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 ✍
Carmel Perkins	Principal	cmperkins@cps.edu
Mauricia Estes	AP	medantes@cps.edu
Marquita Reese	LSC Member	mjreese@cps.edu
Ashley Bennett	Inclusive & Supportive Learning Lead	avbennett2@cps.edu
Evette Ratliff	Connectedness & Wellbeing Lead	eratliff@cps.edu
Sonya Jones-Allen	Inclusive & Supportive Learning Lead	sjonesallen@cps.edu
Armon Harris	Connectedness & Wellbeing Lead	alharris23@cps.edu
Catherine Gault	Partnerships & Engagement Lead	clgault@cps.edu
Carmen Marseille	Curriculum & Instruction Lead	clwashington2@cps.edu
Wilbert King	Parent	will.king795@gmail.com
	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	5/9/23	7/13/23
Reflection: Curriculum & Instruction (Instructional Core)	5/9/23	7/12/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/11/23	7/14/23
Reflection: Connectedness & Wellbeing	7/11/23	7/28/23
Reflection: Postsecondary Success	7/11/23	7/28/23
Reflection: Partnerships & Engagement	7/11/23	7/28/23
Priorities	7/31/23	8/4/23
Root Cause	7/31/23	8/4/23
Theory of Acton	7/31/23	8/4/23
Implementation Plans	8/7/23	7/24/23
Goals	7/17/23	7/24/23
Fund Compliance	7/24/23	8/4/23
Parent & Family Plan	7/24/23	8/4/23
Approval	8/7/23	8/7/23

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	12/22/23
Quarter 3	4/1/23
Quarter 4	5/23/23

Indicators of a Quality CIWP: Reflection on Foundations

Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.

Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.

Stakeholders are consulted for the Reflection of Foundations.

Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

Resources 🚀

Reflection on Foundations Protocol

Return to Top

Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	Upon reviewing the Star360 data, the following trends were revealed: ✏️ **Math:** percentage of 3rd-8th grade students requiring urgent intervention grew from 27%-37%, percent of student "At/Above Benchmark remained relatively the same. **Reading:** There was a 5% decrease in students requiring intervention from fall to spring (70% down to 65%). Percent of students At/Above Benchmark remained relatively the same. Upon review of the **iReady K-2 data,** the following trends were revealed: **Reading: Overall, 58% of K-2 met their growth goals with 39% meeting their Stretch Growth Goal:** Kdg: 68% of students met their growth goals 1st: 50% of students met their growth goals 2nd: 59% of students met their growht goals	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading)
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions	**What is the feedback from your stakeholders?** Year 1 Learning and Implementation curve (new curriculum, new asessment platform). ✏️ Challenges planning for data driven small group instruction (time constraints, resources). PreK to Kindergarten alignment and impact on student learning	STAR (Math) iReady (Reading) iReady (Math)
No	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		Cultivate Grades ACCESS

| Partially | School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals. | Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development | | TS Gold Interim Assessment Data |

| Partially | Evidence-based assessment for learning practices are enacted daily in every classroom. | Assessment for Learning Reference Document | | |

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?

PK-2 Champions Pilot: Cohort to provide targeted coaching support and resources to improve PK-2 early literacy to improve academic outcomes. ✏️

Revisiting the blocks of instruction to map out designated time for small group instruction

Continued professional development and engaging in learning communities beyond the school to extend our effectiveness with Skyline and Assessments (iReady and Star 360).

Targeting school based coaching to support teachers with implementation, best practices and planning.

TutorCorps

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

Students unaware of goals or how to actively work towards them (i.e. how Star360 is in direct alignment to instructional content). ✏️

Lack of student engagement, interest, connectedness (content related) and relevancy (why are we doing this? Why is it important)?

Inclusive & Supportive Learning Environment

Return to Top

Using the associated references, is this practice consistently implemented?		**References**	**What are the takeaways after the review of metrics?**	**Metrics**
Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey	Students requiring T3 **READING** intervention from BOY to EOY at each grade level: ✏️ Kindergarten: BOY 11% to EOY 7% 1st Grade: BOY 32% to EOY 43% 2nd Grade: BOY 38% to EOY 31% 3rd Grade: BOY 42% to EOY 38% 4th Grade: BOY 45% to EOY 40% 5th Grade: BOY 24% to EOY 40% 6th Grade: BOY 40% to EOY 14%	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey

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.	MTSS Integrity Memo
Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
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
No	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.

Some students felt that the work was too easy and that they should have been challenged more. Students wished they could have had the opportunity for free time. Students expressed that at times they had long wait times when they were finished with their own work with nothing else to do upon completion except wait for all the students to get done. Some students expressed that there was too much playing in their group (from other students) which took away from their learning time.

7th Grade: BOY 46% to EOY 27%

Kindergarten - 5 students moved up tiers (negative growth), 18 students stayed neutral, and 4   students moved down tiers (positive growth).
1st Grade - 8 students moved up tiers (negative growth), 20 students stayed neutral, and 9 students moved down tiers (positive growth)
2nd Grade - 2 students moved up tiers (negative growth), 23

What is the feedback from your stakeholders?

Challenges include figuring out how to use the BrM platform

Data Input: entering all of the necessary data into the system. Process was time-consuming and resource-intensive, depending on the scope of the implementation and the extent of data integration required.

