

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
Teresa Chaves	Principal	tchavez12@cps.edu
Terrie Rayburn	AP	trayburn3@cps.edu
Angelica Manzo	Curriculum & Instruction Lead	amparamo@cps.edu
Anna Cangelosi	ELPT	amkrecisz1@cps.edu
Krystyna Afable	Inclusive & Supportive Learning Lead	ksantana11@cps.edu
Sarah Reardon	Teacher Leader	screardon@cps.edu
Alexis Achiah	Curriculum & Instruction Lead	ayachiah@cps.edu
Elida Carrizoza	LSC Member	elidacarrizoza@yahoo.com
Tanika Tillman	LSC Member	emicadumesle87@gmail.com
Alexis Vargas	Parent	avargas197@cps.edu
Tamika Hadley	Postsecondary Lead	thadley@cps.edu
Nancy Rocha	Connectedness & Wellbeing Lead	ncrocha@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	6/20/23	6/20/23
Reflection: Curriculum & Instruction (Instructional Core)	6/20/23	6/20/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/20/23	6/20/23
Reflection: Connectedness & Wellbeing	6/20/23	6/20/23
Reflection: Postsecondary Success	6/20/23	6/20/23
Reflection: Partnerships & Engagement	6/20/23	6/20/23
Priorities	6/20/23	6/20/23
Root Cause	6/20/23	6/20/23
Theory of Acton	6/21/23	6/21/23
Implementation Plans	6/21/23	6/21/23
Goals	6/21/23	6/21/23
Fund Compliance	8/13/23	8/13/23
Parent & Family Plan	8/13/23	8/13/23
Approval	8/14/23	9/15/23

SY24 Progress Monitoring Schedule

Indicate the SY24 dates when your CIWP team will hold progress monitoring check-ins.

As a reference, these dates will auto-populate in your implementation plans.

CIWP Progress Monitoring Meeting Dates

Quarter 1	10/20/2023
Quarter 2	12/13/2023
Quarter 3	3/6/2024
Quarter 4	5/15/2024

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

[Return to Top](#)

Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions
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

43% of ELA and 19% of Math students met or exceeded expectations on the IAR while 61% of students finished the year as On Track; these metrics show growth in curriculum and assessments. Teachers indicated being challenged with aligning standards to rigorous tasks and giving students different ways to show mastery of standards on coaching surveys. Rigor Walks highlighted teacher CCSS misconceptions connected to DOK 3 and 4 instructional tasks.

Content PLCs have been established and can continue instructional rounds, lesson plan analysis and student work analysis as methods to collect data used to inform next steps in improving student outcomes and increasing student engagement on rigorous CCSS aligned instruction and tasks.

What is the feedback from your stakeholders?

Feedback trends:

High quality curriculum is being utilized but that does not guarantee that instruction is standard aligned and rigorous.

ILT supports leadership decisions but are not currently leading their own teams through a distributive leadership model. Teacher leadership and teaming is a focus for the ILT in SY24-26.

Inconsistency of implementation of CRT instructional strategies that support our students identities, communities, and relationships.

Lack of student independence when they leave Casals. Parent concern around studying habits. Students struggle with executive functioning skills that limit their ability to engage deeply with CCSS.

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?

In Progress:

- *Distributive leadership model within teacher teams and ILT
- *CRT professional learning
- *High quality curriculum and assessment

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

What student-centered problems have surfaced during this reflection?

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

Students have inconsistent access to rigorous standards based instruction including rigorous questioning and tasks. Students are unclear on standards being assessed and their explanation of standards

[Return to Top](#)

Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

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

46% of students are in Tler 3 (23%) and Tier 2 (23%) reading instruction. 32% of students are in Tler 3 (16%) and Tier 2 (16%) math instruction. In order to move students into Tier 1 instruction, we must focus on moving students from Tier 3 to Tier 2 and Tier 2 to Tier 1 instruction. Progress monitoring and intervention must look different for each type of movement to occur.

The MTSS team has established systems and structures for identifying and tracking students in need of Tier 2 and Tier 3 interventions.


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

Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	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
Partially	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.	

Branching Minds has been utilized by MTSS lead and interventionists but not by teachers.

Improvement needs to be made in progress monitoring systems and structures as well as teachers utilizing progress monitoring data to support student learning and Tier movements.

What is the feedback from your stakeholders?


Feedback: 

Challenges in utilizing correct resources to progress monitor in a timely manner as well as documenting student growth.

Only a few staff know how to utilize the Branching Minds resource and teachers need explicit training on the resource.

Progress monitoring tools that are aligned to Branching Minds needs to be utilized so documentation is more efficient and teacher instruction can be adjusted.

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?

Currently In Progress: 

- *MTSS systems for identifying students who need Tier 2 & Tier 3 support
- *MTSS team has consistent meeting dates/times as well as cadence for meetings and data review.
- *Week 0 PD on MTSS best practices and baseline expectations for teachers in Tier 2 and 3 instruction.

