

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 
Edward Collins	Principal	eccollins1@cps.edu
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Alicia Corona	ELPT	ahernandez7@cps.edu
Emilia Pena	Teacher Leader	epeña1@cps.edu
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Hermelinda Flores	LSC Member	melyflores60@gmail.com
Luz Candelaria	Teacher Leader	lcandelaria@cps.edu
	Select Role	
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date 	Planned Completion Date 
Team & Schedule	5/2/23	5/2/23
Reflection: Curriculum & Instruction (Instructional Core)	5/23/23	5/23/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/5/23	7/5/23
Reflection: Connectedness & Wellbeing	7/11/23	7/11/23
Reflection: Postsecondary Success	7/13/23	7/13/23
Reflection: Partnerships & Engagement	7/18/23	7/18/23
Priorities	7/20/23	7/20/23
Root Cause	7/25/23	7/25/23
Theory of Action	7/27/23	7/27/23
Implementation Plans	8/1/23	8/1/23
Goals	8/3/23	8/3/23
Fund Compliance	8/18/23	9/1/23
Parent & Family Plan	8/18/23	9/1/23
Approval	9/4/23	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	10/26/2023
Quarter 2	12/22/2023
Quarter 3	3/19/2024
Quarter 4	6/7/2024

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

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
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction
Yes	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
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership
Yes	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
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document

Continue to create structures and provide opportunities for students to rigorously engage in student discourse with one another using academic language. To accomplish this, we will focus on implementing multi-tiered instructional supports, gather and improve resources for 3rd-5th grade classrooms, utilize supplemental Spanish language materials for ELs, and improve foundational skill materials at the primary level.

What is the feedback from your stakeholders?

Our need for continued improvement in the practice of building student discourse. To accomplish this we will instruct academic vocabulary, provide professional learning and planning around student discourse in reading and writing, and more sharply promote critical thinking in all of our students. ILT teacher representation from each grade level in grades K- 8th is key to promoting a high level of distributed leadership so this goal is developed. Opportunities for continuous collaborative planning between general education, bilingual education, diverse learner teachers, and classroom aides to address areas of strength, areas of need, and strategies to meet the needs of students at different performance levels will evolve over the course of the CIWP plan.

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?

Limited resources to supplement Skyline curriculum for our ELs. Continued effective teaming practices will continue to promote academic and social-emotional learning opportunities for all students at their readiness level. Rigorous instruction will inspire all students to produce high quality work which leads to improved self-efficacy, pride in their work, academic resilience, and academic success.

- [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.

Curriculum needs to be tailored to native language speakers and students who are in need of improving foundational skills across the content areas.

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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

Yes	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

Continue to implement Tier 1 Instruction, differentiated by making adjustments to content, process, product, and/or pace. Continue to improve the practice of small group instruction by providing Tier 2 and Tier 3 delivery of interventions that are focused and data informed, providing a continuum of supports responsive to meet the needs of all learners.

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

Yes	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Yes	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
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.	

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.

Improved intervention systems and structures across all grade-levels through the MTSS Problem Solving Process; where the MTSS team and teachers identify the problem to develop, implement, and monitor the plan to later evaluate and adjust any plans. By SY24, 60%, SY25, 70%, SY26, 80% of students receiving Tier 2/3 interventions are meeting progress monitoring targets through research-based intervention tools. Every student monitors their progress through SMART goal setting and receives the appropriate level of support to be successful reaching his/her fullest potential. A continuous improvement that influences teacher practice and elevates students' performance as the primary driver for school improvement. 🍌

What is the feedback from your stakeholders?

The importance of a continuous improvement of MTSS that is systematic, prevention focused, data informed, and providing a continuum of supports responsive to meet the needs of all learners. 🍌

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?

Progress in our implementation of an MTSS support system by using academic targeted interventions to improve students' academic and social emotional needs. Progress monitoring needs to be consistent using the Branching Minds tool. Small group instruction needs to be implemented with fidelity.