Integration with Existing Systems: Technical challenges may arise when integrating Branching Minds with existing school or district systems. Difficult to ensure seamless data flow between various platforms and databases.

Challenges inputting intervention plans and figuring out what assessments to use for progress monitoring

There is a need for consistent data review with interventionists

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?

Continued professional development for Branching Minds to focus on inputting accurate data and progress monitoring students to track growth

Create a standard for meeting and planning with interventionists to ensure data is being reviewed and modified as needed which in turn will create better accuracy for student growth

Create a standard for articulation meetings with Diverse Learner Teachers, General Education teachers and interventionists to ensure progress toward IEP goals.

Streamline Tier 2 and Tier 3 intervention sessions so teachers and students have clear understanding of the goals during those times.

ACCESS

MTSS Academic Tier Movement

Annual Evaluation of Compliance (ODLSS)

Quality Indicators of Specially Designed Curriculum

EL Program Review Tool

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment SEL Teaming Structure	1.16% of students received MTSS (multi-tiered services and supports) SEL and Student Supports targeted interventions (3 students) Chronically absent student percentage decreased from 27% to 23% year over year - 6 students Types of infractions 58% Fighting 17% Disregard For Instruction of School personel 14% Failing to Attend Class Locations of Incidents 70% Classroom 24% Hallway	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC)
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		Use of Consequence 32% Restorative Practices 23% Detention 22% Out of School Suspensions 15% In-School Suspensions 6% Other 62.2% of students enrolled in an OST program (189 students) Percentage of Programs in each Category Academic 20% Enrichment 40% Mentoring 7%	Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		**What is the feedback from your stakeholders?** Students who return to school do not consistently have a re-entry meeting with specific plan after extended absences and/or out of school suspension More solid understanding on how data entered into Aspen informs the data reflected in Dashboard More programs needed to target academics and mentoring as opposed to enrichment Teachers believe most behavioral infractions occured during specials and transitions	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)

Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Challenges with how to address tiered behaviors	Enrichment Program Participation: Enrollment & Attendance Student Voice Infrastructure Reduction in number of students with dropout codes at EOY

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

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?

Based on students surveyed: 31% of students have opportunities to interact in class - 49% of students do not feel they have this opportunity 30% of students feel the teacher gives them opportunities to get to know one another - 52% of students do not feel they have this opportunity 28% of students do not feel encouraged by one another in class - 18% of students do feel encouraged by their peers 28% of students feel comfortable sharing thoughts and opinions - 52% of students do not feel comfortable sharing their thoughts and opinions 60% of students feel the class is a welcoming place - 19% of students do not share this	Targeted improvement efforts include the following: Using universal SEL screener (using data to drive SEL practices) Revising our tiered SEL supports in collaboration with OSEL Specialist SEL Mandate 1:1 Coaching to support Domains 2 and 3 Continued PD on responses to tiered infractions

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 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).	College and Career Competency Curriculum (C4)	Approximately 15% of 8th graders were required to attend Summer Bridge to prepare for High School Transition/Readiness On Track Data (grades 3-8) reveals the following: -36% are deemed "On Track" for success -23% are deemed "Almost On Track" for success -12% are deemed "Near On Track" for success -16% are deemed "Far from On Track" for success -13% are deemed "Off Track" for success	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC

In summary, 64% of our students are "not yet on track" for success as indicated by CPS metrics.

Partially	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans
No	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).	
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager

What is the feedback from your stakeholders?

Data from Cultivate survey includes the following:

NOTE: The Cultivate Survey is based on a point scale ranging from 0-100.
90% of Carter 5-8th grade students took the survey

5th-8th grade growth mindset decrease overall by 8 points (2022 Winter: 9 points, 2023 Spring: 1 point)

Learning mindsets (overall):
Section indicates both 2022 Winter and 2023 Spring points

self efficacy (confidence in ones ability)------ 47 points   48 points
relevance to the future (belief that classwork is aligned with and useful for preparing for the future)------ 52 points   46 points
identity safety (belief that ones identity is an asset, rather than a detriment to a learning community)----- 23 points   37 points
agency (belief in ones ability to act and affect change)----- 22 points   33 point
belonging (belief that one fits in with peers in class)--------17 points   29 points
academic risk taking (willingness to publicly engage in learning despite perceived social risks)-------29 points   13 points
growth mindset (belief that ones ability grows with effort)--------- 9

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?

Implementation of Success Bound curriculum for intentional MS High School Readiness and Suport

Launching a Student Advocacy group for MS

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

[problems experienced by most students; problems experienced by specific student groups]

The growth mindset for 6-8 dropped overall
Students do not feel as though they are a part of a classroom community
Student do not feel they receive feedback from teachers to improve their learning

---

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	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.	Spectrum of Inclusive Partnerships	**Key Metricis for Partnerships & Engagement:** -15 OST programs for the FY23 school year that serviced 246 students throughout the academic year (approximately 76% of our school's population). -Our target student participation was 85% so we fell short by 6%. -OST programming included enrichment (**largest percentage of student participation**), academic and mentoring. We were able to successfully establish an LSC and PAC with regular monthly meetings to address schoolwide issues (financial, safety, **expanding academic programming**). Currently utilizing multiple ways to communicate with parents and families regularly (Remind App, blast emails, robocalls, ongoing parent conferences, letters home). Hosted 3 family engagement events (Open House, Parent Appreciation, EOY celebration of support). Student surveys for interest based enrichment and academic OST programming.	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		

Partially

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).