[MTSS Academic Tier Movement](#)


[Annual Evaluation of Compliance \(ODLSS\)](#)

[Quality Indicators of Specially Designed Curriculum](#)


[EL Program Review Tool](#)

What student-centered problems have surfaced during this reflection?


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

Students are not receiving consistent progress monitoring within Tier 2 and Tier 3 interventions in order to determine if they are meeting their academic and SEL learning goals. 

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	BHT Key Component Assessment SEL Teaming Structure	BHT/Culture and Climate team are established to support students. Tier 1 SEL instruction is in place through Second Step curriculum and Restorative Circle practices within the classroom.	 % of Students receiving Tier 2/3 interventions meeting targets
Yes		Areas for improvement are consistent practices/plans for students who struggle with attendance or SEL as well as including parents in on those practices.	Reduction in OSS per 100
Yes		Student voice is limited in advocating for their learning experiences and setting goals for their learning.	Reduction in repeated disruptive behaviors (4-6 SCC)
Yes			Access to OST
Yes			Increase Average Daily Attendance
Yes			Increased Attendance for Chronically Absent Students
Yes			Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
Yes			Cultivate (Belonging & Identity)
			Staff trained on alternatives to exclusionary discipline (School Level Data)
			Enrichment Program Participation: Enrollment & Attendance

What is the feedback from your stakeholders?

School has a familial feel and staff is invested in the students well-being. Students well-being is accounted for in school-wide decision making. Tier 1 SEL support are very strong in K-5 and 6-8 supported through advisory and circles. 

Improvements can be made in the restorative re-entry from discipline issues. Additionally, consistent systems/plans for students with chronic absenteeism and parental engagement.

Partially	<p>Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.</p>		
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>	
<p>Students in middle grades do not have as many opportunities to engage in SEL curriculum as K-5 students. 🍌</p>		<p>In Progress 🍌</p> <ul style="list-style-type: none"> *Teacher professional development on CRT and learning partnerships within the classroom. *Cultivate survey data utilized to prioritize student needs/concerns. 	

[Student Voice Infrastructure](#)

[Reduction in number of students with dropout codes at EOY](#)

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

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>College and Career Competency Curriculum (C4)</p> <p>An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).</p>	<p>Students receive Success Bound curriculum in grades 5th-8th to support College and Career learning. 🍌</p>	<p>Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECCE</p> <p>3 - 8 On Track</p> <p>Learn, Plan, Succeed</p>
N/A	<p>Individualized Learning Plans</p> <p>Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).</p>		<p>% of KPIs Completed (12th Grade)</p> <p>College Enrollment and Persistence Rate</p>
No	<p>Work Based Learning Toolkit</p> <p>Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).</p>	<p>What is the feedback from your stakeholders?</p> <p>Counselors know the Success Bound curriculum and supporting high school/post secondary success but parents and staff do not know students learning within the curriculum. 🍌</p> <p>Work based activities such as Career Fairs have not been integrated into the middle school student experience.</p>	<p>9th and 10th Grade On Track</p> <p>Cultivate (Relevance to the Future)</p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
N/A	<p>Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).</p>		
N/A	<p>ECCE Certification List</p> <p>Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).</p>		
N/A	<p>PLT Assessment Rubric</p> <p>There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).</p>		
N/A	<p>Alumni Support Initiative One Pager</p> <p>Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).</p>	<p>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>Success Bound Instruction with student progress monitoring will allow counselors to track student engagement and provide feedback for continued growth. 🍌</p> <p>Student Council Committee will support Student Council through the BHT giving students a voice to advocate for themselves and their community.</p>	

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

Students have access to the Success Bound curriculum but have had limited exposure to Career opportunities that may be of interest to them. 🍌

[Return to Top](#)

Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.</p>	<p>Casals earned a 44 on Student Voice - the lowest category in the Student Cultivate Survey and finished the year with 16% Chronic Absenteeism. Surveys and student attendance effect on On Track demonstrate a need for Improvements around student engagement and belongingness. 🍌</p> <p>Casals needs to create more opportunities for students and parents to engage and advocate in their learning plans/goals. (academic, socially and emotionally).</p> <p>Parents are contacted for behavior concerns but not engaged as much for academics.</p> <p>Parents are engaged through parent events and report card pick-up.</p> <p>Parents are informed of child's academic progress through Thursday folders.</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
Partially	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
No	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p>	<p>What is the feedback from your stakeholders?</p> <p>Parents want to be included on learning plans and goal setting conversations or at least sign-off on the plan. 🍌</p> <p>Parents want to be contacted for reasons other than behavior.</p> <p>Teachers need time/space in order to develop learning plans with 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>Students have limited opportunities to advocate for themselves or give voice in their learning process and goals. (academic, social, and emotional) 🍌</p>		<p>In progress 🍌</p> <p>Professional development on parent forms of communication - Remind & Email</p> <p>BOY Student and Parent Surveys</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.
Partially	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.
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?

