

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

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

**Resources**

[Reflection on Foundations Protocol](#)

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**Curriculum & Instruction**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<a href="#">CPS High Quality Curriculum Rubrics</a> All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	EOY I-Ready Reading- 60% on/above Grade level K-2 EOY I-Ready Math- 53% on/above Grade Level K-2 -Around 50% students meeting growth targets in math I-Ready (SY23) -Around 60% students meeting growth targets in reading I-Ready (SY23)	<a href="#">IAR (Math)</a> <a href="#">IAR (English)</a> Rigor Walk Data (School Level Data)
Yes	<a href="#">Rigor Walk Rubric</a> <a href="#">Teacher Team Learning Cycle Protocols</a> <a href="#">Quality Indicators Of Specially Designed Instruction</a> Students experience grade-level, standards-aligned instruction.	Star EOY Reading- 44% students are above 50th percentile 3rd-8th SY23 (BOY SY24 initial data 48% are above 50th percentile) Star EOY Math- 34% students are above 50th percentile in 3rd-8th SY23 (BOY SY24 initial data 41% are above 50th percentile) IAR Reading- 33% met/exceed (SY 22-23) IAR Math- 20% Met/Exceed (SY 22-23)	<a href="#">PSAT (EBRW)</a> <a href="#">PSAT (Math)</a> <a href="#">STAR (Reading)</a>
Yes	<a href="#">Powerful Practices Rubric</a> <a href="#">Learning Conditions</a> Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	<p><b>What is the feedback from your stakeholders?</b></p> For powerful practices and learning conditions -- staff have the correct vision and are bought in in terms of instructional and environmental practices. Some but not all classrooms are effectively implementing. For math, strongest curricular and pedagogical alignment. Most mature alignment at grades 4-8 but K-3 increasing.	<a href="#">STAR (Math)</a> <a href="#">iReady (Reading)</a> <a href="#">iReady (Math)</a>
Partially	<a href="#">Continuum of ILT Effectiveness</a> <a href="#">Distributed Leadership</a> The ILT leads instructional improvement through distributed leadership.	For literacy, strongest curricular and pedagogical alignment in Foundational Literacy in K-3, representing focus in the past 2 years. Next phase of alignment is 4th to 8th.	<a href="#">Cultivate</a> <a href="#">Grades</a> <a href="#">ACCESS</a>
Partially	<a href="#">Customized Balanced Assessment Plan</a> <a href="#">ES Assessment Plan Development Guide</a> <a href="#">HS Assessment Plan Development Guide</a> 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.	For inquiry, shift occurring from pre-pandemic scope and sequence to updated and aligned scope and sequence. Science transition ahead of social studies. For staff leadership teams, ILT forming in the shape of CIWP, MTSS, and Climate and Culture Teams. Distributed leadership increasing significantly in past 12 months as pandemic survival mode recedes.	<a href="#">TS Gold</a> <a href="#">Interim Assessment Data</a>
Yes	<a href="#">Assessment for Learning Reference Document</a> Evidence-based assessment for learning practices are enacted daily in every classroom.	<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> Curriculum: K-2 uses Foundations, IM*, Sci/SS is teacher-created but 2nd has begun using Amplify and other K-2 grades are curious. K-2 ELA beyond Foundations is teacher-created. 3-5: 3rd uses Foundations, 3-5 ELA beyond Foundations is teacher-created with some Skyline adoption. 3rd math is using IM; 4th and 5th are sort of using IM but teacher-adapted based on work between of math leaders. 3-5 has begun using Amplify and does teacher-created curriculum for SS.. 6-8: ELA is teacher-created with some Skyline adoption; math is IM adapted, science is teacher-created with some Amplify adoption, SS is teacher-created	
<p><b>What student-centered problems have surfaced during this reflection?</b>                      If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>Students are not certain to experience alignment and cohesion in WHAT (curriculum) and HOW (instruction) they learn as they move across all grades. </p>			

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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	<a href="#">MTSS Integrity Memo</a> <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a> 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.	80 students received Tier 3 intervention and 43 students grew in percentile WIST Assessment - 40/ 57 students who were wisted improved I-Ready EOY I-Ready Reading- 60% on/above Grade level K-2 EOY I-Ready Math- 53% on/above Grade Level K-2 I-Ready Reading Growth - Around 60% students meeting growth targets in reading I-Ready I-Ready Math Growth- Around 50% students meeting growth targets in math	Unit/Lesson Inventory for Language Objectives (School Level Data) <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a>

Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	<a href="#">MTSS Integrity Memo</a>	Star EOY Reading- 44% students are above 50th percentile 3rd-8th SY23 (BOY SY24 initial data 48% are above 50th percentile) Star EOY Math- 34% students are above 50th percentile in 3rd-8th SY23 (BOY SY24 initial data 41% are above 50th percentile)  IAR Reading- 33% met/exceed IAR Math- 20% Met/Exceed	<a href="#">ACCESS</a> <a href="#">MTSS Academic Tier Movement</a> <a href="#">Annual Evaluation of Compliance (ODLSS)</a> <a href="#">Quality Indicators of Specially Designed Curriculum</a> <a href="#">EL Program Review Tool</a>
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>	<b>What is the feedback from your stakeholders?</b>  MTSS literacy has improved and formalized in past 12 months, with a large group of students receiving formal literacy interventions 🍌	
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>	Tier 1 instruction in Foundational literacy formalizing and aligning, which is reducing the number of students in need of literacy intervention and resulting in increased literacy performance schoolwide  Math MTSS systems fuzzier and less formally defined. This is the next priority area in MTSS.  DL/EL staff has grown and supports are increasing. More alignment needed.	
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	<a href="#">EL Placement Recommendation Tool ES</a> <a href="#">EL Placement Recommendation Tool HS</a>	<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>  MTSS team has made big gains in formalizing literacy intervention process. Team gave summer pd on teacher referral process and additional screeners with CBMS. 🍌	
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.		In DL supports, staff has grown to 11 teachers and 18 SECAs. Inclusion supports increasing at all grades. Gap in foundational literacy supports for students receiving inclusive special education services in literacy.  In EL supports, bilingual staff has increased and ELPT role and direct services have increased. Still room to improve in increase bilingual teacher presence, particularly at intermediate grades.	
<b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.				
Not all students who struggle academically are identified and receive systematic and documented support. 🍌				