[Student Voice Infrastructure Rubric](#)

Formal and informal family and community feedback received locally.
 (School Level Data)

What is the feedback from your stakeholders?

Increased opportunities for family engagement events.

Increased surveys for student input on programming.

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

Students indicated more voice regarding types of after school programming to capture their interest and increase engagement.

Wider range of programs (including mentoring opportunities).

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?

School will provide ongoing communication to parents to establish a partnership, ensuring that all students have a minimum attendance rate of 95%, and an
"on track" status. School will provide additional support to assist parents in helping their students meet learning targets at home. An attendance incentive
calendar is sent home monthly, and helpful tips, robocalls, and reminders are sent home weekly. Whenever possible, parents will be provided with student
login information for online programming to practice content and reinforce learning objectives from school at home. School will support parents with access to
Parent Portal in order to track academic progress.

School will communicate opportunities for parents to volunteer

School will communicate opportunities for parents to volunteer for school-wide events, activities, field trips, and special projects throughout the year. School
will communicate CPS guidelines for parent volunteers in order to establish a core group of parent volunteers. Our hope is to then mobilize this core group to
maintain a functioning LSC.

Increased parent and student surveys for after school programming.

Increasing family engagement events (at least 1 per quarter)

Expanding mentoring programming options for students.

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

Curriculum & Instruction

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.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
No	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

Upon reviewing the Star360 data, the following trends were revealed:

Math: percentage of 3rd-8th grade students requiring urgent intervention grew from 27%-37%, percent of student "At/Above Benchmark remained relatively the same.

Reading: There was a 5% decrease in students requiring intervention from fall to spring (70% down to 65%). Percent of students At/Above Benchmark remained relatively the same.

Upon review of the iReady K-2 data, the following trends were revealed:

Reading: Overall, 58% of K-2 met their growth goals with 39% meeting their Stretch Growth Goal:

Kdg: 68% of students met their growth goals
1st: 50% of students met their growth goals
2nd: 59% of students met their growht goals

Math: Overall 59% of K-2 students met their growth goals with 32% meeting their Stretch Growth Goals

What is the feedback from your stakeholders?

Year 1 Learning and Implementation curve (new curriculum, new asessment platform).

Challenges planning for data driven small group instruction (time constraints, resources).

PreK to Kindergarten alignment and impact on student learning

What student-centered problems have surfaced during this reflection?

Students unaware of goals or how to actively work towards them (i.e. how Star360 is in direct alignment to instructional content).

Lack of student engagement, interest, connectedness (content related) and relevancy (why are we doing this? Why is it important)?

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?

PK-2 Champions Pilot: Cohort to provide targeted coaching support and resources to improve PK-2 early literacy to improve academic outcomes.

Revisiting the blocks of instruction to map out designated time for small group instruction

Continued professional development and engaging in learning communities beyond the school to extend our effectiveness with Skyline and Assessments (iReady and Star 360).

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

Curriculum & Instruction

Targeting school based coaching to support teachers with implementation, best practices and planning.

TutorCorps

Return to Top   **Determine Priorities**

Resources: 🚀

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

[Determine Priorities Protocol](#)

Students...

Only 7.6% of 3rd-8th graders met or exceeded grade level expectations on IAR for ELA.
Only 5.3% of 3rd-8th graders met or exceeded grade levle expectations on IAR for Math.
Students in 3rd-8th struggle to explain their thinking in writing (coherently) in all subject areas.
Students struggle to consistently use academic language when explaining their thinking during class discussions. Student responses are short phrases and are often completed by teacher.
43% of 5th graders reported they were not motivated to work hard in class and complete classwork.
51% of middle school students reported they don't participate in class discussions because they are "afraid I will sound stupid."

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?

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

As adults in the building, we...

~~Must be cohesive across grade levels and subjects in teaching the same curriculum, attending professional developments, understanding the difference between whole group and small group, how to effectively use supplemental materials, and implementing new curriculum, and able to analyze learning targets, tasks, and activities and effectively adjust/address teacher moves to elevate rigor~~

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?

Curriculum & Instruction

If we....

Resources: 🚀

provide high quality professional development and coaching that focuses on high quality differentiated instruction, research-based instructional strategies, and create and sustain systems and structures for progress monitoring ✏️

Indicators of a Quality CIWP: Theory of Action

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

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

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

then we see....

highly effective rigorous instructional strategies being implemented across all grade levels where teachers use data to adjust and differentiate instruction and students engaging in rigorous tasks ✏️

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...

an increase in student motivation, student engagement, and an increase in **ALL** student growth metrics on benchmark
and summative assessments (IAR, iReady, etc). ✏️

Implementation Plan

Return to Top

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 ✏️

Curriculum and Instructions Team

Dates for Progress Monitoring Check Ins

Q1	10/27/2023	Q3	4/1/23
Q2	12/22/23	Q4	5/23/23

SY24 Implementation Milestones & Action Steps ✏️	**Who** ✏️	**By When** ✏️	**Progress Monitoring**