43% of ELA and 19% of Math students met or exceeded expectations on the IAR while 61% of students finished the year as On Track; these metrics show growth in curriculum and assessments. Teachers indicated being challenged with aligning standards to rigorous tasks and giving students different ways to show mastery of standards on coaching surveys. Rigor Walks highlighted teacher CCSS misconceptions connected to DOK 3 and 4 instructional tasks.

Content PLCs have been established and can continue instructional rounds, lesson plan analysis and student work analysis as methods to collect data used to inform next steps in improving student outcomes and increasing student engagement on rigorous CCSS aligned instruction and tasks.

What is the feedback from your stakeholders?

Feedback trends:

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Inconsistency of implementation of CRT instructional strategies that support our students identities, communities, and relationships.

Lack of student independence when they leave Casals. Parent concern around studying habits. Students struggle with executive functioning skills that limit their ability to engage deeply with CCSS.

What student-centered problems have surfaced during this reflection?

Students have inconsistent access to rigorous standards based instruction including rigorous questioning and tasks. Students are unclear on standards being assessed and their explanation of standards

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?

In Progress:

- *Distributive leadership model within teacher teams and ILT
- *CRT professional learning
- *High quality curriculum and assessment

Return to Top Determine Priorities

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

Students...
Students are not given enough opportunities to engage with rigorous, standards based instruction including rigorous questioning, writing, and tasks. Students are unclear on standards being assessed and their explanation of standards.

Resources:

[Determine Priorities Protocol](#)



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

Return to Top Root Cause

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

As adults in the building, we...
need additional training on standards based instruction to plan for rigorous standards-based instruction.

Resources:

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



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

Return to Top Theory of Action

What is your Theory of Action?

If we....
provide professional learning, coaching, and instructional observation opportunities around common core state standards and rigorous instruction

Resources:

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

then we see...
then we see rigorous, CCSS aligned instruction where questions and tasks require students to collaborate, discuss, and provide written evidence of their conceptual knowledge



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

which leads to...
which leads to equitable learning practices resulting in a 10% gain annually of students meeting grade level standards on IAR.



[Return to Top](#)

Implementation Plan

Resources:

Indicators of a Quality CIWP: Implementation Planning

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

Team/Individual Responsible for Implementation Plan

ILT Team

Dates for Progress Monitoring Check Ins

Q1 10/20/2023 Q3 3/6/2024
Q2 12/13/2023 Q4 5/15/2024

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	CCSS Professional Development, Instructional Standards Study Content PLC's, Instructional Rounds/Peer Observations, Student Work Protocols/Feedback	ILT Leads	10/20/23	In Progress
Action Step 1	PLC Professional Development around standards and lesson alignment - Week 0	Reardon Achiah Manzo/Cangelosi	8/17/23	Completed
Action Step 2	ELA, Primary, and Math leads will create their PLCs Scope and Sequence through Q2	Achiah/Reardon/Manzo/Cangelosi/Afable	9/13/23	In Progress
Action Step 3	ILT leads will launch their 1st PLC for Q1 with 100% member attendance	Achiah/Reardon/Manzo/Cangelosi/Afable/Nieves	10/4/23	Not Started
Action Step 4	ELA Teachers will finish unpacking standards that were not unpacked during week 0 PD Math (K-8) teachers will have gone through 2 modules worth of standards	Achiah/Reardon/Manzo/Cangelosi/Afable/Nieves	10/27/23	In Progress
Action Step 5	PLC will provide lesson plan feedback around standards and alignment	Reardon Achiah Manzo/Cang	10/28/23	In Progress
Implementation Milestone 2	"CCSS Professional Development, Instructional Standards Study Content PLC's, Instructional Rounds/Peer Observations, Student Work Protocols/Feedback"	ILT Leads	1/24/2024	Not Started
Action Step 1	Learn how to engage in effective Instructional Rounds to gather data on student outcome goals and plan for goal assessment	Reardon Achiah/Graves Manzo/Cangelosi	5/15/24	Not Started
Action Step 2	Identify instructional improvement strategies to be observed using a walkthrough tool through instructional rounds and plan for strategy enactment involving schedules, walkthrough tools and teams	PLCs	2/21/24	Not Started
Action Step 3	Continuing Cycles of Inquiry using Instructional Rounds, Interim Assessments, Exit Slips, Lesson plans and Star 360 data to improve student outcomes on the IAR by 10%	PLCs	3/20/24	Not Started
Action Step 4	Update walk-through tool based off of team observations	PLCs	4/24/24	Not Started
Action Step 5	Diagnose the effectiveness of the strategy and process to adjust as needed - continue cycles for continuous improvement	PLCs	5/8/24	Not Started
Implementation Milestone 3	CCSS Professional Development, Instructional Standards Study Content PLC's, Instructional Rounds/Peer Observations, Student Work Protocols/Feedback	ILT Leads	4/26/24	Not Started
Action Step 1	Engage in effective Instructional Rounds to gather data on student outcome goals and plan for goal assessment	Reardon Achiah/Nieves Graves	3/6/24	Not Started
Action Step 2	Identify instructional improvement strategies to be observed using a walkthrough tool through instructional rounds and plan for strategy enactment involving schedules, walkthrough tools and teams	PLCs	6/19/24	Not Started
Action Step 3	Continuing Cycles of Inquiry using Instructional Rounds, Interim Assessments, Exit Slips, Lesson plans and Star 360 data to improve student outcomes on the IAR by 10%	PLCs	6/19/24	Not Started
Action Step 4	Update walk-through tool based off of team observations	PLCs	6/19/24	Not Started