[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
Yes	<a href="#">BHT Key Component Assessment</a> <a href="#">SEL Teaming Structure</a>	-5Es Student survey lowest scoring areas were - Course clarity, emotional health and Grit -Collaborative Teachers and Effective Leaders was lowest scoring on 5Es. -According to 5Es, students report overall feelings of safety with common areas (non-classroom spaces) as areas most in need of improvement  Growth mindset on cultivate was low- 55. Risk taking also low: 56 Grit was weaker on 5Es.	<a href="#">% of Students receiving Tier 2/3 interventions meeting targets</a> <a href="#">Reduction in OSS per 100</a> <a href="#">Reduction in repeated disruptive behaviors (4-6 SCC)</a> <a href="#">Access to OST</a> <a href="#">Increase Average Daily Attendance</a> <a href="#">Increased Attendance for Chronically Absent Students</a> <a href="#">Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</a> <a href="#">Cultivate (Belonging &amp; Identity)</a>  Staff trained on alternatives to exclusionary discipline (School Level Data)
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	<b>What is the feedback from your stakeholders?</b>  Grow ups are glad to see explicit SEL instruction but do not feel consistently connected to the goals of school-based SEL 🍌  According to 5Es, students report overall feelings of safety with common areas (non-classroom spaces) as areas most in need of improvement  Teachers and staff see culture improving each year from pandemic but still see need for improvement  SEL instruction present but not consistent	

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>	<p>Absenteeism present and challenging, because pandemic sickness norms make attendance focus difficult (but important!)</p> <p>Growth mindset on cultivate was low- 55. Risk taking also low: 56 Grit was weak on 5Es.</p>	<p><a href="#">Enrichment Program Participation: Enrollment &amp; Attendance</a></p> <p><a href="#">Student Voice Infrastructure</a></p> <p><a href="#">Reduction in number of students with dropout codes at EOY</a></p>
<p><b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p><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>Students who are chronically absent are not always being identified, contacted, and welcomed upon reentry. Being welcomed upon reentry means entering a space where people greet them with care, interest, and empathy AND the development of a plan to clear obstacles to attendance.</p> <p>Students need assistance with conflict-resolution. Students need assistance in development of interpersonal awareness and managing emotions Many students with arrive tardy daily-- a disproportionate amount being students with 504s and IEPs and also students who are frequently referred for misconducts More students than pre-pandemic experience long-term absences (greater than 10 days per year)</p> <p>Students receive weekly explicit SEL instruction in some but not all classes.</p>	<p>Large and impactful OST program</p> <p>Active BHT and CCT</p> <p>Large post-pandemic investment in culture supports (deans, RP training)</p> <p>Post-pandemic expansion of supports staff: 0.5 case manager, 1.0 AP, 1.0 counselor, 1.0 social worker, 1.0 ELPT</p> <p>Many but not all classrooms using weekly explicit SEL curriculum</p>		

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## 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	<p><a href="#">College and Career Competency Curriculum (C4)</a></p> <p>An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).</p>	<p>Star EOY Reading- 44% students are above 50th percentile 3rd-8th SY23 (BOY SY24 initial data 48% are above 50th percentile) Star EOY Math- 34% students are above 50th percentile in 3rd-8th SY23 (BOY SY24 initial data 40% are above 50th percentile)</p> <p>IAR Reading- 33% met/exceed IAR Math- 20% Met/Exceed</p>	<p><a href="#">Graduation Rate</a></p> <p><a href="#">Program Inquiry: Programs/participation/attainment rates of % of ECCC</a></p> <p><a href="#">3 - 8 On Track</a></p>
Partially	<p><a href="#">Individualized Learning Plans</a></p> <p>Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).</p>		<p><a href="#">Learn, Plan, Succeed</a></p> <p><a href="#">% of KPIs Completed (12th Grade)</a></p> <p><a href="#">College Enrollment and Persistence Rate</a></p>
Partially	<p><a href="#">Work Based Learning Toolkit</a></p> <p>Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).</p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>Recent Brentano graduates report high levels of satisfaction with high school preparedness, though sample size is not large. Students with Spanish-speaking and/or immigrant parents report need for greater supports for their families to understand and be prepared for CPS process.</p> <p>Current middle schoolers feel anxious and in need of information</p>	<p><a href="#">9th and 10th Grade On Track</a></p> <p><a href="#">Cultivate (Relevance to the Future)</a></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>	<p>Staff report that we are improving in our provision of information for families but need to keep as a focus in order to reach all families and all students</p>	
N/A	<p><a href="#">ECCE Certification List</a></p> <p>Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).</p>		
N/A	<p><a href="#">PLT Assessment Rubric</a></p> <p>There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).</p>	<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>All-staff PD at Westinghouse in 2019</p>	
N/A	<p><a href="#">Alumni Support Initiative One Pager</a></p> <p>Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).</p>	<p>Annual high school visits for all middle school</p> <p>Beyond Brentano presentations for families and, increasingly, all middle schoolers</p> <p>Need to do more to use district tools to prepare all students for what comes next</p>	
<p><b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>			