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

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

Using the associated references, is this practice consistently implemented?	References
Yes	BHT Key Component Assessment SEL Teaming Structure
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.

What are the takeaways after the review of metrics?

More Professional Development opportunities for integration of the SEL in Skyline curricula as well as restorative practices. Provide PD opportunities for teachers, support staff, parents and students on SEL and restorative practices. 🍌

What is the feedback from your stakeholders?

SEL curriculum is implemented throughout grade levels, however, uniformity can be improved to tailor more to students' specific needs. Our curriculum along with teacher decision-making, will focus on the importance of identifying feelings, understanding and communicating with others, building strong relationships, and making good, empathetic decisions. We will create more opportunities using the SEL curriculum to build healthy relationships with one another and within the community. 🍌

Metrics

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

Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		Student Voice Infrastructure Reduction in number of students with dropout codes at EOY
What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.		What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?	
The need of continuous monitoring of students who have been previously identified as at risk after Tier 1 SEL interventions and have not responded successfully then prioritize and move to MTSS Tier 2 with BHT Team.	Implementation of Second Step Curriculum and Calm Classroom are in progress in most grade levels. Rigorous implementation of SEL curriculum needs to be strengthened and monitored.		

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

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Partially	College and Career Competency Curriculum (C4) 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).	The need to equip students with more guidance, helpful skills, and necessary steps to create a college and career mindset where students take ownership of their college and career paths and have access to resources for their college and career choices.	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCE 3 - 8 On Track
Partially	Individualized Learning Plans Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).		Learn, Plan, Succeed % of KPIs Completed (12th Grade)
N/A	Work Based Learning Toolkit 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).	What is the feedback from your stakeholders? The need of creating an ambience for school-wide college and career mindset. More frequent opportunities for students to be part of college and career explorations through College and Career Days, volunteering opportunities, research opportunities, skill development workshop opportunities, career nights, etc.	9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).		
N/A	ECCE Certification List Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		
N/A	PLT Assessment Rubric 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	Alumni Support Initiative One Pager 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, 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? Improvements and efforts are in place for student leadership opportunities such as developing ways for students to explore different career paths. The impact that this has on our students presently is that they can look at a world beyond their elementary school and neighborhood.	

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.
 Needed supports and structure for some students who might not recognize the value of their efforts and how their efforts will lead to their improved performance in school, relationships with others, the community, and their families ultimately leading to academic success and well-rounded students.

Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.</p>	<p>The need for strengthening our relationships with our families and engaging them in our learning and school culture by providing them with frequent opportunities to be learners as well as contributors. The need for more frequent opportunities for students to demonstrate their leadership skills through various opportunities that allows them to develop their students voice and take ownership of their learning. 📌</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
Yes	<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>Develop more creative ways to get our families involved by involving them in the planning process, providing them with informative parent workshops, and supports that can prepare them to lead parent workshops and play an active role in our school. Provide opportunities for students to add their voice/perspectives and take more ownership of their learning through decision making supported by their teachers. The need to develop a student council for Middle School grades where students build their leadership capacities, increase relationships among students</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>The need for more opportunities for students to partake in leadership roles in their schools and communities as well providing student choice in demonstrating their learning. 📌</p>		<p>Currently we have student leaders who enjoy contributing their time to tasks and take ownership. The impact we see is that our student leaders have demonstrated confidence in taking action to improve their school experience. The obstacle is that only certain students demonstrate leadership. We would like to see most students and their families take risks and learn leadership skills. 📌</p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	Students experience grade-level, standards-aligned instruction.
Yes	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Partially	The ILT leads instructional improvement through distributed leadership.
Yes	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.
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

Continue to create structures and provide opportunities for students to rigorously engage in student discourse with one another using academic language. To accomplish this, we will focus on implementing multi-tiered instructional supports, gather and improve resources for 3rd-5th grade classrooms, utilize supplemental Spanish language materials for ELs, and improve foundational skill materials at the primary level.