Jump to... Reflection	Priority Root Cause	TOA Implementation Plan	Goal Setting Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>	Curriculum & Instruction		
Action Step 5	Diagnose the effectiveness of the strategy and process to adjust as needed - continue cycles for continuous improvement			PLCs	7/19/24	Not Started	
Implementation Milestone 4	The ILT will be able to identify milestones and action plans to support the CIWP for SY 25			ILT	6/18/24	Not Started	
Action Step 1	Final problem identification for SY25 using desegregated IAR, STAR, Cultivate, Student Survey, 5 E, iReady, Branching Minds, McClass, Behavior Tracker etc. data from SY24 - student learning and root cause			ILT	6/19/24	Not Started	
Action Step 2	Identify instructional improvement strategies for SY25 and plan for strategy enactment			ILT	6/19/24	Not Started	
Action Step 3	Set 3 process goals and 1 outcome goal for SY25 for students and teachers			ILT	6/19/24	Not Started	
Action Step 4	Plan for goal, assessments and progress monitoring (CIWP)			ILT	6/19/24	Not Started	
Action Step 5	Gather stakeholder feedback for SY 24-25 CIWP milestones and actions plans			ILT	6/19/24	Not Started	

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Teachers will continue to engage students in CCSS based instruction through collaborative instructional strategies and engagement.	
SY26 Anticipated Milestones	Teachers will continue to engage students in CCSS based instruction through project based learning and social justice instruction/real world application of their learning.	

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
Over a three year period, K-2 student will increase math proficiency by 10% yearly. Over a three year period, K-2 student will increase iReady and mClass proficiency by 15% yearly.	Yes	iReady (Math)	Other [PK-2]	40%	50%	60%	70%
Over a three year period, the number of AA male students scoring at grade level/meeting benchmarks will increase by 10% annually.	Yes	IAR (Math)	African American Male	13% in Math 22% in ELA	23% in Math 32% in ELA	33% in Math 42% in ELA	43% in Math 52% in ELA
Over a three year period, the number of students scoring at grade level/meeting benchmarks in ELA and Math on IAR will increase by 10% annually.	Yes	IAR (Math)	Overall	19%	29%	39%	49%
		IAR (English)	Overall	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
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Teachers will plan daily lessons that are aligned to CCSS. The progress will be measured through: -lesson plans -observations -Student Surveys -Teacher Surveys	Teachers will provide students opportunities for extended discussion, collaboration and writing to enhance the learning in each classroom. The progress will be measured through: -lesson plans -observations -Student Surveys -Teacher Surveys	Teachers will design an activity per quarter that links the learning in classrooms to community problems affecting issues of equity. Progress will be measured through: -Effectiveness of Social Justice education PD -Lesson Plans -Observations -Student Surveys -Teacher Surveys

C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT members will engage their PLC's in cycles of inquiry to improve the team's problem of practice. The progress will be measured through -scheduled check ins during ILT -scope and sequence check in -observations	ILT members will engage their PLC's in cycles of inquiry to improve the team's problem of practice. The progress will be measured through -scheduled check ins during ILT -scope and sequence check in -observations	"ILT members will engage their PLC's in cycles of inquiry to improve the team's problem of practice." The progress will be measured through -scheduled check ins during ILT -scope and sequence check in -observations"
<input type="text" value="Select a Practice"/>			

Return to Top SY24 Progress Monitoring

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Over a three year period, K-2 student will increase math proficiency by 10% yearly. Over a three year period, K-2 student will increase iReady and mClass proficiency by 15% yearly.	iReady (Math)	Other [PK-2]	40%	50%	On Track	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>
		African American Male	13% in Math 22% in ELA	23% in Math 32% in ELA	On Track	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>
Over a three year period, the number of students scoring at grade level/meeting benchmarks in ELA and Math on IAR will increase by 10% annually.	IAR (Math)	Overall	19%	29%	On Track	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>
		Overall	44%	54%	On Track	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Teachers will plan daily lessons that are aligned to CCSS. The progress will be measured through: -lesson plans -observations -Student Surveys -Teacher Surveys	On Track	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT members will engage their PLC's in cycles of inquiry to improve the team's problem of practice. The progress will be measured through -scheduled check ins during ILT -scope and sequence check in -observations	On Track	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>
<input type="text" value="Select a Practice"/>		<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

46% of students are in Tier 3 (23%) and Tier 2 (23%) reading instruction. 32% of students are in Tier 3 (16%) and Tier 2 (16%) math instruction. In order to move students into Tier 1 instruction, we must focus on moving students from Tier 3 to Tier 2 and Tier 2 to Tier 1 instruction. Progress monitoring and intervention must look different for each type of movement to occur.