Not all Brentano students (and their families!) experience a systematic learning process about high school and postsecondary options and graduate with a clear plan and bridge to what is next. 📌

[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>Involved families is green on 5Es                      -Teacher parent trust is strong.                      -Lowest area (in overall green component) is parent influence on decision making</p> <p>&gt;90% of families connected on school-based communication app (though not all use weekly)</p>	<p><a href="#">Cultivate</a></p> <p><a href="#">5 Essentials Parent Participation Rate</a></p> <p><a href="#">5E: Involved Families</a></p>
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>
Yes	<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>Parent and family groups exit: LSC, Parent Mentors, BAC, Friends of Brentano, Library Volunteers, AAPI group. Always more that can be done to reach parents</p> <p>School invests in app to facilitate two-way communication, though there is room to build awareness and build understanding of how to use</p> <p>Student voice through student voice committee, newspaper, LSC representation, Black Student Union</p> <p>Staff feel positive about parent involvement, with some concern about excessive parent communication (daily messages; parents upset if messages sent to teachers during day are not responded to during the day)</p> <p>10+ Parent Mentors working in chool each of past three years.</p> <p>Weekly all-community newsletter in English and Spanish.</p> <p>Brought back paper calendar in response to parent request</p> <p>Involved families is green on 5Es                      -Teacher parent trust is strong.                      -Lowest area (in overall green component) is parent influence on decision making in the school</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p><b>What student-centered problems have surfaced during this reflection?</b>                      If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>Not all students' families experience engagement with the school in the form of receiving information about what's happening in class and at school, school meetings, and events and workshops. 📌</p> <p>Students' voices are not always part of adults' understanding of how students are experiencing school and students are not always positioned to impact their experience of school.</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>Parent and family groups exit: LSC, BAC, Friends of Brentano, Library Volunteers, AAPI group. Always more that can be done to reach parents</p> <p>School invests in app to facilitate two-way communication, though there is room to build awareness and build understanding of how to use</p> <p>Student voice through student voice committee, newspaper, LSC representation, Black Student Union</p> <p>10+ Parent Mentors working in chool each of past three years.</p> <p>Weekly all-community newsletter in English and Spanish.</p> <p>Brought back paper calendar in response to parent request</p>	

## 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
Stephanie Arce	Parent	snarce@cps.edu
Stephanie Arce	Teacher Leader	snarce@cps.edu
Rebecca Reddcliffe	Teacher Leader	rreddiciff@cps.edu
Kelly Harris Preston	Teacher Leader	ktharris9@cps.edu
Ruby Dorantes	Teacher Leader	rdorantes3@cps.edu
Emily Thies	Teacher Leader	ethies@cps.edu
Julisa Marquez	Teacher Leader	jmarquez73@cps.edu
Erendira Alcantara	AP	ealcantara@cps.edu
Erendira Alcantara	Parent	ealcantara@cps.edu
Seth Lavin	Principal	slavin@cps.edu
Seth Lavin	Parent	slavin@cps.edu
Vy NGuyen	Teacher Leader	vnguyen5@cps.edu

## 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	6/1/23
Reflection: Curriculum & Instruction (Instructional Core)	6/1/23	7/1/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/1/23	7/1/23
Reflection: Connectedness & Wellbeing	6/1/23	7/1/23
Reflection: Postsecondary Success	6/1/23	7/1/23
Reflection: Partnerships & Engagement	6/1/23	7/1/23
Priorities	7/1/23	8/1/23
Root Cause	8/1/23	9/1/23
Theory of Acton	8/1/23	9/1/23
Implementation Plans	8/15/23	9/1/23
Goals	8/15/23	9/1/23
Fund Compliance	9/1/23	9/14/23
Parent & Family Plan	9/1/23	9/14/23
Approval	9/14/23	9/15/23

## 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	10/27/2023
Quarter 2	12/22/2023
Quarter 3	04/01/2024
Quarter 4	06/07/2024

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
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?

80 students received Tier 3 intervention and 43 students grew in percentile WIST Assessment - 40/ 57 students who were wisted improved

I-Ready EOY  
 I-Ready Reading- 60% on/above Grade level K-2 EOY  
 I-Ready Math- 53% on/above Grade Level K-2  
 I-Ready Reading Growth - Around 60% students meeting growth targets in reading I-Ready  
 I-Ready Math Growth- Around 50% students meeting growth targets in math

Star EOY Reading- 44% students are above 50th percentile 3rd-8th SY23 (BOY SY24 initial data 48% are above 50th percentile)  
 Star EOY Math- 34% students are above 50th percentile in 3rd-8th SY23 (BOY SY24 initial data 41% are above 50th percentile)

IAR Reading- 33% met/exceed  
 IAR Math- 20% Met/Exceed

What is the feedback from your stakeholders?