What is the feedback from your stakeholders?

Our need for continued improvement in the practice of building student discourse. To accomplish this we will instruct academic vocabulary, provide professional learning and planning around student discourse in reading and writing, and more sharply promote critical thinking in all of our students. ILT teacher representation from each grade level in grades K-8th is key to promoting a high level of distributed leadership so this goal is developed. Opportunities for continuous collaborative planning between general education, bilingual education, diverse learner teachers, and classroom aides to address areas of strength, areas of need, and strategies to meet the needs of students at different performance levels will evolve over the course of the CIWP plan.

What student-centered problems have surfaced during this reflection?

Curriculum needs to be tailored to native language speakers and students who are in need of improving foundational skills across the content areas.

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?

Limited resources to supplement Skyline curriculum for our ELs. Continued effective teaming practices will continue to promote academic and social-emotional learning opportunities for all students at their readiness level. Rigorous instruction will inspire all students to produce high quality work which leads to improved self-efficacy, pride in their work, academic resilience, and academic success.

Return to Top Determine Priorities

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

Students...
 Will increase the rigor of using explicit use of academic vocabulary when engaging in reading and writing discourse/accountable talk in all subjects. 🙌

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...
 Improve the practice of asking more open-ended questions, give students more time to research and explore problems, model academic language, encourage students to ask their own questions, give students opportunities for making choices, and inquiry in a topic. 🙌

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....
 Provide teachers with professional development opportunities that develop their leadership and curriculum implementation skills, allowing them to strengthen their practice of building students' discourse in all content areas through inclusive practices and differentiating instructional tasks that promote access to Skyline curriculum, including EL and DL. 🙌

Resources: 🚀

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

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

populations, then...

then we see....

Teachers who are actively participating in professional development opportunities that will improve teacher practices and lead to engaging ALL students in academic discourse using academic vocabulary, which establishes defined structures that facilitate student engagement for all students. All students who are engaged in accountable talk and writing discourse using academic vocabulary to explain their learning and reasoning; as well as build on each other's ideas, and improve critical thinking skills.



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...

Improved teacher practices in core content areas through instructional learning cycles and coaching to ensure students are interacting with partners or groups. Most of the lesson is spent with groups with academic vocabulary ingrained in their conversations, and classrooms will demonstrate students engaging in a productive struggle to successfully work interdependently towards grade level learning targets with the following milestones. By 2024, 60%, 2025, 70%, 2026, 80% of the classrooms demonstrating students internalizing their learning, their reasoning and thinking through conversations and writing with their peers and teachers as measured using the LSI (Learning Sciences International) Tool. Majority of students will take ownership of their learning with improved problem-solving abilities, which prepare students for academic, social and professional success.



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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

