CIWP Team & Schedules

Resources 🚀

CIWP Team Guidance

Name ✍	Role ✍	Email ✍
Caitlin McLeod	Teacher Leader	
Elaine Cloney	LSC Member	
Amy Cohan	Teacher Leader	
Megan McShane	Inclusive & Supportive Learning Lead	
Sean Murphy	Connectedness & Wellbeing Lead	
Julie Pienta	Parent	
Kay Lynch	Teacher Leader	
Eileen Scanlan Peterson	Principal	
	Select Role	
	Select Role	
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	5/30/23	5/30/23
Reflection: Curriculum & Instruction (Instructional Core)	6/9/23	6/9/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/9/23	6/9/23
Reflection: Connectedness & Wellbeing	6/9/23	6/9/23
Reflection: Postsecondary Success	6/9/23	6/9/23
Reflection: Partnerships & Engagement	6/9/23	6/9/23
Priorities	7/11/23	7/11/23
Root Cause	7/11/23	7/11/23
Theory of Acton	7/11/23	7/11/23
Implementation Plans	7/11/23	7/11/23
Goals	7/11/23	7/11/23
Fund Compliance	N/A	N/A
Parent & Family Plan	N/A	N/A
Approval	8/28/23	8/1/23

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	9/13/23
Quarter 2	11/14/23
Quarter 3	2/13/24
Quarter 4	5/7/24

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

Curriculum & Instruction

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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	At Cassell we are committed to providing our teachers with the necessary resources and support to ensure high-quality education for our students. Central to this commitment is our emphasis on equipping our educators with access to exceptional curriculum materials that meet rigorous standards and embrace cultural responsiveness.	IAR (Math)
			Our teachers have access to a diverse range of curricular materials carefully selected and developed to align with national standards and reflect the cultural identities and experiences of our student population. We collaborate with reputable curriculum development organizations, such as [mention specific organizations if applicable], to ensure the materials we offer are grounded in research-based practices and pedagogical expertise.	IAR (English)
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric

Teacher Team Learning Cycle Protocols

Quality Indicators Of Specially Designed Instruction | We invest in ongoing professional development opportunities that empower our teachers to effectively implement these curricular materials. Through workshops, seminars, and collaborative peer review processes, our educators enhance their understanding and proficiency in utilizing standards-aligned and culturally responsive resources.

Additionally, we leverage technology and online platforms to broaden access to a wealth of digital resources, including educational websites, digital libraries, and open educational resources (OERs). By leveraging these digital platforms, we further enrich our teachers' ability to access and integrate high-quality curricular materials into their instructional planning.

We firmly believe that by providing our teachers with access to high-quality curricular materials, including foundational skills materials that are standards-aligned and culturally responsive, we create an inclusive and engaging learning environment that supports the academic success and holistic development of all our students."

Remember to tailor the statement to your specific institution or organization, highlighting any unique initiatives or partnerships you may have established to ensure access to these materials. | Rigor Walk Data (School Level Data)

PSAT (EBRW)

PSAT (Math)

STAR (Reading)

STAR (Math) |
| Yes | Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn. | Powerful Practices Rubric

Learning Conditions | **What is the feedback from your stakeholders?**

The only 2 areas not listed as strong or very strong were: Grit and Rigorous Study Habits. These two areas were listed as neutral. However, within the break down of the two areas, the two reason they seemed to have turned to neutral were for " If I need to study, I do not go out with my friends" and "I don't always study for a test" Both areas have 43-44% of students who have replied as disagree or strongly disagree. | iReady (Reading)

iReady (Math)

Cultivate

Grades

ACCESS |
| Partially | The ILT leads instructional improvement through distributed leadership. | Continuum of ILT Effectiveness

Distributed Leadership | | TS Gold |
| 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 | | Interim Assessment Data |
| Yes | 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?**

We have conducted a comprehensive review of our instructional materials to ensure they are inclusive, accessible, and aligned with best practices in diverse learning environments. This review process has involved collaborating with subject matter experts, educators, and specialists in special education and English language acquisition to identify areas for improvement and make necessary adaptations. This includes an adjustment to writing instruction in grades 6-8, and a new Math curriculum, Envision, in K-5 | |

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.