MTSS literacy has improved and formalized in past 12 months, with a large group of students receiving formal literacy interventions

Tier 1 instruction in Foundational literacy formalizing and aligning, which is reducing the number of students in need of literacy intervention and resulting in increased literacy performance schoolwide

Math MTSS systems fuzzier and less formally defined. This is the next priority area in MTSS.

DL/EL staff has grown and supports are increasing. More alignment needed.

What student-centered problems have surfaced during this reflection?

Not all students who struggle academically are identified and receive systematic and documented support.

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?

MTSS team has made big gains in formalizing literacy intervention process. Team gave summer pd on teacher referral process and additional screeners with CBMS.

In DL supports, staff has grown to 11 teachers and 18 SECAs. Inclusion supports increasing at all grades. Gap in foundational literacy supports for students receiving inclusive special education services in literacy.

In EL supports, bilingual staff has increased and ELPT role and direct services have increased. Still room to improve in increase bilingual teacher presence, particularly at intermediate grades.

Return to Top Determine Priorities

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

Students...  
 Not all students who struggle academically are identified and receive systematic and documented support. 🍌  
 Experience gaps in necessary foundational literacy skills.  
 Experience gaps in math fluency skills.  
 In the '22/'23 school year, based on Star360 and iReady performance, roughly 1/7 of students tested needed follow up testing to determine if they qualified for tier 2 or tier 3 literacy interventions.

[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.

Return to Top Root Cause

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

As adults in the building, we...  
 As adults in the building, we have struggled to vertically align foundational literacy skills in Reading and fluency skills in Math (i.e. aligning curriculums, shared language) 🍌  
 As adults in the building, we have not fully implemented an aligned or school-wide plan for how to approach, implement, refer, and track MTSS/classroom interventions and data for students needed Tier 2 and 3 intervention. In literacy we have a newly developed MTSS Tier 2 and Tier 3 plan that is still developing; however, in math we still need to develop a Tier 2 and Tier 3 intervention plan.

[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.

Return to Top Theory of Action

What is your Theory of Action?

If we....  
 If we create an aligned tier 1 Foundational and fluency instruction and provide professional learning on tier 2 foundational skills and fluency standards.....Align in our instruction in teaching foundational literacy skills using the Foundations curriculum in K-3rd grade across all general education classrooms. 🍌

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

## Inclusive & Supportive Learning Environment

Implement Just Words (grades 4th+) and the Wilson Reading System (grades 3rd+ for students receiving ELA resource IEP services) for Tier 2 and Tier 3 literacy interventions.

Use targeted Foundations as an Tier 2 and 3 literacy interventions for students in grades K-2

Plan teacher-directed PD to better develop and share our MTSS protocols school-wide (i.e. how to screen students, better define interventionists roles, and how to support teachers in providing age-appropriate interventions in their classrooms).

Continuously interview and survey students (and families of students) receiving MTSS supports to understand their feelings and experience of MTSS at Brentano

then we see....

**Smaller percentages of students needing tier 3 literacy and math interventions as well as a reduction in referrals for initial IEPs, as well as leading to advanced study and application of literacy skills across content areas.**

Tackling fluency skills gaps and math intervention as next step

Student and family voice guiding our continuous improvement of the MTSS experience at Brentano

which leads to...

Students making growth from baseline data (which can include previous years testing, WIST, and/or WADE) and a growth in our overall percentage of students meeting grade level expectations in reading data in Star 360 and IReady, as well as a reduction in students needing academic interventions

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

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

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

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

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

### Return to Top Implementation Plan

Resources:

**Indicators of a Quality CIWP: Implementation Planning**

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

<b>Team/Individual Responsible for Implementation Plan</b>	<b>Dates for Progress Monitoring Check Ins</b>
MTSS team	Q1 10/27/2023      Q3 04/01/2024 Q2 12/22/2023      Q4 06/07/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
<b>Implementation Milestone 1</b>	Developing an MTSS team	ILT	07/01/2023	Completed
<b>Action Step 1</b>	Targeting 3 aspects of MTSS: Screening Process, Intervention Process, IEP Referral Process	MTSS team	08/01/2023	Completed
<b>Action Step 2</b>	Outline steps in an accessible doc for school	MTSS team	08/01/2023	Completed
<b>Action Step 3</b>	Developing back-to-school PD	MTSS team	08/01/2023	Completed
<b>Action Step 4</b>	Implementing PD	MTSS team	09/01/2023	Completed
<b>Action Step 5</b>	Follow PD/meetings with teachers as needed with MTSS team	MTSS team	06/07/2024	In Progress
<b>Implementation Milestone 2</b>	Develop School wide ELA MTSS plan	MTSS team	09/01/2023	Completed
<b>Action Step 1</b>	Identify and define MTSS screening process for literacy	MTSS team	09/01/2023	In Progress
<b>Action Step 2</b>	Identify current digital interventions and/or ELA supports currently in use	MTSS team	09/01/2023	Completed
<b>Action Step 3</b>	Identify current non-digital interventions teachers are currently using	MTSS team	09/01/2023	Completed
<b>Action Step 4</b>	Create a "tool box" of ELA-based interventions for teacher use	MTSS team	09/01/2023	Completed
<b>Action Step 5</b>	Train staff in how to track interventions and review student data on Br	MTSS team	10/27/2023	In Progress
<b>Implementation Milestone 3</b>	Implement schoolwide teacher PD in ELA MTSS	MTSS team	06/07/2024	In Progress
<b>Action Step 1</b>	Outline steps in an accessible doc for school to include Accessible links Resources How-to guides on giving additional testing measures for placement in interventions How to track interventions and review student data on Branching Minds Google Form for continued support	MTSS team	09/01/2023	Completed
<b>Action Step 2</b>	Break out PDs at the beginning of school year (week 0) MTSS Screening Process Intervention Process IEP Referral Process	MTSS team	09/01/2023	Completed
<b>Action Step 3</b>	MTSS team will continually meeting throughout to school year to plan additional needed PD	MTSS team	06/07/2024	In Progress
<b>Action Step 4</b>	Support teachers on a case-by-case basis (via Google Support Form	MTSS team	06/07/2024	In Progress
<b>Action Step 5</b>				Select Status