Administration and ILT Grade Level Teams

Dates for Progress Monitoring Check Ins

Q1 10/26/2023

Q3 3/19/2024

Q2 12/22/2023

Q4 6/7/2024

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Using a yearlong series of 10-week learning cycles, teacher leaders and administrators will engage in school-wide walk-throughs utilizing an academic discourse rubric to assess the quality and depth of student discussion and teacher moves in order to support practice, development, and mastery in this area.	ILT members, administration team, teachers	By EOY 2024	In Progress
Action Step 1	The ILT will develop a system of classroom visits and utilize an agreed-upon student discourse tool for data collection	ILT	9/26/23	In Progress
Action Step 2	The ILT will utilize scoring rubric data to continuously reflect upon the data collected and use it to create a grade level team professional learning plans that are differentiated and develop student discourse	ILT	10/20/23	In Progress
Action Step 3	Create a professional development plan/sessions to be given in GLM/PD days to model discourse strategies using Skyline lessons	Instructional Coach/Teacher Leaders	Week of 11/27/2023	In Progress
Action Step 4	Create a professional development plan/sessions to be given in GLM/PD days to model discourse strategies using Skyline lessons	ILT		Select Status
Action Step 5	Administrative team will monitor implementation of of this plan through attendance at ILT meetings and reviewing student discourse goals within teacher lesson plans	Administrative Team		Select Status
Implementation Milestone 2	Using the Academic Discussion Continuum of Teacher Practice rubric, teachers will utilize grade level team time to regularly assess students demonstration that they are thriving in equity of participation and depth/quality of discussion, resulting in walk-throughs that reflect students proficient and thriving in discourse usage and teachers who systematically reflect on and act on student discourse development.	ILT members, Teacher Leaders, Teachers	By EOY 2024	In Progress
Action Step 1	Students are utilizing resources such as sentence stems and Depth of Knowledge prompts to engage in oral discourse tied to the curriculum with peers	ILT members, Teacher Leaders, Teachers	December 2023	In Progress
Action Step 2	Develop structures school-wide that motivate students to express their points of view, opinions, and validate the opinions of others	ILT members, Teacher Leaders, Teachers	By BOY 2024	In Progress
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Utilizing writing rubrics within grade level Skyline lessons and units, teachers will build their understanding and implementation of student writing expectations. Students will demonstrate improvements in their development and overall strength as writers.	ILT, Leadership Team, & Teacher Leaders	By EOY 2026	In Progress
Action Step 1	School-wide systems and structures are developed to celebrate student writing samples, demonstrating growth and development in writing in the content areas.	ILT, Leadership Team, & Teacher Leaders	By BOY 2025	In Progress
Action Step 2	In grade level teams meetings and within grade levels, teachers will collaboratively unpack the writing rubrics within the Skyline curriculum in order to more appropriately scaffold instruction and grade writing samples.	ILT, Leadership Team, & Teacher Leaders	December 2025	In Progress
Action Step 3	Grade level teams will utilize meeting time to unpack Skyline writing rubrics that are linked to specific units and lessons, developing shared grade level understanding and planning for implementation as evidenced in lesson plans and classroom walk-throughs.	ILT, Leadership Team, & Teacher Leaders	By MOY 2025	Not Started
Action Step 4				Select Status

Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	-At least 70 % of the teachers will implement core practices with their students using a variety of discussion strategies in all content areas, with students demonstrating engagement and achievement in classroom discourse (either in oral or written form), in groups, whole class or with a partner; developing their critical thinking, reflection, participation, and communication skills.	
SY26 Anticipated Milestones	80% of the classrooms will have student led discussions using a variety of strategies that promote oral and written discourse, where students are able take on the role as facilitators when leading group discussions in all content areas as well as participating in conversations as active listeners, using a variety of questioning techniques that allows for reflecting, synthesizing, and debating.	

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

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

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Students performance in Star360 will improve by reaching a higher percentile as well as meeting their target projected growth	Yes <input type="checkbox"/>	STAR (Reading)	Overall <input type="checkbox"/>	55			
			English Learners <input type="checkbox"/>				
Student experience will improve with the focus of academic engagement from neutral to strong using the Cultivate Survey	Yes <input type="checkbox"/>	Cultivate	Overall <input type="checkbox"/>	57			
			Students with an IEP <input type="checkbox"/>				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.	SY24	SY25	SY26
		C&I:4 The ILT leads instructional improvement through distributed leadership.	All teachers are actively participating in effectively implementing the best practices in engaging ALL students in academic discourse using academic vocabulary using differentiated supports and tasks.	
C&I:5 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.	The School Leadership team rates the development of academic discourse for all students measuring the depth of student engagement using the Rubric Academic Discussion Continuum and teacher instruction that monitors the equity of participation of all students with proper supports and scaffolds.			
C&I:3 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.	Inclusive practices are implemented that support and challenge ALL students to deepen their understanding of academic content while allowing students to be comfortable with different cultures, language and gender to challenge each other's ideas while taking intellectual risks.			