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

Curriculum & Instruction

Implementation Milestone 1	100% of teachers trained on Skyline implementation and implementing with fidelit	Teachers	Q1 8/28/23	*Select Status*
Action Step 1	Attend monthly Skyline Trainings to strengthen implementation with high fidelity	LeadershipTeachers	8/28/23- 5/3/24	*Select Status*
Action Step 2	Establish norms on MBCs and Lesson Plans aligned with Rigor Walk questions and plan sequenced professional development on lesson annotations and standards-based questioning	Lead Coach/ CIWP	8/28/23 - 5/3/24	*Select Status*
Action Step 3	Provide weekly personalized lesson plan feedback to support continuous improvement with teacher lesson planning (whole group)	ILT/ISL/ Leadership	8/28/23 - 5/3/24	*Select Status*
Action Step 4	Conduct weekly mini-walkthroughs using the rigor walk tools to capture evidence of effective professional practice identifying trends and providing feedback to strengthen a personalized coaching cycle **(Tier 1 instructional focus)**	Teachers	9/26/23- 5/3/24	*Select Status*
Action Step 5		ILT	4/2/24	*Select Status*
Implementation Milestone 2	100% of teachers trained in differentiation and small group instructional planning in order to increase student performance outcomes (This will be achieved through tiered proffessional development and coaching support)**(Rooted in Star360, iReady, and walk-through data and daily exit tickets**)	Grade Band Team leads/Teachers	9/8/2023	*Select Status*
Action Step 1	Establish high-quality small group expectations rooted in research-based practices *(includes but not limited to, student data conferences and goal setting prior to small group instruction launch)*	ILT	9/18/2023	*Select Status*
Action Step 2	Create small group instruction rubric for teacher self-assessment and use during planning	ILT	9/18/2023	*Select Status*
Action Step 3	Provide professional development on direct instruction for data driven small group instruction and independent work stations.	ILT	10/5/2023	*Select Status*
Action Step 4	Review and provide feedback personalized feedback on small group instruction plans**(weekly**)	Lead Coach/Estes	10/12/23	*Select Status*
Action Step 5	Conduct weekly mini-walkthroughs using the rigor walk tools to capture evidence of effective professional practice identifying trends and providing feedback to strengthen a personalized coaching cycle **(Tier 1 & Tier 2 instructional focus)**	ILT/Admin/Lead Coach	Weekly (Ongoing)	*Select Status*
Implementation Milestone 3	100% of teacher observed consistently implementing whole and small group instruction with consistent progress monitoring	ILT/Leadership/Grade Level Chairs	10/23/23	*Select Status*
Action Step 1	Teachers will progress monitor student growth every 2-4 weeks via small groups and assessments	Teachers	10/27 - 5/31/24	*Select Status*
Action Step 2	In PLCs teachers share exemplar small group implementation best practices (PLCs & Cougar Connection)	Teachers	10/27 - 5/31/24	*Select Status*
Action Step 3	In PLCs teachers share exemplar Skyline implementation best practices (PLCs & Cougar Connection)	CIWP	12/22/23	*Select Status*
Action Step 4	Build exemplar video repository of whole and small group implementation for ongc			*Select Status*
Action Step 5				*Select Status*

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

Curriculum & Instruction

Implementation Milestone 4	EOY benchmark and vertical data planning and goal setting amongst teachers **(what about looping in parents?)**	ILT, Lead Coach, Admin	5/13/24	*Select Status*
Action Step 1	Teachers consult and share their instructional end points in curriculum with next grade level teacher (same subject)	Teachers/Staff	5/13/24	*Select Status*
Action Step 2		Teachers	5/13/24	*Select Status*
Action Step 3	Teacher to teacher student data conferences in preparation for SY25			*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Teachers will continue to teach Skyline with fidelity, and engage in professional development, while incorporating feedback from mini walks, implemementing small group instruction, and engaging students during instruction. As a school we will implement a CARTER adapted **lesson study model/lesson planning tuning protocol to** further build teacher capacity so that 80% of teachers demonstrate exemplar instructional strategies and there is a consistent increase in student growth across all grade levels.	✍️
SY26 Anticipated Milestones	100% of teachers will engage in ongoing professional development rooted in increasing student performance and mastery of grade-level writing standards	✍️

Goal Setting

Return to Top

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

Numerical Targets [Optional] ✍️

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

Curriculum & Instruction

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍	SY24	SY25	SY26
Increase 3rd-8th grade reading levels by a mininum of 10 or more points from BOY to EOY.	Yes	STAR (Reading)	Overall				
			Overall				
70% of Kindergarten will meet or exceed their stretch goals. 70% of 1st graders will meet or exceed their stretch goals and 45% of 2nd graders will meet and exceed their stretch goals.	Yes	iReady (Reading)	Overall				
			Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍	Specify your practice goal and identify how you will measure progress towards this goal. ✍		
	SY24	SY25	SY26
C&I:2 Students experience grade-level, standards-aligned instruction.	All students are being taught Skyline with fidelity. Student growth will be progress monitored via Branching Minds and measured based on their performance via informal assessments, Skyline unit assessments, iReady and Star 360 assessments.	Students receive Skyline instruction with fidelity. Progress monitoring via all assessment platforms will reflect academic growth in at least 50% of students per classroom.	Students receive Skyline instruction with fidelity. Progress monitoring via all assessment platforms will reflect academic growth in at least 70% of students per classroom.
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.	All teachers will use classroom formative assessment data to drive instruction during small groups. and make adjustments when students need reteaching or have mastered the standard. iReady and Star 360 will be used to progress monitor students growth.		
C&I:4 The ILT leads instructional improvement through distributed leadership.	The ILT will conduct professional development for teachers that will build a culture of trust, shared responsibility for student engagement and growth, and provide leadership opportunities.		

SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase 3rd-8th grade reading levels by a mininum of 10 or more points from BOY to EOY.	STAR (Reading)	Overall			Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status
70% of Kindergarten will meet or exceed their stretch goals. 70% of 1st graders will meet or exceed their stretch goals and 45% of 2nd graders will meet and exceed their stretch goals.	iReady (Reading)	Overall			Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	All students are being taught Skyline with fidelity. Student growth will be progress monitored via Branching Minds and measured based on their performance via informal assessements, Skyline unit assessments, iReady and Star 360 assessments.	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.	All teachers will use classroom formative assessment data to drive instruction during small groups. and make adjustments when students need reteaching or have mastered the standard. iReady and Star 360 will be used to progress monitor students growth.	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	The ILT will conduct professional development for teachers that will build a culture of trust, shared responsibility for student engagement and growth, and provide leadership opportunities.	Select Status	Select Status	Select Status	Select Status

Inclusive & Supportive Learning Environment

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.
Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
No	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

Students requiring T3 READING intervention from BOY to EOY at each grade level:
Kindergarten: BOY 11% to EOY 7%
1st Grade: BOY 32% to EOY 43%
2nd Grade: BOY 38% to EOY 31%
3rd Grade: BOY 42% to EOY 38%
4th Grade: BOY 45% to EOY 40%
5th Grade: BOY 24% to EOY 40%
6th Grade: BOY 40% to EOY 14%
7th Grade: BOY 46% to EOY 27%

Kindergarten - 5 students moved up tiers (negative growth), 18 students stayed neutral, and 4 students moved down tiers (positive growth).
1st Grade - 8 students moved up tiers (negative growth), 20 students stayed neutral, and 9 students moved down tiers (positive growth)
2nd Grade - 2 students moved up tiers (negative growth), 23 students stayed neutral, and 6 students moved down tiers (positive growth)
3rd Grade - 3 students moved up tiers (negative growth), 14 students stayed neutral, and 4 students moved down tiers (positive growth)

What is the feedback from your stakeholders?

Challenges include figuring out how to use the BrM platform

Data Input: entering all of the necessary data into the system. Process was time-consuming and resource-intensive, depending on the scope of the implementation and the extent of data integration required.

Integration with Existing Systems: Technical challenges may arise when integrating Branching Minds with existing school or district systems. Difficult to ensure seamless data flow between various platforms and databases.

Challenges inputting intervention plans and figuring out what assessments to use for progress monitoring

There is a need for consistent data review with interventionists for goal setting, reviewing and

What student-centered problems have surfaced during this reflection?

Some students felt that the work was too easy and that they should have been challenged more. Students wished they could have had the opportunity for free time. Students expressed that at times they had long wait times when they were finished with their own work with nothing else to do upon completion except wait for all the students to get done. Some students expressed that there was too much playing in their group (from other students) which took away from their learning time.

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?

Continued professional development for Branching Minds to focus on inputting accurate data and progress monitoring students to track growth

Create a standard for meeting and planning with interventionists to ensure data is being reviewed and modified as needed which in turn will create better accuracy for student growth

Create a standard for articulation meetings with Diverse Learner Teachers, General Education teachers and interventionists to ensure progress toward IEP goals.

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

Inclusive & Supportive Learning Environment

Students' motivation for academic resource services improves when a preferred DL teacher is present.

Students need encouragement to increase their stamina for improved academic rigor

Streamline Tier 2 and Tier 3 intervention sessions so teachers and students have clear understanding of the goals during those times.

Return to Top | **Determine Priorities**

Resources: 🚀

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

Determine Priorities Protocol

Students...

👆 **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?

5 Why's Root Cause Protocol

As adults in the building, we...

Must strengthen our knowledge around planning and preparation to ensure every minute is intentional and students navigate their learning environment independently.

👆 **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?

Resources: 🚀

If we....

Inclusive & Supportive Learning Environment

target planning and preparation through professional development, coaching support and PLCs 🖐️

then we see....

high quality bell to bell instruction, inclusive of effective structures and routines with minimal teacher prompting 🖐️

which leads to...

improved student engagement and student ownership of learning. 🖐️

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

Return to Top | **Implementation Plan**

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan 🖐️

Inclusive & Support Team

Dates for Progress Monitoring Check Ins

Q1	10/27/2023	Q3	4/1/23
Q2	12/22/23	Q4	5/23/23

SY24 Implementation Milestones & Action Steps 🖐️	Who 🖐️	By When 🖐️	Progress Monitoring
Implementation Milestone 1 Strenthening teacher knowledge of MTSS practices to increase student learning outcomes and maximize engagement	ILT	Q1 10/20/23	Select Status