The MTSS team has established systems and structures for identifying and tracking students in need of Tier 2 and Tier 3 interventions.

Branching Minds has been utilized by MTSS lead and interventionists but not by teachers.

Improvement needs to be made in progress monitoring systems and structures as well as teachers utilizing progress monitoring data to support student learning and Tier movements.

What is the feedback from your stakeholders?

Feedback:

Challenges in utilizing correct resources to progress monitor in a timely manner as well as documenting student growth.

Only a few staff know how to utilize the Branching Minds resource and teachers need explicit training on the resource.

Progress monitoring tools that are aligned to Branching Minds needs to be utilized so documentation is more efficient and teacher instruction can be adjusted.

What student-centered problems have surfaced during this reflection?

Students are not receiving consistent progress monitoring within Tier 2 and Tier 3 interventions in order to determine if they are meeting their academic and SEL learning goals.

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?

Currently In Progress:

- *MTSS systems for identifying students who need Tier 2 & Tier 3 support
- *MTSS team has consistent meeting dates/times as well as cadence for meetings and data review.
- *Week 0 PD on MTSS best practices and baseline expectations for teachers in Tier 2 and 3 instruction.

Return to Top Determine Priorities

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

Students...
 Students are not receiving consistent progress monitoring within Tier 2 and Tier 3 interventions in order to determine if they are meeting their academic and SEL learning goals.

Resources:

[Determine Priorities Protocol](#)

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

Return to Top Root Cause

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

As adults in the building, we...
 need additional professional development on progress monitoring tools and the Branching Minds platform in order to utilize data and more effectively adjust interventions and instruction for Tier 2 and Tier 3 students.

Resources:

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

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

Return to Top Theory of Action

What is your Theory of Action?

If we...
 consistently progress monitor (weekly, biweekly) our Tier 2 and Tier 3 students with fidelity,

Resources:

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

Inclusive & Supportive Learning Environment

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

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

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

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

then we see....

then we will see teachers utilize data to make just-in-time adjustments to student instruction and intervention,

which leads to...

which leads to tier shifts from red to yellow and yellow to green and a 5% decline annually of students in Tier 3 and Tier 2 on Star 360.

Return to Top Implementation Plan

Resources:

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan	Dates for Progress Monitoring Check Ins
MTSS Team	Q1 10/20/2023 Q3 3/6/2024 Q2 12/13/2023 Q4 5/15/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	MTSS Professional Development; Progress Monitoring using CBM and tracking in Branching Minds	MTSS Team	8/22/23	Completed
Action Step 1	MTSS SID PD- Teachers determined Tier 2 and Tier 3 Support/Strategies for the first 20 days of school	Afable/Manzo/Cangelosi	8/15/23	Completed
Action Step 2	Determine student intervention groups	Manzo/Cangelosi	8/29/23	Completed
Action Step 3	Cluster meeting around providing supports/strategies	Afable/Manzo/Cangelosi	8/30/23 and 9/13/23	Completed
Action Step 4	Administer baseline screeners/assessments	Afable/Manzo/Cangelosi	9/5/23 and 9/6/23	Completed
Action Step 5	Create a progress monitoring schedule	Afable/Manzo/Cangelosi	9/21/23	Completed
Implementation Milestone 2	MTSS Professional Development; Provide ongoing Coaching support; Progress Monitoring using CBM and Branching Minds	Afable/Manzo/Cangelosi/Chavez/Achiah	ongoing	In Progress
Action Step 1	Identify new teachers and establish initial meeting	MTSS Team	8/14/23, ongoing	Completed
Action Step 2	Send coaching survey and create schedule based on responses	MTSS Team	9/4/23	Completed
Action Step 3	Team will observe teachers during Tier 2/3 instruction	MTSS Team	6/5/24	In Progress
Action Step 4	Instructional Coach will follow the 6 step protocol to provide feedback	MTSS Team	6/5/24	Not Started
Action Step 5	Assess and make adjustments as needed	MTSS Team	6/5/24	Not Started
Implementation Milestone 3	MTSS Professional Development; Provide ongoing Coaching support; Progress Monitoring using CBM and Branching Minds	Afable	9/22/23	In Progress
Action Step 1	Branching Minds PD	Afable	9/22/23 - ongoing	In Progress
Action Step 2	Audit Branching Minds	Afable	10/3/23 Bi-Weekly	In Progress
Action Step 3	Use Branching Minds data to begin a cycle designed to decrease the amount of tier 3 students in Spring Star 360 by 5%	Teachers	9/27/23 - ongoing	In Progress
Action Step 4	Use Branching Minds data to begin a cycle designed to decrease the amount of tier 3 students in Winter Star 360 by 5%	Teachers	12/22/23 - ongoing	Not Started
Action Step 5	Analyze Star 360 spring data in relation to Branching Minds data to create a plan for the following year.	Teachers	5/22/24 - ongoing	Not Started
Implementation Milestone 4	MTSS Professional Development; Progress Monitoring, CBM and Branching Minds	MTSS Team	9/20/23- ongoing	In Progress
Action Step 1	Problem Identification: Student Learning and Root Cause Instructional Problems identified using student academic and behavioral data - MTSS Team will gather appropriate data	Teachers	9/22/23	In Progress
Action Step 2	Selection of Instructional Improvement Strategies and Plan for Strategy Enactment	Teachers	9/22/23	Not Started
Action Step 3	Set Process and Outcome Goals and Plan for Goal Assessment using Branching Minds Data and student feedback	Teachers	9/22/23	Not Started
Action Step 4	Enact action plan	Teachers	9/25/23	Not Started
Action Step 5	Diagnose the process and adjust as needed - continue cycles for continuous improvement	Students	10/27/23 - ongoing	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones Teachers will create academic and SEL goals for students based off progress monitoring data and reflection