The theme for the school year: Loving Every Growth Opportunity was developed to specifically address grit and study habits. Our focus schoolwide alilgns iwth the need represented in the 5E's

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Inclusive & Supportive Learning Environment

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Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics

Yes	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey	We prioritize collaborative efforts by fostering strong teams comprising educators, specialists, administrators, and support staff. These teams work together to ensure a holistic approach to student support. By leveraging the collective expertise and perspectives of team members, we create a unified and comprehensive support system that addresses the diverse needs of our students. We have established clear systems and structures that provide a solid foundation for our MTSS framework. These systems encompass data collection and analysis, progress monitoring, intervention implementation, and ongoing evaluation. By following established protocols and utilizing evidence-based practices, we ensure consistent and systematic support that is responsive to students' academic, behavioral, and social-emotional needs. Student and family engagement is a fundamental component of our equity-based MTSS framework. We actively involve students and their families in the decision-making process by seeking their input, sharing progress updates, and collaborating on intervention plans.	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS) Quality Indicators of Specially Designed Curriculum EL Program Review Tool
Yes	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	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	**What is the feedback from your stakeholders?** The only 2 areas not listed as strong or very strong were: Grit and Rigorous Study Habits. These two areas were listed as neutral. However, within the break down of the two areas, the two reason they seemed to have turned to neutral were for " If I need to study, I do not go out with my friends" and "I don't always study for a test" Both areas have 43-44% of students who have replied as disagree or strongly disagree.	
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual		
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS	**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?**	
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.		We conducted a thorough needs assessment to identify areas where our previous MTSS program could be strengthened. This assessment involved analyzing student data, reviewing academic and behavioral trends, and gathering input from teachers, specialists, and families. This process enabled us to pinpoint specific areas where students were experiencing learning gaps and where our MTSS program could be more targeted and effective. We have made significant improvements to our Multi-Tiered System of Supports (MTSS) program to effectively meet the needs of all students and bridge gaps in learning. Our commitment to continuous improvement and educational equity has driven us to refine and enhance our MTSS practices to ensure every student receives the support necessary for their academic success, including more inclusion teachers in classrooms and an MTSS teacher who collaborates with teachers to determine students in need. Branching Minds is utilized by all. Our improved MTSS program is data-driven, utilizing various sources of information to inform decision making. We collect and analyze student data to identify specific areas of academic need and monitor progress over time. This allows us to make informed decisions about intervention strategies and adjustments to support students in bridging their learning gaps.	

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.

We have noticed the gap widening between students who are higher achieving, and those who are struggling, therefore making the gap in learning groups wider. A comprehensive MTSS approach and the inclusion model for our diverse learners will hopefully address this problem; this began last year and we are focused on strengthening our practices

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	*[takeaways reflecting most students; takeaways reflecting specific student groups]*	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students Reconnected by 20th Day, Reconnected after 8 out of 10 days absent Cultivate (Belonging & Identity)
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.		**What is the feedback from your stakeholders?** *[feedback trends across stakeholders; feedback trends across specific stakeholder groups]*	

other student interests and needs.

	Staff trained on alternatives to exclusionary discipline (School Level Data)

Enrichment Program Participation: Enrollment & Attendance

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

Reduction in number of students with dropout codes at EOY

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

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

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?

[impact on most students; impact on specific student groups]

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
N/A	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)	[takeaways reflecting most students; takeaways reflecting specific student groups]	Graduation Rate
				Program Inquiry: Programs/participation/attainment rates of % of ECCC
				3 - 8 On Track
Yes	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		Learn, Plan, Succeed
				% of KPIs Completed (12th Grade)
				College Enrollment and Persistence Rate
Select Rating	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	**What is the feedback from your stakeholders?** [feedback trends across stakeholders; feedback trends across specific stakeholder groups]	9th and 10th Grade On Track
				Cultivate (Relevance to the Future)
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).			Freshmen Connection Programs Offered (School Level Data)
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	**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?** [impact on most students; impact on specific student groups]	
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 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]