<a href="#">Jump to...</a>	<a href="#">Priority</a>	<a href="#">TOA</a>	<a href="#">Goal Setting</a>	<a href="#">Progress Monitoring</a>	<div style="border: 1px solid black; padding: 2px;">Select the Priority Foundation to pull over your Reflections here =&gt;</div>	<h2>Inclusive &amp; Supportive Learning Environment</h2>	
<a href="#">Reflection</a>	<a href="#">Root Cause</a>	<a href="#">Implementation Plan</a>					
<b>Implementation Milestone 4</b>	Redevelop MTSS team to include Math Experts	MTSS team	06/07/2024	In Progress			
<b>Action Step 1</b>	Identify Math MTSS Goals and schedule/time frame to meet goals	MTSS team	06/07/2024	In Progress			
<b>Action Step 2</b>	Create "breakout teams"	MTSS team	06/07/2024	In Progress			
<b>Action Step 3</b>	Set bi-weekly/monthly meetings	MTSS team	06/07/2024	In Progress			
<b>Action Step 4</b>	Use Math Star CBMS for progress monitoring			Not Started			
<b>Action Step 5</b>	develop menu of Research based interventions	MTSS team	06/07/2024	Not Started			

### SY25-SY26 Implementation Milestones

<b>SY25 Anticipated Milestones</b>	Develop School wide Math MTSS plan Develop an aligned, schoolwide plan for Tier 1 instruction in math fluency skills Identify and define MTSS screening process Identify current digital interventions and/or Math supports currently in use Identify current non-digital interventions teachers are currently using Create a "tool box" of Math-based interventions for teacher use How to track interventions and review student data on Branching Minds	
<b>SY26 Anticipated Milestones</b>	Refine implementation of Math and ELA MTSS plans, including improvements to Tier 1 instruction for foundational literacy and math fluency skills, as well as Tier 2 and 3 intervention	

## 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
More students will perform on/Above 50th percentile on Star Reading	Yes <input type="checkbox"/>	STAR (Reading)	Overall <input type="text" value=""/>	44%	50%	55%	60%
			Select Group or Overall <input type="text" value=""/>				
More students will perform on/Above 50th percentile on Star Math	Yes <input type="checkbox"/>	STAR (Math)	Overall <input type="text" value=""/>	34%	40%	45%	50%
			Select Group or Overall <input type="text" value=""/>				

### 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 meets at least quarterly to review and implement MTSS PD plan for ELA/literacy	MTSS team meets at least quarterly to review and implement MTSS PD plan for math	MTSS team meets at least quarterly to review and implement MTSS PD plan for ELA/literacy and math
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	All K-3 teachers implement Tier 1 instruction in foundational literacy through Foundations  All K-2 students in need of foundational literacy intervention experience intensified Foundations support from classroom teacher, special educator or interventionist  All 3-8 students in need of foundational literacy intervention experience Just Words or Wilson Reading Systems support from classroom teacher, special educator or interventionist	In addition to SY24 goals, all K-8 math teachers implement Tier 1 instruction in math fluency skills  All K-8 students in need of fluency intervention in math experience intervention using a collectively determined curriculum and scope and sequence for fluency	Continuation of SY24 (ELA) and SY25 (math) practice goals



<p>I&amp;S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.</p>	<p>All K-8 students experience literacy skills screening in an aligned way, with data examined by classroom teachers, special educators, interventionists, and MTSS team</p>	<p>In addition to SY24 goals, All K-8 students experience math fluency skills screening in an aligned way, with data examined by classroom teachers, special educators, interventionists, and MTSS team</p>	<p>Continuation of SY24 (ELA) and SY25 (math) practice goals</p>
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[Return to Top](#) SY24 Progress Monitoring

Resources:

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

**Performance Goals**

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
More students will perform on/Above 50th percentile on Star Reading	STAR (Reading)	Overall	44%	50%	<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"/>
More students will perform on/Above 50th percentile on Star Math	STAR (Math)	Overall	34%	40%	<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
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 meets at least quarterly to review and implement MTSS PD plan for ELA/literacy	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	<p>All K-3 teachers implement Tier 1 instruction in foundational literacy through Foundations</p> <p>All K-2 students in need of foundational literacy intervention experience intensified Foundations support from classroom teacher, special educator or interventionist</p> <p>All 3-8 students in need of foundational literacy intervention experience Just Words or Wilson Reading Systems support from classroom teacher, special educator or interventionist</p>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	All K-8 students experience literacy skills screening in an aligned way, with data examined by classroom teachers, special educators, interventionists, and MTSS team	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="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.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
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?

