using Character Strong
- Reinstate academic after school programs
- Reevaluate how students are selected for enrichment program, will it be inclusive of primary students also
- Clear system for managing behavior and restorative practices.
- Clear protocol for all stakeholders re-entries
- Professional development and training for the BHT and CCT
- Develop systems to support transfer students
- Reinstating and restructuring the In School Suspension
- Creating a clear pathway where discipline and MTSS cross paths and is documented

What is the feedback from your stakeholders?

- Teachers feel like when students are sent to the Dean of Students, nothing happens.
- Teachers are unsure when to enter things into Aspen versus Branching Minds.
- Students report being put out of class for 'no reason'
- Delay on when things are communicated to the Dean regarding behavior issues and students are '99'
- Excessive buzzing of office for teacher management issues
- some staff members don't understand restorative practices and de escalation tactics.
- Creating a 'flow chart' when dealing with disciplines when things escalated.
- Restructure of the attendance team and protocol

What student-centered problems have surfaced during this reflection?

- Students academic and SEL needs are not being met because universal systems are not in place.
- Students are partially experiencing Tier 1 Healing Centered supports.
- Students partially have access to student-centered enrichment programs.
- Students do not have access to an intentional re-entry plan upon their return from chronic absenteeism

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?

- We have had teacher PD on teacher/dean solving issues
- We have developed a form for staff who don't have access to ASPEN
- We are in positive communication with parents
- Being able to get students involved to assist with siblings
- Peace Circles and Restorative conversations with Parents and ADMIN
- More staff involvement at dismissal

Return to Top Determine Priorities

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

Students...
 Students academic and SEL needs are not being met because universal systems are not in place. In addition to students do not have access to an intentional re-entry plan upon their return from OSS. Students are partially experiencing Tier 1 Healing Centered supports and have partial access to student centered enrichment programs.

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...
 - need a CCT and BHT lead.
 - Realistic scheduling to support Tier 1
 - Reconsider using Character Strong
 - Reinstate academic after school programs
 - Reevaluate how students are selected for enrichment program, will it be inclusive of primary students also
 - Clear system for managing behavior and restorative practices.
 - Clear protocol for all stakeholders re-entries
 - Professional development and training for the BHT and CCT
 - Develop systems to support transfer students
 - Reinstating and restructuring the In School Suspension

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....
 establish a BHT & CCT to oversee the establishment and implementation of tiered strategies, and train staff on healing centered supports -- including PBIS, Restorative Practices, Trauma Informed Teaching, & BrM

Resources:

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

then we see....
 staff effectively integrating research based prevention and responsive tiered SEL strategies and activities into all aspects of the school experience



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...
 students feeling safe at school, experiencing fewer SCC violations, and meeting their behavioral growth targets.



[Return to Top](#) **Implementation Plan**

Resources:

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

Team/Individual Responsible for Implementation Plan

S. Banks (BHT Lead) and Behavioral Health Team
 Q. Pennix (CIWP Member & Counselor)

Dates for Progress Monitoring Check Ins

Q1 10/5/2023 Q3 03/07/2024
 Q2 11/30/2023 Q4 5/16/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Establish BHT with foundational meeting quality as evidenced by the MTSS continuum's "Foundational Level".	Shawna Banks (BHT Lead) & BHT Team	10/2023	Select Status
Action Step 1	Intentionally select members that represent diverse perspectives, backgrounds, and expertise.	ILT	8/14/2023	Select Status
Action Step 2	Assign team members roles as detailed by district guidance on BHT Roles & Responsibilities Guidance .	Shawna Banks (BHT Lead)	9/22/2023	Select Status
Action Step 3	Establish group norms and agenda template to ensure meetings include review of student data, intervention quality, and referrals.	Shawna Banks (BHT Lead)	9/22/2023	Select Status
Action Step 4	Assign BHT Lead to PLC's and have BHT members sign up for professional development to support best practices	Dr.Chamiyah Peacock (AP)	8/14/2023	Select Status
Action Step 5	Schedule regular BHT Lead meetings with admin for regular check-ins and updates on schoolwide implementation of MTSS-SEL in BrM.	Dr.Chamiyah Peacock (AP)	8/14/2023	Select Status
Implementation Milestone 2	Establish CCT with tiered SEL teaming structures as evidenced by climate standards and supportive schools indicators .	CCT Lead & CCT Members	11/30/2023	Select Status
Action Step 1	Ensure the teams represent various stakeholder groups and disciplines (e.g., Tier 1 team includes an administrator, teachers, support staff, family and student representatives; Tier 2-3 team includes an administrator, counselor, and Related Service Providers).	ILT	9/22/2023	Select Status
Action Step 2	Create a calendar of scheduled meetings throughout the year (minimum monthly).	CCT Lead	9/22/2023	Select Status
Action Step 3	Identify which CPS School Climate Standards are being addressed for all tiers and include them on meeting agendas. Also, list team members present on each agenda.	CCT Lead	9/29/2023	Select Status
Action Step 4	Develop school-wide shared norms in partnership with students, staff, and other stakeholders.	CCT Lead & CCT Members	10/27/2023	Select Status
Action Step 5	Train all paraprofessionals, support staff, and parent volunteers on	CCT Lead	10/27/2023	Select Status
Implementation Milestone 3	Ensure tier 1 SEL supports are being implemented with fidelity as evidenced by effective implementation of Character Strong & all staff utilization of PBIS Rewards	Counselor's Pennix & Oliver	03/07/2023	Select Status
Action Step 1	Ensure all staff attend Week 0 PD to support effective implementation of high quality tier 1 instruction (Character Strong) & PBIS Rewards.	Counselor's Pennix & Oliver	8/14/2023	Select Status
Action Step 2	Select SEL leads to participate in network and district PLC's for <i>Clam Classroom & Character Strong</i>	Brittany Neal (Principal)	8/14/2023	Select Status
Action Step 3	Develop schedule for quarterly instructional rounds to monitor implementation tier 1 SEL instruction with "SEL Walk Tool."	Counselor's Pennix & Oliver	9/8, 11/17, 3/1, 4/19	Select Status
Action Step 4	Canvas school to promote core values, Character Strong traits and PBIS Rewards incentives.	Dr.Chamiyah Peacock (AP)	1/5/2023	Select Status
Action Step 5	Provide regular feedback to teachers via SchoolMint Grow (Whetstone) platform, 1-on-1's and schoolwide professional development to ensure SEL curriculum and PBIS Rewards is being implemented and utilized with fidelity.	Counselor's Pennix & Oliver	9/8, 11/17, 3/1, 4/19	Select Status
Implementation Milestone 4	Ensure tier 2 and 3 interventions are high quality and well documented as student support plans in Branching Minds as evidenced by the MTSS continuum's "Foundational Level"	Shawna Banks (BHT Lead) & BHT Team	5/16/2024	Select Status