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

Resources: 

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Students performance in Star360 will improve by reaching a higher percentile as well as meeting their target projected growth	STAR (Reading)	Overall	55		Select Status	Select Status	Select Status	Select Status
		English Learners			Select Status	Select Status	Select Status	Select Status
Student experience will improve with the focus of academic engagement from neutral to strong using the Cultivate Survey	Cultivate	Overall	57		Select Status	Select Status	Select Status	Select Status
		Students with an IEP			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:4 The ILT leads instructional improvement through distributed leadership.	All teachers are actively participating in effectively implementing the best practices in engaging ALL students in academic discourse using academic vocabulary using differentiated supports and tasks.	Select Status	Select Status	Select Status	Select Status
C&I:5 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.	The School Leadership team rates the development of academic discourse for all students measuring the depth of student engagement using the Rubric Academic Discussion Continuum and teacher instruction that monitors the equity of participation of all students with proper supports and scaffolds.	Select Status	Select Status	Select Status	Select Status
C&I:3 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.	Inclusive practices are implemented that support and challenge ALL students to deepen their understanding of academic content while allowing students to be comfortable with different cultures, language and gender to challenge each other's ideas while taking intellectual risks.	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
Yes	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

Continue to implement Tier 1 Instruction, differentiated by making adjustments to content, process, product, and/or pace. Continue to improve the practice of small group instruction by providing Tier 2 and Tier 3 delivery of interventions that are focused and data informed, providing a continuum of supports responsive to meet the needs of all learners.

What is the feedback from your stakeholders?

The importance of a continuous improvement of MTSS that is systematic, prevention focused, data informed, and providing a continuum of supports responsive to meet the needs of all learners.

What student-centered problems have surfaced during this reflection?

Improved intervention systems and structures across all grade-levels through the MTSS Problem Solving Process; where the MTSS team and teachers identify the problem to develop, implement, and monitor the plan to later evaluate and adjust any plans. By SY24, 60%, SY25, 70%, SY26, 80% of students receiving Tier 2/3 interventions are meeting progress monitoring targets through research-based intervention tools. Every student monitors their progress through SMART goal setting and receives the appropriate level of support to be successful reaching his/her fullest potential. A continuous improvement that influences teacher practice and elevates students' performance as the primary driver for school improvement.

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?

Progress in our implementation of an MTSS support system by using academic targeted interventions to improve students' academic and social emotional needs. Progress monitoring needs to be consistent using the Branching Minds tool. Small group instruction needs to be implemented with fidelity.

Return to Top Determine Priorities

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

Students...
 Will received the necessary supports and have equitable access to instruction that is differentiated to meet their individual learning needs; which includes behavior, social and emotional needs, and absenteeism.

[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...
 Will continue to analyze data in order to prioritize opportunities to improve instruction, guide groupings, and reteach to identify/prioritize students' instructional needs.

[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 continue to improve, support, and refine teachers' implementation of MTSS systems & practices through targeting students' academic and social needs on the Branching Minds systemic tiering and data collection system, along with data-based problem-solving and decision-making for supporting students and using small target area groups then..

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

Resources:

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....

Students provided with clear supports that address their individual needs academically and socially, both in and out the classroom setting and teachers using researched-based tools to more confidently progress monitor intervals of intervention strategies, making adjustments as needed to accelerate learning.

which leads to...

Improved intervention systems and structures across all grade-levels through the MTSS Problem Solving Process; where the MTSS team and teachers identify the problem to develop, implement, and monitor the plan to later evaluate and adjust any plans. By SY24, 60%, SY25, 70%, SY26, 80% of students receiving Tier 2/3 interventions are meeting progress monitoring targets through research-based intervention tools. Every student monitors their progress through SMART goal setting and receives the appropriate level of support to be successful reaching his/her fullest potential. A continuous improvement that influences teacher practice and elevates students' performance as the primary driver for school improvement.