SY26 Anticipated Milestones

Students will create personalized academic and SEL goals based off progress monitoring data and reflection.



[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
Tier 3 students	Yes	STAR (Reading))	Overall	23%	18%	13%	8%
		STAR (Math)	Overall	16%	11%	6%	5%
Tier 2 students	Yes	STAR (Reading)	Overall	23%	18%	13%	8%
		STAR (Math)	Overall	16%	11%	6%	5%

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.	Teachers will plan daily lessons that are aligned to CCSS and will provide the necessary scaffolds for all students to be able to engage in on grade level CCSS aligned work. The progress will be measured through: -Lesson Plans -Observations -Student Surveys -Teacher Surveys	Teachers will plan daily lessons that are aligned to CCSS and will provide the necessary scaffolds for all students to be able to engage in on grade level CCSS aligned work. The progress will be measured through: -Lesson plans -Observations -Student Surveys -Teacher Surveys	Teachers will plan daily lessons that are aligned to CCSS and will provide the necessary scaffolds for all students to be able to engage in on grade level CCSS aligned work. The progress will be measured through: -Lesson Plans -Observations -Student Surveys -Teacher Surveys
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.	Teachers will be invited to participate in Branching Minds PD and workshops that will support the execution of effective academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS integrity Memo. The progress will be measured through: -Branching Minds weekly audits -Teacher Surveys -Student Outcomes -Observations -Lesson Plans	Teacher will be invited to participate in Branching Minds PD and workshops that will support the execution of effective academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS integrity Memo. The progress will be measured through: -Branching Minds weekly audits -Teacher Surveys -Student Outcomes -Observations -Lesson Plans	"Teacher will be invited to participate in Branching Minds PD and workshops that will support the execution of effective academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS integrity Memo. The progress will be measured through: -Branching Minds weekly audits -Teacher Surveys -Student Outcomes -Observations -Lesson Plans"
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	The Case Manager will provide PD for all DL teachers and SECAs which will provide them with development around timely, high quality IEPs which will be developed by the team and implemented with Fidelity. This progress will be measured through: -Biweekly Observations -IEP Agendas -MTSS Agendas -Walk Through Tools -Instructional Rounds -Teacher Surveys -Case Manager's Scope and Sequence	The Case Manager will provide PD for all DL teachers and SECAs which will provide them with development around timely, high quality IEPs which will be developed by the team and implemented with Fidelity. This progress will be measured through: -Biweekly observations -IEP Agendas -MTSS Agendas -Walk Through Tools -Instructional Rounds -Teacher Surveys -Case Manager's Scope and Sequence	"The Case Manager will provide PD for all DL teachers and SECAs which will provide them with development around timely, high quality IEPs which will be developed by the team and implemented with Fidelity. This progress will be measured through: -Biweekly observations -IEP Agendas -MTSS Agendas -Walk Through Tools -Instructional Rounds -Teacher Surveys -Case Manager's Scope and Sequence"