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>
Reflection	Root Cause	Implementation Plan			
Action Step 1	Ensure all staff are trained and provided professional development on the Branching Minds platform, student support plans, and specific intervention resources	Shawna Banks (BHT Lead) & BHT Team	9/22, 10/27, 12/22, 2/9	Select Status	
Action Step 2	Develop communication plan for communicating and checkin-in with teachers at the Beginning Of Intervention, MOI, EOI to monitor implementations and student progress.	Shawna Banks (BHT Lead) & BHT Team	Ongoing- Every 4 Weeks	Select Status	
Action Step 3	Host goal setting conversations with students at BOI, MOI, EOI to discuss support plan that demonstrates a shared responsibility between the teachers and students	Teachers	Ongoing- Every 4 Weeks	Select Status	
Action Step 4	Host schoolwide PD that reviews best practices for tier 2-3 implementation rooted in researched based practices; AND that reviews students progress as evidenced by reviewing student intervention progress graphs in BrM	Shawna Banks (BHT Lead) & BHT Team	9/22, 10/27, 12/22, 2/9	Select Status	
Action Step 5	Regularly monitor BrM documentation during BHT Lead-Admin meeting and send regular feedback and reminders to teachers about completing "to-do's."	Shawna Banks (BHT Lead)	Ongoing Weekly	Select Status	

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	BHT & CCT team and grade/content level teams regularly evaluate processes and review SEL intervention data that is varied, student-focused, includes student voice and is equitable to all as evidenced by the MTSS continuum's "Fully Operational Level"	
SY26 Anticipated Milestones	Foster culture in which students take ownership implementation SEL tier 1 SEL curriculum (Character Strong) and PBIS Rewards program; and staff has internalized and normalized restorative practices and sel informed instruction.	

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
Decrease the number of out of school suspension while increasing in school restorative practices	Yes <input type="checkbox"/>	Reduction in OSS per 100	Overall <input type="text"/> <i>Select Group or Overall</i>	18%	16%	14%	10%
Increasing the number of interventions for Tier 2 and Tier 3 students to support them in reaching their behavioral targets	Yes <input type="checkbox"/>	% of Students receiving Tier 2/3 interventions meeting targets	Overall <input type="text"/> <i>Select Group or Overall</i>	<5%	15%	20%	25%

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT & CCT team has been established and meets for at least 90% of scheduled meetings as evidenced by log of team attendance on agendas.	At least 80% of BHT & CCT Team meetings are data informed and decisions are routinely evident in team discourse regarding tiered supports for students as evidenced by detailed agenda notes.	At least 80% of BHT & CCT Team meetings are focused on strategically utilizing the Problem Solving Process (PSP) to make data informed, culturally responsive decisions for all students as evident in detailed agenda notes and student tier movement.
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	At least 90% of teachers implement SEL tier 1 SEL curriculum (Character Strong) and PBIS Rewards with fidelity as evidenced SEL Walkthrough data and PBIS Rewards utilization reports.	Establish formalized partnerships with at least two community agencies that provide on-site or virtual services for implementation of tier 1 SEL supports, restorative practices, and/or PBIS best practices.	Establish system and foster culture in which students lead implementation SEL tier 1 SEL curriculum (Character Strong) and PBIS Rewards was evidenced SEL Walkthrough data and PBIS Rewards student input surveys.
<i>Select a Practice</i>			

[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
Decrease the number of out of school suspension while increasing in school restorative practices	Reduction in OSS per 100	Overall	18%	16%	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
		Select Group or Overall			<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
Increasing the number of interventions for Tier 2 and Tier 3 students to support them in reaching their behavioral targets	% of Students receiving Tier 2/3 interventions meeting targets	Overall	<5%	15%	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
		Select Group or Overall			<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
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.	BHT & CCT team has been established and meets for at least 90% of scheduled meetings as evidenced by log of team attendance on agendas.	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	At least 90% of teachers implement SEL tier 1 SEL curriculum (Character Strong) and PBIS Rewards with fidelity as evidenced SEL Walkthrough data and PBIS Rewards utilization reports.	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
Select a Practice		<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="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.

Our academic priority is centered around inclusive and supportive learning environment (focused on multi-tiered systems of support). Funds will be used to host literacy and math nights geared toward supporting students individualized learning needs. Additionally, the funds will be used for training families on how to read data reports and student individualized learning plans in a workshop like setting to ensure parents are equipped to serve as another integral part of the inclusive and supportive learning environment. 🍌

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