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	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	At Cassell, we are dedicated to maximizing the utilization and integration of the Fine and Performing Arts across our curriculum, professional development initiatives, and school community. We recognize the immense value of the arts in fostering creativity, critical thinking, cultural understanding, and social-emotional development. To achieve this goal, we will continue to improve our ways of providing parents, families, and the community opportunities to participate in our Fine Arts program. We plan to improve our practice through advanced curriculum Integration across more disciplines, engage in more professional development for all, and find ways to actively engage the school community in the celebration of Fine Arts. By further utilizing and incorporating the Fine and Performing Arts throughout our curriculum, professional development initiatives, and school community, we create an enriching educational environment that embraces creativity, cultural diversity, and holistic student development. Our commitment to arts integration enhances student engagement, nurtures artistic talent, and cultivates well-rounded individuals prepared for success in the arts and beyond.	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) Formal and informal family and community feedback received locally. (School Level Data)
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		
Yes	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	**What is the feedback from your stakeholders?** Parents have appreciated the opportunities to visit the school since the pandemic limited such activity, and using the Fine Arts program has helped us do that, encouraging more parents to join. Rebuilding the PTA and creating a more robust drama program have supported this effort. Stakeholders would like more opportunities to do so	

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.

Reaching all stakeholders to participate in our events so students see the collaboration

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?

A family night for primary students has shown to be successful the past 2 years, however, we plan to extend this effort to reach all stakeholders. We also have encouraged field trips to and school visits from community stakeholders invested in the learning of Fine Arts, and plan to expand on this as well

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

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.
Yes	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Partially	The ILT leads instructional improvement through distributed leadership.
Yes	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

At Cassell we are committed to providing our teachers with the necessary resources and support to ensure high-quality education for our students. Central to this commitment is our emphasis on equipping our educators with access to exceptional curricular materials that meet rigorous standards and embrace cultural responsiveness.

Our teachers have access to a diverse range of curricular materials carefully selected and developed to align with national standards and reflect the cultural identities and experiences of our student population. We collaborate with reputable curriculum development organizations, such as [mention specific organizations if applicable], to ensure the materials we offer are grounded in research-based practices and pedagogical expertise.

We invest in ongoing professional development opportunities that empower our teachers to effectively implement these curricular materials. Through workshops, seminars, and collaborative peer review processes, our educators enhance their understanding and proficiency in utilizing standards-aligned and culturally responsive resources.

Additionally, we leverage technology and online platforms to broaden access to a wealth of digital resources, including educational websites, digital libraries, and open educational resources (OERs). By leveraging these digital platforms, we further enrich our teachers' ability to access and integrate high-quality curricular materials into their instructional planning.

We firmly believe that by providing our teachers with access to high-quality curricular materials, including foundational skills materials that are standards-aligned and culturally responsive, we create an inclusive and engaging learning environment that supports the academic success and holistic development of all our students."

Remember to tailor the statement to your specific institution or organization, highlighting any unique initiatives or partnerships you may have established to ensure access to these materials.

What is the feedback from your stakeholders?

The only 2 areas not listed as strong or very strong were: Grit and Rigorous Study Habits. These two areas were listed as neutral. However, within the break down of the two areas, the two the reason they seemed to have turned to neutral were for " If I need to study, I do not go out with my friends" and "I don't always study for a test" Both areas have 43-44% of students who have replied as disagree or strongly disagree.

What student-centered problems have surfaced during this reflection?

The theme for the school year: Loving Every Growth Opportunity was developed to specifically address grit and study habits. Our focus schoolwide alilgns iwth the need represented in the 5E's

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

We have conducted a comprehensive review of our instructional materials to ensure they are inclusive, accessible, and aligned with best practices in diverse learning environments. This review process has involved collaborating with subject matter experts, educators, and specialists in special education and English language acquisition to identify areas for improvement and make necessary adaptations. This includes an adjustment to writing instruction in grades 6-8, and a new Math curriculum, Envision, in K-5

Determine Priorities

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

Students...

We're learning multiple ways to solve a problem with the Go Math series, but instead of using what works best for them when assessed, Go Math assesses that they know each strategy. This was not benefitting our students who needed more challenges, the ones who need more support, nor giving us a good idea of our students' abilities.
Envision in K-5 will provide more focused instruction that lends to better parent support and encourages Math Talks (a practice we had in place pre-pandemic)

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.

Root Cause

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

As adults in the building, we...

During remote learning, math was an easier concept for students to grasp due to the literal and factual instruction that is different than ELA instruction. So, our math scores were higher than reading initially, which is why we focused on reading. After this past year of focused reading instruction, we realized our math was beginning to suffer and we needed a more concrete tool to improve achievement

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.

Theory of Action

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Curriculum & Instruction

What is your Theory of Action?

If we....