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
Tier 3 students	STAR (Reading))	Overall	23%	18%	On Track	Select Status	Select Status	Select Status
		Overall	16%	11%	Select Status	Select Status	Select Status	Select Status
Tier 2 students	STAR (Reading)	Overall	23%	18%	On Track	Select Status	Select Status	Select Status
		Overall	16%	11%	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.	<p>Teachers will plan daily lessons that are aligned to CCSS and will provide the necessary scaffolds for all students to be able to engage in on grade level CCSS aligned work.</p> <p>The progress will be measured through:</p> <ul style="list-style-type: none"> -Lesson Plans -Observations -Student Surveys -Teacher Surveys 	On Track	Select Status	Select Status	Select Status
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	<p>Teachers will be invited to participate in Branching Minds PD and workshops that will support the execution of effective academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS integrity Memo.</p> <p>The progress will be measured through:</p> <ul style="list-style-type: none"> -Branching Minds weekly audits -Teacher Surveys -Student Outcomes -Observations -Lesson Plans 	On Track	Select Status	Select Status	Select Status
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	<p>The Case Manager will provide PD for all DL teachers and SECA's which will provide them with development around timely, high quality IEPs which will be developed by the team and implemented with Fidelity.</p> <p>This progress will be measured through:</p> <ul style="list-style-type: none"> -Biweekly Observations -IEP Agendas -MTSS Agendas -Walk Through Tools -Instructional Rounds -Teacher Surveys -Case Manager's Scope and Sequence 	On Track	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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.
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.
No	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).

What are the takeaways after the review of metrics?

Casals earned a 44 on Student Voice - the lowest category in the Student Cultivate Survey and finished the year with 16% Chronic Absenteeism. Surveys and student attendance effect on On Track demonstrate a need for Improvements around student engagement and belongingness.

Casals needs to create more opportunities for students and parents to engage and advocate in their learning plans/goals. (academic, socially and emotionally).

Parents are contacted for behavior concerns but not engaged as much for academics.

Parents are engaged through parent events and report card pick-up.

Parents are informed of child's academic progress through Thursday folders.

What is the feedback from your stakeholders?

Parents want to be included on learning plans and goal setting conversations or at least sign-off on the plan.

Parents want to be contacted for reasons other than behavior.

Teachers need time/space in order to develop learning plans with students.

What student-centered problems have surfaced during this reflection?

Students have limited opportunities to advocate for themselves or give voice in their learning process and goals. (academic, social, and emotional)

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?

In progress

Professional development on parent forms of communication - Remind & Email

BOY Student and Parent Surveys

Return to Top Determine Priorities

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

Students...
 Students have limited opportunities to advocate for themselves or give voice in their learning process and goals. (academic, social, and emotional)

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...
 Administration needs to allocate time in the school schedule for student goal setting meetings with their teachers. Teachers need to be trained in establishing learning partnerships with students which includes feedback on instruction and community concerns.

Resources:

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

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

Return to Top Theory of Action

What is your Theory of Action?

If we....
 If we create systems and structures for learning partnerships between students and staff and staff and parents

Resources:

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

then we see....

then we will see teachers and students engaged in individualized learning plans that allow students to provide input on their academic and personal goals



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

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

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

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

which leads to...

students advocating for learning experiences which result in a yearly 5% average increase in Cultivate Survey domains and 5% increase in student On Track..



[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

Dates for Progress Monitoring Check Ins

Q1 10/20/2023

Q3 3/6/2024

Q2 12/13/2023

Q4 5/15/2024

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

Implementation Milestone	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	SY24: Establish BHT team , continuous cycles of engagement improvement based on Student Surveys, five week cycles of learning partnership meetings; student goal setting, Student Council	Hadley/Rocha	9/28/23	In Progress
Action Step 1	BHT Meeting Scope and Sequence - PD around Teaming with Parents (PAC/BAC)	Hadley/Rocha	10/12/23	Not Started
Action Step 2	BHT Members	Hadley/Rocha	9/14/23	Completed
Action Step 3	BHT Mission and Vision	BHT	9/28/23	Completed
Action Step 4	BHT Norms	BHT	9/28/23	Not Started
Action Step 5	BHT Yearly Goals Aligned to CIWP	BHT	9/28/23	Not Started
Implementation Milestone 2	SY24: Establish BHT team, continuous cycles of engagement improvement based on Student Surveys , five week cycles of learning partnership meetings; student goal setting, Student Council	BHT	Ongoing	In Progress
Action Step 1	Problem Identification and Root Cause analysis to increase Student Engagement identified using Casals' Student Surveys, Cultivate Data, 5 E Survey, On Track, Attendance, Goal Setting and participation in school events	BHT	10/6/23	In Progress
Action Step 2	Adult Learning Around Student Engagement Strategies & Selection of a Student Engagement Strategy.	BHT	10/20/23	Not Started
Action Step 3	Create a system that progress monitors process and outcomes goals throughout each cycle of continuous improvement	BHT	11/3/23	Not Started
Action Step 4	Implement strategy and progress monitor student engagement through various data used to for problem identification and root cause analysis	BHT	11/6/23	Not Started
Action Step 5	Diagnose the effectiveness of the engagement strategy and process to adjust as needed - continue cycles for continuous improvement		12/15/23	Not Started
Implementation Milestone 3	SY24: Establish BHT team, continuous cycles of engagement improvement based on Student Surveys, five week cycles of learning partnership meetings; student goal setting , Student Council	Chavez	9/25/23	In Progress
Action Step 1	SID - professional learning for teachers around problem identification and root cause analysis using Star 360, anecdotal, formative assessments data	Chavez	10/25/23	In Progress
Action Step 2	Teachers plan for initial cycles of inquiry with students through learning partnerships using Casals' Student Goal Setting Protocol	Chavez	9/22/23	Not Started
Action Step 3	Finish first round of learning partnership meetings	Teachers/Students	10/6/23	Not Started
Action Step 4	Diagnose the process and adjust as needed - continue cycles for continuous improvement through learning partnerships to support and guide students to meet their academic, social and SEL goals.	Teachers/Students	11/10/23 - every 5 weeks	Not Started
Action Step 5				Not Started
Implementation Milestone 4	SY24: Establish BHT team, continuous cycles of engagement improvement based on Student Surveys, five week cycles of learning partnership meetings; student goal setting, Student Council	BHT	9/29/23	In Progress
Action Step 1	Student Council Info Session	BHT	10/12/23 - yearly	Not Started
Action Step 2	Student Elections	BHT	10/30/23 - yearly	Not Started
Action Step 3	Student Council Meeting Scope and Sequence	BHT	10/25/23 - yearly	Not Started
Action Step 4	Student Council Members PD (cycles of inquiry - data analysis problem identification)	BHT	Quarterly - yearly	Not Started
Action Step 5	Student Council Updates - Awards Assembly	Student Council	Quarterly	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
 BHT team will lead BAC and PAC in efforts to increase parent engagement through learning partnerships, Student Council as a Peer Jury in Restorative Practices, students lead parent teacher conferences.