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

Administration, MTSS team, and ILT members

Dates for Progress Monitoring Check Ins

Q1	10/26/2023	Q3	3/19/2024
Q2	12/22/2023	Q4	6/7/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Burbank will demonstrate full implementation of MTSS systems and structures as demonstrated through regular MTSS team meetings, consistent collaboration amongst grade level teams, regular classroom teacher support by interventionists, and implementation of tiered interventions, resulting in student exit of urgent intervention as well as proper early identification when students have specific learning needs.	MTSS Team & Teachers	BY BOY 2023	In Progress
Action Step 1	During GLMs, MTSS interventionists and teachers will collaboratively plan screener administration.	MTSS Team & Teachers	August 2023	Completed
Action Step 2	MTSS Teams and teachers work together through a data analysis protocol to properly tier students as either tier 1, tier 2, and tier 3	MTSS Team & Teachers	September 2023	Not Started
Action Step 3	MTSS interventionists and classroom teachers identify Tier 2 & Tier 3 students and utilize meeting structures to plan for intervention, implementation, and monitoring.	MTSS Team & Teachers	September 2023	Not Started
Action Step 4	Interventions will be created using SMART goals with progressing monitoring dates	MTSS Team & Teachers	September 2023	Not Started
Action Step 5	4 intervention cycles will be complete for tier 2 & tier 3 students	MTSS Team & Teachers	By EOY 2024	Not Started
Implementation Milestone 2	Using the Branching Minds platform, students will receive Tier 2 and Tier 3 interventions throughout the year to support & grow students in their identified areas of need.	MTSS Team & Teachers	BY EOY 2024	In Progress
Action Step 1	MTSS and Teachers will go through the MTSS PSP to during planned intervention cycles to properly service tier 2 & tier 3 students	MTSS Team & Teachers	Throughout the Year	In Progress
Action Step 2	Cycle 1 Intervention Plans for Tier 2 & Tier 3 will be created.	MTSS Team & Teachers	September - October 2023	In Progress
Action Step 3	Cycle 2 Intervention Plans for Tier 2 & Tier 3 will be updated.	MTSS Team & Teachers	October - December 2023	Not Started
Action Step 4	Cycle 3 Intervention Plans for Tier 2 & Tier 3 will be updated.	MTSS Team & Teachers	January - March 2024	Not Started
Action Step 5	Cycle 4 Intervention Plans for Tier 2 & Tier 3 will be updated.	MTSS Team & Teachers	April - May 2024	Not Started
Implementation Milestone 3	Following BOY, MOY, and EOY administration, Burbank assessment leaders will collaborate with core content teachers to implement a student assessment data analysis protocol, tiering students according to areas of strength and growth. This will result in more targeted instruction with just-in-time supports to accelerate student learning and academic growth as demonstrated in Skyline assessments, Star360/iReady, and IAR growth.	Instructional Coach & Teachers	By EOY 2024	In Progress
Action Step 1	BOY Screener administration and data analysis will follow to determine instructional focus skills and standards for all students (tier 1 enrichment & tier 2/tier 3 interventions)	Instructional Coach & Teachers	September 2023	Not Started
Action Step 2	MOY Screener administration and data analysis will follow to determine instructional focus skills and standards for all students (tier 1 enrichment & tier 2/tier 3 interventions)	Instructional Coach & Teachers	January 2023	Not Started
Action Step 3	EOY Screener administration and data analysis will follow to determine areas of student achievement/mastery in planned instructional focus skills and standards	Instructional Coach & Teachers	May 2023	Not Started
Action Step 4				Select Status
Action Step 5				Select Status