Inclusive & Supportive Learning Environment

Action Step 1	Conduct and engage in weekly walk-throughs with identified look-fors;	Leadership team	8/29/23	Select Status
Action Step 2	Ongoing professional Development around MTSS, Tier 1 and Tier 2 pr	CIWP	9/7/2023	Select Status
Action Step 3	Ongoing Branching Minds training to navigate the platform, analyze	CIWP/teachers	9/23-10/23	Select Status
Action Step 4	Based on BOY data, teachers engage in the use of Branching Minds t	Teachers	10/1/2023	Select Status
Action Step 5				Select Status
Implementation Milestone 2	Strengthen teachers use of progress monitoring data to inform and maximize instructional practices across all tiers	ILT/teachers	Q2 12/21/2023	Select Status
Action Step 1	Revisit Milestone 1 goals as a part of continuous improvement	CIWP	10/27/23	Select Status
Action Step 2	Analyze trends from walk throughs and progress monitoring data to i	Leadership team	10/27/2023	Select Status
Action Step 3	Teachers will engage in 1:1 action planning using progress monitoring data to create and/or revise individualized student goals	Leadership team/teachers	12/1/2023	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Teachers will implement a concrete system that allows students to be included in tracking their learning process	ILT/Teachers	Q3 3/22/2024	Select Status
Action Step 1	Provide Professional Development and coaching for teachers to have	ILT	1/12/2024	Select Status
Action Step 2	Provide the framework for student goal setting conferences	Leadership team	1/19/2024	Select Status
Action Step 3	Teachers will incorporate interactive data walls to cultivate student ov	Teachers	2/2/2024	Select Status
Action Step 4	Revisit Milestone 1 and 2 goals as a part of continous improvement	CIWP	3/22/2024	Select Status
Action Step 5				Select Status
Implementation Milestone 4	Teachers consistently implement best practices for MTSS, data analysis, and student goal setting	Teachers	Q4 6/6/2024	Select Status
Action Step 1	Identify exemplar models for effective best practices across all grade bands	Leadership team	4/1/2024	Select Status
Action Step 2	Staff with exemplar MTSS practices will lead PLCS to build staff capacity	Teacher/Interventionist/DL teacher	4/12/2024	Select Status
Action Step 3	Hold student led data night to create a sense of urgency around students acheiving EOY goals	Teacher/student	4/30/2024	Select Status
Action Step 4	EOY benchmark and vertical data planning and goal setting amongst teachers	ILT/Teacher	5/24/2024	Select Status
Action Step 5	Revisit Milestone 1-3 goals as a part of continous improvement	CIWP	5/31/2024	Select Status

SY25-SY26 Implementation Milestones

Jump to...
Priority   TOA   Goal Setting   Progress
Reflection   Root Cause   Implementation Plan   Monitoring

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

Inclusive & Supportive Learning Environment

SY25 Anticipated Milestones	As a school, we will continue to provide Professional Development and PLCs for maximized intrstructional time and progress monitoring as necessary. We will incorporate quarterly peer-peer observations and feedback around best practices for student engagement. 100% of students will set personal BOY, MOY, and EOY goals with the assitance of teachers and interventionists.
SY26 Anticipated Milestones	As a school, we will continue to provide coaching support as needed to ensure solid progress monitoring processes and learning time is being maximized in every classroom. 70% will soley recieve Tier 1 instrucition without intervention. 20% will require targeted Tier 2 intervention along with Tier 1 instruction. 10% will require intensive Tier 3 intervention outside of Tier 1/2 instruction.

Return to Top

Goal Setting

Resources: 🚀

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.

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

Numerical Targets [Optional] ✏️

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	SY24	SY25	SY26
Increase percent of Tier 2 and Tier 3 students meeting goals	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall				
			NA				
Decrease percent of resource minutes for students who are consistently	Yes	% of Students in LRE 1	Overall				

Inclusive & Supportive Learning Environment

for students who are consistently
meeting goals.

Yes

% of Students in LRE 1

Students with an IEP

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: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.	100 percent of teachers are consistently using Branching Minds to progress monitor with data directly from iReady, Freckle, and Amira	Branching Minds interventions are used collaboratively and intentionally with interventionists and teacher teams to target Tier 1/2 students in the classroom in accordance with the MTSS Continuum	Intervention plans are established and ongoing for students in Tiers 1-3 so that there is evidence of cross-grade support for students in accordance with the MTSS Continuum
I&S:3 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.	100 percent of DL teachers are consistently progress monitoring on a bi-weekly basis using data from resouce and/or classroom assessments, Freckle and/or Amira.	Resource teachers are consistently documenting collaborative meetings with the general education teacher and using feedback and data to accurately plan and modify instruction.	Resource teachers are consistsently writing IEP goals that accurately reflect academic rigor and the possibility for student growth.
Select a Practice			

Return to Top   **SY24 Progress Monitoring**

Resources: 🚀

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

Performance Goals

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

Inclusive & Supportive Learning Environment

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase percent of Tier 2 and Tier 3 students meeting goals	% of Students receiving Tier 2/3 interventions meeting targets	Overall			Select Status	Select Status	Select Status	Select Status
		NA			Select Status	Select Status	Select Status	Select Status
Decrease percent of resource minutes for students who are consistently meeting goals.	% of Students in LRE 1	Overall			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
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.	100 percent of teachers are consistently using Branching Minds to p	Select Status	Select Status	Select Status	Select Status
I&S:3 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.	100 percent of DL teachers are consistently progress monitoring on	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Connectedness & Wellbeing

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.
Yes	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.
Partially	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?

1.16% of students received MTSS (multi-tiered services and supports) SEL and Student Supports targeted interventions (3 students)

Chronically absent student percentage decreased from 27% to 23% year over year - 6 students

Types of infractions
58% Fighting
17% Disregard For Instruction of School personel
14% Failing to Attend Class

Locations of Incidents
70% Classroom
24% Hallway

Use of Consequence
32% Restorative Practices
23% Detention
22% Out of School Suspensions

What is the feedback from your stakeholders?