-5Es Student survey lowest scoring areas were - Course clarity, emotional health and Grit  
 -Collaborative Teachers and Effective Leaders was lowest scoring on 5Es.  
 -According to 5Es, students report overall feelings of safety with common areas (non-classroom spaces) as areas most in need of improvement

Growth mindset on cultivate was low- 55.  
 Risk taking also low: 56  
 Grit was weaker on 5Es.

What is the feedback from your stakeholders?

Grow ups are glad to see explicit SEL instruction but do not feel consistently connected to the goals of school-based SEL

According to 5Es, students report overall feelings of safety with common areas (non-classroom spaces) as areas most in need of improvement

Teachers and staff see culture improving each year from pandemic but still see need for improvement

SEL instruction present but not consistent

Absenteeism present and challenging, because pandemic sickness norms make attendance focus difficult (but important!)

What student-centered problems have surfaced during this reflection?

Students who are chronically absent are not always being identified, contacted, and welcomed upon reentry. Being welcomed upon reentry means entering a space where people greet them with care, interest, and empathy AND the development of a plan to clear obstacles to attendance.

Students need assistance with conflict-resolution.  
 Students need assistance in development of interpersonal awareness and managing emotions  
 Many students with arrive tardy daily-- a disproportionate amount being students with 504s and IEPs and also students who are frequently referred for misconducts  
 More students than pre-pandemic experience long-term absences (greater than 10 days per year)

Students receive weekly explicit SEL instruction in some but not all classes.

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?

Large and impactful OST program

Active BHT and CCT

Large post-pandemic investment in culture supports (deans, RP training)

Post-pandemic expansion of supports staff: 0.5 case manager, 1.0 AP, 1.0 counselor, 1.0 social worker, 1.0 ELPT

Many but not all classrooms using weekly explicit SEL curriculum

Return to Top Determine Priorities

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

Students...

Students need assistance with conflict-resolution.  
 Students need assistance in development of interpersonal awareness and managing emotions  
 Many students with arrive tardy daily-- a disproportionate amount being students with 504s and IEPs and also students who are frequently referred for misconducts  
 More students than pre-pandemic experience long-term absences (greater than 10 days per year)

[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.

Return to Top Root Cause

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

As adults in the building, we...

Are not fully vertically aligned in terms of SEL instruction, meaning we have not all followed the same curriculum and scope and sequence for SEL school wide

In moments of students' emotional dysregulation, we are not consistently using research-based approaches for response, including by providing students with enough wait time needed to identify how they are feeling, what they need, and reflecting on their behavior.

When students with 504s and IEPs arrive tardy, we are struggling to find time to fit in our morning meetings and explicit SEL instruction for those students

We are not consistently contacting families of students with 10+ absences, and not consistently meeting with those students, to determine interventions needed to improve attendance

[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.

Return to Top Theory of Action

What is your Theory of Action?

If we...  
 Follow an aligned scope and sequence K-8 for SEL instruction (e.g. Peace of Mind)

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

Resources:

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

Build teachers' capacity to respond to incidences of student emotional dysregulation

Identify students who are regularly tardy and absent, make contact with those students and their families, and provide intervention regarding attendance

then we see....

More consistent social emotional instruction K-8, with horizontal and vertical alignment

Fewer negative interactions between escalated children and teachers/peers

Increased communication with all families (especially those with 504s and IEPs) to increase attendance and timely arrival

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

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

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

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

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

which leads to...

Stronger SEL, self-awareness, and conflict resolution skills and a reduction in conflict, periods of student emotional dysregulation, behavioral misconducts, and referrals to the Behavioral Health Team

Increase in attendance, decrease in student tardiness and an increase in participation in community building and SEL instruction.

[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**

Culture and Climate Team

**Dates for Progress Monitoring Check Ins**

Q1 10/27/2023 Q3 04/01/2024

Q2 12/22/2023 Q4 06/07/2024

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	Re-establish Culture and Climate Team	ILT	09/22/2023	In Progress
<b>Action Step 1</b>	Invite past members of CCT to continue	CCT	09/22/2023	In Progress
<b>Action Step 2</b>	Welcome new CCT members based on interest and with priority for seeking diverse staff representation	CCT	09/22/2023	In Progress
<b>Action Step 3</b>	Develop yearlong meeting schedule, scope and sequence, and agendas	CCT	09/22/2023	In Progress
<b>Action Step 4</b>	Meet throughout year	CCT	06/07/2024	In Progress
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	Standardize SEL curriculum and instruction K-8	CCT	06/07/2023	In Progress
<b>Action Step 1</b>	CCT team implements back-to-school PD including SEL for K-8	CCT	09/01/2023	Completed
<b>Action Step 2</b>	During Principal-directed prep, all grade teams confirm SEL plans	CCT	10/27/2023	In Progress
<b>Action Step 3</b>	CCT checks in with grade teams regarding SEL implementation at quarterly PDs	CCT	10/27/2023	In Progress
<b>Action Step 4</b>	At end of year, CCT survey staff regarding SEL instruction implementation	CCT	06/07/2024	In Progress
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>	Train all staff using Safety Cares framework for deescalation	CCT	06/07/2023	In Progress
<b>Action Step 1</b>	Ensure all SECAs and TAs have Safety Care training, using district trainings and trainings offered by Brentano's certified trainers	CCT / Safety Care trainer	10/27/2023	In Progress
<b>Action Step 2</b>	Ensure all special educators have Safety Care training, using district trainings and trainings offered by Brentano's certified trainers	CCT / Safety Care trainer	04/01/2024	In Progress
<b>Action Step 3</b>	Ensure all general educators have Safety Care training, using district trainings and trainings offered by Brentano's certified trainers	CCT / Safety Care trainer	06/07/2024	In Progress
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>	Implement a tardiness and long-term absence intervention plan	CCT	06/07/2023	In Progress
<b>Action Step 1</b>	Form a tardiness and long-term absence sub-committee of CCT	CCT	10/27/2023	In Progress
<b>Action Step 2</b>	Establish a meeting cadence and data review process	CCT	10/27/2023	In Progress
<b>Action Step 3</b>	Develop a protocol for contact and intervention for students with 5+ tardies and/or 10+ absences	CCT	10/27/2023	In Progress
<b>Action Step 4</b>	Meet regularly to review tardies and absences and respond according to protocol for students with greater than 5 tardies and/or 10 absences	CCT	06/07/2024	In Progress
<b>Action Step 5</b>				Select Status