Implementation Milestone 4	As interventions occur throughout the year, teachers along with the resource teachers will determine which students would need potential referrals based on their progression in their tier 3 intervention plans.	MTSS Team, Case Manager, ELPT, Instructional Coach, & Teachers	By EOY 2024	In Progress
Action Step 1	As tier 3 students (both monolingual & bilingual) go through the intervention cycles, their progress monitoring data will be collected and evaluated through Branching Minds	MTSS Team	2023-2024	In Progress
Action Step 2	Based on tier 3 students progress, the team will determine if potential referrals may need to be in place and organize data, such as assessment data, student work, etc.	MTSS Team, Case Manager, ELPT, Instructional Coach, Parents, & Teachers	2023-2024	In Progress
Action Step 3	Initial referral meetings will be schedule to determine if student should be evaluate to potentially get an IEP /504 (academic)	Case Manager	2023-2024	In Progress
Action Step 4	If determined that student would benefit from IEP/504 services, a full evaluation will take place.	Resource Staff, Clinicians	2023-2024	In Progress
Action Step 5	Based on the evaluation, an IEP/504 will be developed and implemented.	Case Manager, Clinicians, Teachers	2023-2024	In Progress

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	-80% or more of teachers will be differentiating core instruction with proper supports system and coaching provided for full staff differentiation. -90% of teachers will participate in documenting interventions in Branching Minds by developing a systematic structure of MTSS through using the PSP steps -80% of teachers will regularly progress monitoring and collect data points into Branching Minds	
SY26 Anticipated Milestones	-90% or more of teachers will be differentiating core instruction -100% of teachers will participate in documenting interventions in Branching Minds by developing a systematic structure of MTSS through using the PSP steps -100% of teachers will regularly progress monitoring and collect data points into Branching Minds -Fully interacting with the Case Manager and Resource Team to properly determining students who would benefit from needing IEP/504 services	

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

Indicators of a Quality CIWP: Goal Setting

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

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Students that are either in tier 2/3 will receive an intervention plan throughout the academic year	Yes <input type="checkbox"/>	% of Students receiving Tier 2/3 interventions meeting targets	Overall <input type="checkbox"/>	50	60	70	80
Increase the percent of students moving out of tier 2/3 into tier 1	Yes <input type="checkbox"/>	MTSS Academic Tier Movement	Overall <input type="checkbox"/>	44	54	64	74

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.	The MTSS team will look through the MTSS Contiuum to determine areas of improvement and strenghts	All components that were determined to be at "Foundational Level" will now be at "Developing Level" and any that were determined to be at "Developing Level" would be "Fully Operational"	All components that were determined to be at "Developing Level" will now be at "Fully Operational" and any that were determined to be "Fully Operational" remain "Fully Operational"
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.	All teachers along with the MTSS team create and implement the interventions in Branching Minds	All teachers along with the MTSS team will ensure they are on the same cycle of interventions so that progress monitoring data is inputting with fidelity	MTSS team and all teachers are going through the PSP, setting interventions, progress monitoring and adjusting plan/instruction to better service all students

Return to Top SY24 Progress Monitoring

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Students that are either in tier 2/3 will receive an intervention plan throughout the academic year	% of Students receiving Tier 2/3 interventions meeting targets	Overall	50	60	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
					<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
Increase the percent of students moving out of tier 2/3 into tier 1	MTSS Academic Tier Movement	Overall	44	54	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
					<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>

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.	The MTSS team will look through the MTSS Continuum to determine areas of improvement and strenghts	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
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.	All teachers along with the MTSS team create and implement the interventions in Branching Minds	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
		<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>

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.
Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

More Professional Development opportunities for integration of the SEL in Skyline curricula as well as restorative practices. Provide PD opportunities for teachers, support staff, parents and students on SEL and restorative practices.

What is the feedback from your stakeholders?

SEL curriculum is implemented throughout grade levels, however, uniformity can be improved to tailor more to students' specific needs. Our curriculum along with teacher decision-making, will focus on the importance of identifying feelings, understanding and communicating with others, building strong relationships, and making good, empathetic decisions. We will create more opportunities using the SEL curriculum to build healthy relationships with one another and within the community.

What student-centered problems have surfaced during this reflection?

The need of continuous monitoring of students who have been previously identified as at risk after Tier 1 SEL interventions and have not responded successfully then prioritize and move to MTSS Tier 2 with BHT Team.

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?