Students who return to school do not consistently have a re-entry meeting with specific plan after extended absences and/or out of school suspension

More solid understanding on how data entered into Aspen informs the data reflected in Dashboard

More programs needed to target academics and mentoring as opposed to enrichment

Teachers believe most behavioral infractions occured during specials and transitions

Challenges with how to address tiered behaviors

What student-centered problems have surfaced during this reflection?

Based on students surveyed:
31% of students have opportunities to interact in class - 49% of students do not feel they have this opportunity

30% of students feel the teacher gives them opportunities to get to know one another - 52% of students do not feel they have this opportunity

28% of students do not feel encouraged by one another in class - 18% of students

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?

Targeted improvement efforts include the following:

Using universal SEL screener (using data to drive SEL practices)

Revising our tiered SEL supports in collaboration with OSEL Specialist

SEL Mandate

do feel encouraged by their peers

28% of students feel comfortable sharing thoughts and opinions - 52% of students do not feel comfortable sharing their thoughts and opinions

60% of students feel the class is a welcoming place - 19% of students do not share this sentiment

1:1 Coaching to support Domains 2 and 3

Continued PD on responses to tiered infractions

Return to Top   **Determine Priorities**

Resources: 🚀

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

Determine Priorities Protocol

Students…

Students survey indicate in high numbers that they are not experiencing a supportive learning environment in which their voices are heard.

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?

5 Why's Root Cause Protocol

As adults in the building, we…

will strengthen safe practices, support with planning, implementation, and non-evaluative feedback around establishing an inclusive environment

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?

Resources: 🚀

If we….

Connectedness & Wellbeing

provide the opportunity to practice, plan, implement and give ongoing stakeholder feedback
on key elements of an inclusive environment

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

then we see....

increased stakeholder collaboration with and consistent use and implementation of
resources

which leads to...

a school culture that embodies SEL in every aspect of the building where student voices are
permeated throughout the school 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 ✍

Connected and well-being team

Dates for Progress Monitoring Check Ins

Q1	10/27/2023	Q3	4/1/23
Q2	12/22/23	Q4	5/23/23

SY24 Implementation Milestones & Action Steps ✍	Who ✍	By When ✍	Progress Monitoring
Implementation Milestone 1 — Strengthening practices around SEL Awareness and increasing Knowledge of a Restorative Culture	OSEL	9/22/23	Select Status

Jump to...
Reflection

Priority
Root Cause

TOA
Implementation Plan

Goal Setting

Progress
Monitoring

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

Connectedness & Wellbeing

Action Step 1	Providing on-going SEL professional Developemnt of all staff to strengthen practices	OSEL/BHT	8/16/2023	*Select Status*
Action Step 2	Consistency of implementing explicit SEL instruction with Second Step during Universal SEL block (8:45-9:15 daily)	Teacher/Stakeholders	8/21/23	*Select Status*
Action Step 3	SEL Mini walks, Observational feedback and coaching BI-weekly on domain 2 (classroom environment)	Admin/BHT	8/29/23	*Select Status*
Action Step 4	Introduction of parent connection to Second Step/ Quarterly mini Cul	Teacher/Stakeholders	9/1/2023	*Select Status*
Action Step 5	BHT Overview for school-wide referral process	BHT	9/14/2023	*Select Status*
Implementation Milestone 2	Intentional and targeted professional development on researched based tier one practices and strategies school-wide	OSEL	12/21/23	*Select Status*
Action Step 1	Revisit milestone 1 goals as part of continuous improvement	CIWP	10/6/23	*Select Status*
Action Step 2	Monthly school-wide professional development on effective tier 1 practices and strategies	CIWP/BHT	10/6/23	*Select Status*
Action Step 3	Action planning with referral process for Tier 2 and Tier 3 students	BHT	10/13/23	*Select Status*
Action Step 4	Quarterly mini Cultivate survey (Grades 3-8)	BHT	10/13/23	*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 3	Modeling A Restorative Culture School-wide	CIWP	3/22/2024	*Select Status*
Action Step 1	Revisit milestone 1 and 2 goals as part of continuos improvement	BHT/ILT	1/18/24	*Select Status*
Action Step 2	Reveal school trends/data with staff during PLCs	Model Teachers	2/1/24	*Select Status*
Action Step 3	Identify models for exemplar best practices and have teachers lead PL	CIWP	2/15/24	*Select Status*
Action Step 4	Quarterly mini Cultivate survey (Grades 3-8)	BHT	2/29/24	*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 4	Sustaining A Restorative Culture	CIWP	6/6/2024	*Select Status*
Action Step 1	Revisit milestone 1, 2 and 3 goals as part of continuos improvement	CIWP	3/7/24	*Select Status*
Action Step 2	On-going/timely observation and feedback	Model Teacher	3/21/24	*Select Status*
Action Step 3	EOY Student SEL Showcase	BHT	5/22/24	*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	As a school we will continue to strengthen our practices around SEL Awareness, increase school-wide knowledge of a Restorative Culture, further provide the school community with intentional and targeted professional developments on researched based tier 1 practices/strategies, model a

provide the school community with intentional and targeted professional developments on researched-based tier 1 practices/strategies, model a Restorative Culture School-wide and sustain a Restorative Culture school-wide.