<b>SY25 Anticipated Milestones</b>	Continue implementation of Peace of Mind SEL curriculum at all grades Continue Safety Care training and recertification for all staff Continue tardy and long-term absence monitoring and intervention	
<b>SY26 Anticipated Milestones</b>	Continue implementation of Peace of Mind SEL curriculum at all grades Continue Safety Care training and recertification for all staff Continue tardy and long-term absence monitoring and intervention	

[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
Teachers will report a collective responsibility to supporting all children	Yes	5E: Supportive Environment	Overall	42	45	50	55
			Select Group or Overall				
Increase average daily attendance and reduce the number of chronically absent students	Yes	Increase Average Daily Attendance	Overall	91.8 %			
			Chronically absent	28%	20%	15%	10%

**Practice Goals**

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	All homeroom teachers lead weekly SEL lessons using aligned scope and sequence	In addition to SY24 goals, school/home partnership includes regular updates about SEL instruction and goals	In addition to SY24 and SY25 goals, student leaders become part of SEL instruction through peer conferencing and student selection of SEL topics for study
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	All staff receives Safety Care training, beginning with SECAs and TAs, then special educators, then general educators	In addition to SY24 goal, staff works with CCT to continue fostering an environment of prevention and community-building, de-escalating in moments of dysregulation in research-based ways	Continuation of SY24 goals
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	All students with 5+ tardies and/or 10+ absences are identified, receive contact from school, and have an intervention meeting with school staff	In addition to SY24 goals, identification and intervention occurs at classroom level before students reach 10 absences	In addition to SY24 and SY25 goals, identification and intervention occurs at classroom level before students reach 5 absences

[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
Teachers will report a collective responsibility to supporting all	5E: Supportive	Overall	42	45	Select Status	Select Status	Select Status	Select Status

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Connectedness & Wellbeing							
<a href="#">Reflection</a>	<a href="#">Root Cause</a>	<a href="#">Implementation Plan</a>	<a href="#">Monitoring</a>	Select the Priority Foundation to pull over your Reflections here =>								
responsibility to supporting all children			Environment	Select Group or Overall			Select Status	Select Status	Select Status	Select Status		
Increase average daily attendance and reduce the number of chronically absent students			Increase Average Daily Attendance	Overall	91.8 %		Select Status	Select Status	Select Status	Select Status		
				Chronically absent	28%	20%	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:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	All homeroom teachers lead weekly SEL lessons using aligned scope and sequence	Select Status	Select Status	Select Status	Select Status
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	All staff receives Safety Care training, beginning with SECAs and TAs, then special educators, then general educators	Select Status	Select Status	Select Status	Select Status
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	All students with 5+ tardies and/or 10+ absences are identified, receive contact from school, and have an intervention meeting with school staff	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	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).
Partially	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).
Partially	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).

What are the takeaways after the review of metrics?

Star EOY Reading- 44% students are above 50th percentile 3rd-8th SY23 (BOY SY24 initial data 48% are above 50th percentile)  
 Star EOY Math- 34% students are above 50th percentile in 3rd-8th SY23 (BOY SY24 initial data 40% are above 50th percentile)

IAR Reading- 33% met/exceed  
 IAR Math- 20% Met/Exceed

What is the feedback from your stakeholders?

Recent Brentano graduates report high levels of satisfaction with high school preparedness, though sample size is not large. Students with Spanish-speaking and/or immigrant parents report need for greater supports for their families to understand and be prepared for CPS process.

Current middle schoolers feel anxious and in need of information

Staff report that we are improving in our provision of information for families but need to keep as a focus in order to reach all families and all students

What student-centered problems have surfaced during this reflection?

Not all Brentano students (and their families!) experience a systematic learning process about high school and postsecondary options and graduate with a clear plan and bridge to what is next.

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?

All-staff PD at Westinghouse in 2019

Annual high school visits for all middle school

Beyond Brentano presentations for families and, increasingly, all middle schoolers

Need to do more to use district tools to prepare all students for what comes next

Return to Top Determine Priorities

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

Students...

Not all 8th grade students apply to, gain admittance to, and attend CPS high schools that they excited about and supported by

Not all middle school students and families understand the CPS high school process

Not all Brentano graduates enter high school with a plan for secondary and postsecondary success

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...

Have not fully implemented a 5th to 8th grade secondary and postsecondary plan that informs students, staff, and families

Resources:

[5 Whys Root Cause Protocol](#)

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

Return to Top Theory of Action

What is your Theory of Action?

If we....