Read, understand, and deconstruct and consolidate the CCSS in both Math and ELA to align instruction to students' needs

Focus on understanding, deconstructing, and planning out the CCSS standards in Math and ELA, align to current and NEW curriculum (Envision Math 2023) & instruction to meet students' needs, and use common assessments to monitor students' progress

then we see....

Collaborative conversations and collective clarity on what we want our students to know and be able to do, identification of the depth of knowledge required of the standards, common formative and summative interim assessments, and all students learning at high levels according to their needs

which leads to...

more thoughtful lesson design, balanced assessment and grading, less reliance on instructional tools and more on what students need, and students meeting or exceeding their attainment and growth targets, especially students who are exceeding their targets and need to be challenged

Resources: 🚀

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.

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Implementation Plan

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍️

K-5 Teachers for Math, 6-8 Teachers for Writing

Dates for Progress Monitoring Check Ins

Q1	9/13/23	Q3	2/13/24
Q2	11/14/23	Q4	5/7/24

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	Professional Development in new Math Curriculum for K-5, Envision	K-5	Ongoing	In Progress
Action Step 1	K-5 Teachers will have professional development in Envision			In Progress
Action Step 2	K-5 Teachers will collaborate on new learninga and planning			In Progress
Action Step 3	6-8 Teachers will meet and collaborate to map out a plan for deconstructing standards in writing, using vertical and horizontal planning discussions			Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Monthly meetings focused on reflections of using Envision in K-5 and writing instruction in 6-8, based on teacher experience and student responses			In Progress
Action Step 1	Each month both teams will meet before or after school, or in GLM's to share qualitative reflections - for the purpose of collaboration and improving instruction and sharing			In Progress
Action Step 2	Reflections will be discussed in ILT to see where any support can be provided			Not Started
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	BOY, MOY, EOY Data Analysis of Math scores in K-5			Not Started
Action Step 1	Teachers will analyze iReady and Star 360 data			Not Started
Action Step 2	Teachers will analyze common Envision chapter/interim assessments			Not Started
Action Step 3	Adjustments will be agreed upon based on students needs and shared with admin			Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	Quarterly Writing analysis in 6-8			Not Started
Action Step 1	Teachers will calibrate scoring of most recent writing samples; examples of low, middle, high			Not Started
Action Step 2	Teachers will agree upon next steps in writing instruction based on students needs and share with admin			Not Started
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	1. Improved conventions in writing using school-wide non-negotiables and improved responses to reading using complete sentences 2. Purposeful planning among teachers and increased knowledge of CCSS implementation in instruction 3. Improvement of Math percentiles according to Star 360 and iReady by at least 5%

Curriculum & Instruction

| SY26 Anticipated Milestones | 1. Complete usage of correct conventions in writing using school-wide non-negotiables and all responses to reading using complete sentences (as applicable by grade level)
2. Purposeful planning among teachers and complete knowledge of CCSS implementation in instruction
3. Improvement of Math percentiles according to Star 360 and iReady by at least 10% (including previous 5%) | ✍️ |

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
BOY, MOY, EOY Data Analysis of Math scores in K-5	Yes	iReady (Math)	Overall				
			Other K-5th				
Improved conventions in writing using school-wide non-negotiables and improved responses to reading using complete sentences	Yes	Quality Indicators of Specially Designed Curriculum	Overall				
			Other K-8				

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.	Standards-Aligned Curriculum Implementation:
	
	    Develop proficiency in using the provided curricular materials to effectively teach standards-aligned content in all subject areas.
	    Align lesson plans and activities with specific standards to ensure comprehensive coverage of required concepts.
		Differentiation and Adaptation:
		
		    Use curricular materials as a foundation for creating differentiated lessons that address varying student needs, learning styles, and abilities.
		    Modify or supplement materials as needed to accommodate individual students' strengths and challenges.
			Assessment Integration:
			
			    Integrate assessment components from the provided curricular materials to monitor student progress and adapt instruction accordingly.
			    Develop formative assessment strategies aligned with the materials to gauge student understanding and make instructional adjustments.