| SY26 Anticipated Milestones | As a school we will continue to focu on strengthening our practices around SEL Awareness, increasing school-wide knowledge of a Restorative Culture, further provide the school community with intentional and targeted professional developments on researched based tier 1 practices/strategies, modeling a Restorative Culture School-wide and sustaining a Restorative Culture school-wide. | ✍️ |

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
Increase the number of students who experience a supportive learning environement in which their voices are heard by 30 points	Yes	Cultivate	Overall				
			NA				
Decrease in Out of School	Yes	Reduction in OSS	Overall				

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

Connectedness & Wellbeing

Suspension by 20%   Yes   per 100

NA

Practice Goals

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

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

	SY24	SY25	SY26
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	School wide consistency and support of behavioral health team and culture and climate team. Progress monitored through Cultivate survey and behavior data as well as branching minds		
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	School wide consistency of Second Step, SEL and restorative practices. progress will be monitored through attendance and behavior data		
Select a Practice			

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.

Connectedness & Wellbeing

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase the number of students who experience a supportive learning environement in which their voices are heard by 30 points	Cultivate	Overall			Select Status	Select Status	Select Status	Select Status
		NA			Select Status	Select Status	Select Status	Select Status
Decrease in Out of School Suspension by 20%	Reduction in OSS per 100	Overall			Select Status	Select Status	Select Status	Select Status
		NA			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	School wide consistency and support of behavioral health team and	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.	School wide consistency of Second Step, SEL and restorative pract	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

If Checked:	☑	**Our school receives school improvement funding through Title I, Part A, 1003 (IL-Empower)**
Complete IL-Empower Section below		This CIWP serves as your School Improvement Plan, which is required for schools in school improvement status (comprehensive or targeted) as identified by the Illinois State Board of Education (ISBE). The following section, "IL-Empower," addresses grant requirements, assurances, and alignment across your CIWP, grant budget, and state designation.
If Checked:	☐	**Our school DOES NOT receive school improvement funding through Title I, Part A, 1003 (IL-Empower). (Continue to Parent & Family Plan)**
No action needed		

IL-Empower

IL-EMPOWER GRANT ASSURANCES

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

☑ The purpose of the IL-Empower grant funds, authorized under Title I, Part A, Section 1003 School Improvement of the Elementary and Secondary Education Act, is to support local education agencies (LEAs), via the Statewide System of Technical Assistance and Support (IL-EMPOWER) to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities. The goal is to provide all children significant opportunity to receive a fair, equitable, and high-quality education by providing adequate resources to substantially raise the achievement of students in lowest and underperforming schools, as defined by the Illinois State Board of Education (ISBE).

☑ The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status.

☑ Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:
a) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
b) Contracting for professional services from State-Approved Learning Partners
c) Conducting school-level needs assessments
d) Analyzing data
e) Identifying resource inequities
f) Researching and implementing evidence-based interventions
g) Purchasing standards-aligned curriculum and materials
h) Purchasing and administering local assessments for progress monitoring

☑ Supplement, not supplant is in effect. Schools and LEAs shall use IL-Empower grant funds only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.

☑ Schools designated for comprehensive or targeted support can expect four years of continuation funding from the initial summative designation. Improvement status defines the up-to four-year term that runs concurrently with the IL-EMPOWER grant program. Status and funding begin with an initial summative designation of comprehensive or targeted and continue through the remaining part of the first year in the planning phase of the grant and are followed by three consecutive years of implementation. School Improvement funding is awarded concurrently with improvement status. Improvement status and grant funding continue concurrently for up to four years regardless of positive changes in annual summative designations because IL-EMPOWER is structured to support local efforts with scaffolded support of sufficient size and longevity to improve outcomes for students and exit improvement status within a four-year grant term.

☑ School Improvement Reports (SIR) are due on a triannual basis.

☐ Schools in comprehensive improvement status must work with a State-Approved Learning Partner to address areas identified in the respective school improvement plans. Schools in targeted improvement status may or may not elect to work with a State-Approved Learning Partner. Approved Learning Partners are contracted by ISBE and are authorized to provide direct professional learning services in evidence-based practices to LEAs and comprehensive and targeted schools. Only vendors selected for an executed contract with ISBE may provide services to IL-Empower districts and schools (both comprehensive and targeted) using Title I, Part A, Section 1003 School Improvement funds, and likewise only those subcontractors included in either the executed contract or subsequent written approval by ISBE may provide services to IL-EMPOWER districts and schools.

☑ As a grant recipient, you may be required to participate in program evaluation activities, site monitoring visits, and audit protocols.

☑ As part of annual grant application and amendment processes, you may be asked to submit additional information regarding budget requests and alignment of budget allocations to CIWP.

IL-EMPOWER SMART GOALS

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

IL-Empower Goals Must have a Numerical Target	Select a Goal Below	Student Groups	Baseline	SY24	SY25	SY26
Required Math Goal	Select a Goal					
Required Reading Goal	Select a Goal					
Optional Goal	Select a Goal					

If Checked:	☑	**Our school is a Title I school operating a Schoolwide Program**
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		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)**

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.

PAC & LSC will collaborate with the school to provide supports for parent workshops and informational sessions to strengthen our home to school connection and meet our school-wide goals. We will also build and establish collaborative relationships with community partners to enhance access to resources for students and families.

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