Implementation of Second Step Curriculum and Calm Classroom are in progress in most grade levels. Rigorous implementation of SEL curriculum needs to be strengthened and monitored.

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Determine Priorities

Resources: 

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

Students...

Will better understand their thoughts and emotions to become more self-aware, and to develop more empathy for others within their school and communities.



[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...

Consistently implement the SEL curriculum and embed SEL into the curriculum across all subjects, build a sense of community within the classroom and school, build ways for students to reflect on their own thinking patterns and relationships, be an active listener and demonstrate to students to reflect on their thinking, patterns, and relationships. Model our problem and emotional skills to make our classes and school a safe place where students know they are valued, their families, and the experiences they bring to school.



[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....

Instruct students using Second Step curriculum and develop staff understanding of the University of Chicago's Student Perspective Data Tools & Resources framework ...



Resources: 

Indicators of a Quality CIWP: Theory of Action

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

then we see....
 Students developing their self-awareness, strengthening their abilities to regulate emotions, defining goals, and becoming aware of social norms, which facilitates long term impact on academic achievement and more positive attitudes about self and others ...

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...
 20% improvement in Growth Mindset responses on student Cultivate surveys, students managing their emotions, setting and achieving goals, demonstrating empathy towards others, establishing and maintaining positive relationships, and making responsible decisions. Through adult guidance and modeling, students will evaluate decision-making skills and engage in a variety of solutions to help in solve real world problems and issues in the school and community.

[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

BHT, Administration, ILT Grade Level Representatives


Dates for Progress Monitoring Check Ins


Q1 10/26/2023 Q3 3/19/2024
 Q2 12/22/2023 Q4 6/7/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Classroom environments will reflect spaces where interactions between and amongst students and adults demonstrate connection with one another as individuals, structures are established for students to make healthy choices, self-regulation is modeled and taught, and educators continuously reflect on the teaching of emotional competencies monitored through systems of Leadership Team walkthroughs and monitoring that lesson plans reflect SEL performance descriptors.			Select Status
Action Step 1	All classrooms maintain a space for students to reflect on healthy choices appropriate to their age and development, peer relationships, and appropriate decision-making that is monitored and maintained by the teacher.			Select Status
Action Step 2	The environment in every homeroom displays visuals of healthy decision-making tied to the Second Step curriculum & Calm Classroom, whereby teachers model and connect learning & behavior expectations to ISBE SEL standards, as observed through SEL walkthroughs and feedback provided by administrators.			Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	During intentional SEL blocks, classroom teachers will implement the Second Step Curriculum with fidelity. The counselor and leadership team will monitor implementation by completing walkthroughs and providing feedback and coaching support to teachers.	Leadership Team/ Counselor		In Progress
Action Step 1	In Grade Level Teams, teachers will collaborate and plan pacing guides for implementing Second Step.	GLT		Select Status
Action Step 2	Counselor will visit classrooms during SEL with a rubric to determine classroom implementation of Second Step.	Counselor		Select Status
Action Step 3	The Counselor and leadership team will determine the classroom that need coaching and support. The team will determine yearlong Professional Development for teachers and differentiate the level of support that individual teacher teams need.	Leadership Team/ Counselor		Select Status
Action Step 4	Streamlined connection between BHT clinician support for students and teacher logging of SEL interventions on Branching Minds	BHT		Select Status
Action Step 5	The Counselor provides individualized coaching for staff to develop their implementation of Second Step implementation	Counselor		Select Status
Implementation Milestone 3				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status

Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones [What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?] 

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

[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
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				

Practice Goals

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

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

Resources: 

Below are the goals for this Theory of Action that were created

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

above. CIWP Teams will use this section to progress monitor the goals on a quarterly basis.

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

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.

The academic priority area in which we will focus parent engagement is literacy. Over the course of the school year, various staff leaders will provide resources and in-service to families to best support their children around reading development, discourse, accessing print literature, and engaging with reading in meaningful ways. 🍌

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