SY26 Anticipated Milestones
 In SY26, BHT will engage students in Instructional Rounds and will work through cycles of inquiry to address inequities in relation to student voice and engagement at Casals. BHT will engage parents in data analysis to identify problems and root causes around family engagement (instructional priorities and family nights) to determine next steps (cycles of inquiry).

[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
Increase results in the Student Voice section of the cultivate survey.	Yes	Cultivate	Overall	44%	49%	54%	59%
On Track will reflect an student engagement through an increase in grades and student attendance.	Yes	3 - 8 On Track	Overall	60%	65%	70%	75%
			African American Male	40%	45%	50%	65%

Practice Goals

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

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

	SY24	SY25	SY26
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Students will be surveyed on their thoughts around Tier 1 Healing Centered Supports, SEL, Curricula, Instruction and Restorative Practices 2 times a year. Progress towards this goal will be measured through: -Cultivate Survey -Survey Analysis -Learning Partnerships	Students will be surveyed on their thoughts around Tier 1 Healing Centered Supports, SEL, Curricula, Instruction and Restorative Practices 4 times a year. Progress towards this goal will be measured through: -Cultivate Survey -Survey Analysis -Learning Partnerships -Student created Surveys	"Students will be surveyed on their thoughts around Tier 1 Healing Centered Supports, SEL, Curricula, Instruction and Restorative Practices 4 times a year. Progress towards this goal will be measured through: -Cultivate Survey -Survey Analysis -Learning Partnerships -Student created Surveys -Student Instructional Rounds -Walk Through Tools "
P&E:3 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).	Students will meet 4 times a week for Student Council Meetings. Progress towards this goal will be measured through: -Agendas -Exit Tickets	"Students will meet 4 times a week for Student Council Meetings and create two student surveys based of Cultivate findings from SY24. Progress towards this goal will be measured through: -Agendas -Exit Tickets -Student Surveys "	""Students will meet 4 times a week for Student Council Meetings, create two student surveys based of Cultivate findings from SY25. Students will engage in 2 instructional rounds per Qtr to inform a problem of practice they have identified through SY25 surveys. Progress towards this goal will be measured through: -Agendas -Exit Tickets -Student Surveys -Instructional Rounds -Walk Through Tool "

[Return to Top](#)
SY24 Progress Monitoring

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase results in the Student Voice section of the cultivate survey.	Cultivate	Overall	44%	49%	On Track	Select Status	Select Status	Select Status
					On Track	Select Status	Select Status	Select Status
On Track will reflect an student engagement through an increase in grades and student attendance.	3 - 8 On Track	Overall	60%	65%	On Track	Select Status	Select Status	Select Status
		African American Male	40%	45%	Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Students will be surveyed on their thoughts around Tier 1 Healing C Progress towards this goal will be measured through: -Cultivate Survey	On Track	Select Status	Select Status	Select Status
P&E:3 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).	Students will meet 4 times a week for Student Council Meetings. Progress towards this goal will be measured through: -Agendas	On Track	Select Status	Select Status	Select Status
Select a Practice		On Track	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 priority areas our parent engagement and skills development will be aligned to are IAR and On Track.



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