Fully implemented a 5th to 8th grade secondary and postsecondary plan that informs students, staff, and families

Resources:

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

then we see....  
All 8th graders applying to high schools with clarity about the CPS high school process, their likely options, and what they can do in high school to set themselves up best for secondary and postsecondary success 🍌

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 8th graders graduating and entering best fit high schools with excitement and a plan for secondary and postsecondary success 🍌

[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 10/27/2023 Q3 04/01/2024  
Q2 12/22/2023 Q4 06/07/2024

	<b>SY24 Implementation Milestones &amp; Action Steps</b> 🍌	<b>Who</b> 🍌	<b>By When</b> 🍌	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	Establish transitions subcommittee of ILT	ILT	12/22/2023	In Progress
<b>Action Step 1</b>	Invite past members of transitions subcommittee to continue role	Transitions group	12/22/2023	In Progress
<b>Action Step 2</b>	Welcome new members of transitions subcommittee	Transitions group	12/22/2023	In Progress
<b>Action Step 3</b>	Establish meeting cadence, goals, and agendas	Transitions group	12/22/2023	In Progress
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	Formalize and publish 5th to 8th grade Beyond Brentano plan	Transitions group	04/01/2024	In Progress
<b>Action Step 1</b>	Determine scope and sequence for high school visits for students	Transitions group	12/22/2023	In Progress
<b>Action Step 2</b>	Determine scope and sequence of Beyond Brentano presentations for students at 5th to 8th grade, as well as families, and staff	Transitions group	12/22/2023	In Progress
<b>Action Step 3</b>	Determine scope and sequence for Naviance / other programs to build students' secondary and postsecondary plans	Transitions group	04/01/2024	In Progress
<b>Action Step 4</b>	Determine support strategy and division of labor for 8th grade application coaching between counselor and middle school staff	Transitions group	04/01/2024	In Progress
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>	Implement 5th to 8th grade Beyond Brentano plan	Transitions group	6/7/2024	In Progress
<b>Action Step 1</b>	Implement high school visits	Transitions group	6/7/2024	In Progress
<b>Action Step 2</b>	Implement Beyond Brentano information sessions for staff, students, and families	Transitions group	6/7/2024	In Progress
<b>Action Step 3</b>	Implement Naviance and other secondary and postsecondary planning programs	Transitions group	6/7/2024	In Progress
<b>Action Step 4</b>	Implement 8th grade application coaching plan	Transitions group	6/7/2024	In Progress
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

**SY25-SY26 Implementation Milestones**

**SY25 Anticipated Milestones**  
Refine Beyond Brentano plan, updating annually based on exit interviews with graduates and their families 🍌

**SY26 Anticipated Milestones**  
Add a K-4 components to the Beyond Brentano plan, building secondary and post-secondary awareness for younger students 🍌

[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
Family and student survey of middle school families regarding high school process	Yes <input type="checkbox"/>	Formal and informal family and community feedback received locally. (School Level Data)	Overall <input type="text"/>				
			Select Group or Overall <input type="text"/>				
Family and student survey of middle school families regarding satisfaction with and feelings of readiness for high school destinations	Yes <input type="checkbox"/>	Formal and informal family and community feedback received locally. (School Level Data)	Overall <input type="text"/>				
			Select Group or Overall <input type="text"/>				

**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
PS:1 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).	Transitions team establishes a plan for implementation of C4 curriculum and ILP with 6th to 8th graders as part of Beyond Brentano plan	Beyond SY24 goal, Transitions team implements Beyond Brentano plan, including use of C4 curriculum and ILPs	Continuation of SY24 and SY25 goals
PS:2 Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Transitions team establishes a plan for implementation of C4 curriculum and ILP with 6th to 8th graders as part of Beyond Brentano plan	Beyond SY24 goal, Transitions team implements Beyond Brentano plan, including use of C4 curriculum and ILPs	Continuation of SY24 and SY25 goals
Select a Practice <input type="text"/>			

[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
					Select Status <input type="text"/>	Select Status <input type="text"/>	Select Status <input type="text"/>	Select Status <input type="text"/>
Family and student survey of middle school families regarding high school process	Formal and informal family and community feedback received locally. (School Level Data)	Overall			Select Status <input type="text"/>	Select Status <input type="text"/>	Select Status <input type="text"/>	Select Status <input type="text"/>
		Select Group or Overall <input type="text"/>			Select Status <input type="text"/>	Select Status <input type="text"/>	Select Status <input type="text"/>	Select Status <input type="text"/>
Family and student survey of middle school families regarding satisfaction	Formal and informal family and community	Overall			Select Status <input type="text"/>	Select Status <input type="text"/>	Select Status <input type="text"/>	Select Status <input type="text"/>



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[Goal Setting](#)
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[Reflection](#)
[Root Cause](#)
[Implementation Plan](#)
[Monitoring](#)

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

## Postsecondary Success

with and feelings of readiness for high school destinations

feedback received locally. (School Level Data)

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

PS:1 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).

Transitions team establishes a plan for implementation of C4 curriculum and ILP with 6th to 8th graders as part of Beyond Brentano plan

Select Status

Select Status

Select Status

Select Status

PS:2 Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).

Transitions team establishes a plan for implementation of C4 curriculum and ILP with 6th to 8th graders as part of Beyond Brentano plan

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:

Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections

### **Our school is a Title I school operating a Schoolwide Program**

This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.

If Checked:

No action needed

### **Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)**