C&I:2 Students experience grade-level, standards-aligned instruction.	Integration of Foundational Skills:
	
	    Seamlessly integrate foundational skills materials (e.g., literacy and numeracy) into daily instruction across subject areas.
	    Use foundational skills materials to identify and address any gaps in students' basic skills.
		Personalized Learning Paths:
		
		    Use curricular resources to create personalized learning paths that cater to each student's pace and level of understanding.
		    Provide enrichment activities or additional support based on individual students' progress and needs.
			All curriculum is implemented with fidelity and confidence

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.	Collaborative Curriculum Planning:
	
	    Collaborate with colleagues to share best practices for implementing the curricular materials effectively.
	    Engage in cross-disciplinary discussions to ensure a holistic and integrated approach to teaching.
		Ongoing Professional Development:
		
		    Participate in professional development opportunities to enhance proficiency in using the provided curricular materials.
		    Stay updated on changes or updates to the curricular materials and adapt practices accordingly.
			Reflection and Continuous Improvement:
			
			    Regularly reflect on the effectiveness of the curricular materials in meeting student needs and achieving learning goals.
			    Continuously seek opportunities to refine instructional practices based on student outcomes and feedback.

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
BOY, MOY, EOY Data Analysis of Math scores in K-5	iReady (Math)	Overall			On Track	Select Status	Select Status	Select Status
		Other K-5th			On Track	Select Status	Select Status	Select Status
Improved conventions in writing using school-wide non-negotiables and improved responses to reading using complete sentences	Quality Indicators of Specially Designed Curriculum	Overall			Limited Progress	Select Status	Select Status	Select Status
		Other K-8			On Track	Select Status	Select Status	Select Status

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

Curriculum & Instruction

	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.	Standards-Aligned Curriculum Implementation:
	
	   Develop proficiency in using the provided curricular materials to effectively teach standards-aligned content in all subject areas.
	   Align lesson plans and activities with specific standards to ensure comprehensive coverage of required concepts.
		On Track	Select Status	Select Status	Select Status

C&I:2 Students experience grade-level, standards-aligned instruction.	Integration of Foundational Skills:
	
	   Seamlessly integrate foundational skills materials (e.g., literacy and numeracy) into daily instruction across subject areas.
	   Use foundational skills materials to identify and address any gaps in students' basic skills.
		Limited Progress	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.	Collaborative Curriculum Planning:
	
	   Collaborate with colleagues to share best practices for implementing the curricular materials effectively.
	   Engage in cross-disciplinary discussions to ensure a holistic and integrated approach to teaching.
		Limited Progress	Select Status	Select Status	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 =>

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

We prioritize collaborative efforts by fostering strong teams comprising educators, specialists, administrators, and support staff. These teams work together to ensure a holistic approach to student support. By leveraging the collective expertise and perspectives of team members, we create a unified and comprehensive support system that addresses the diverse needs of our students.

We have established clear systems and structures that provide a solid foundation for our MTSS framework. These systems encompass data collection and analysis, progress monitoring, intervention implementation, and ongoing evaluation. By following established protocols and utilizing evidence-based practices, we ensure consistent and systematic support that is responsive to students' academic, behavioral, and social-emotional needs.

Student and family engagement is a fundamental component of our equity-based MTSS framework. We actively involve students and their families in the decision-making process by seeking their input, sharing progress updates, and collaborating on intervention plans.

What is the feedback from your stakeholders?

The only 2 areas not listed as strong or very strong were: Grit and Rigorous Study Habits. These two areas were listed as neutral. However, within the break down of the two areas, the two the reason they seemed to have turned to neutral were for " If I need to study, I do not go out with my friends" and "I don't always study for a test" Both areas have 43-44% of students who have replied as disagree or strongly disagree.

What student-centered problems have surfaced during this reflection?

We have noticed the gap widening between students who are higher achieving, and those who are struggling, therefore making the gap in learning groups wider. A comprehensive MTSS approach and the inclusion model for our diverse learners will hopefully address this problem; this began last year and we are focused on strengthening our practices

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

We conducted a thorough needs assessment to identify areas where our previous MTSS program could be strengthened. This assessment involved analyzing student data, reviewing academic and behavioral trends, and gathering input from teachers, specialists, and families. This process enabled us to pinpoint specific areas where students were experiencing learning gaps and where our MTSS program could be more targeted and effective.

We have made significant improvements to our Multi-Tiered System of Supports (MTSS) program to effectively meet the needs of all students and bridge gaps in learning. Our commitment to continuous improvement and educational equity has driven us to refine and enhance our MTSS practices to ensure every student receives the support necessary for their academic success, including more inclusion teachers in classrooms and an MTSS teacher who collaborates with teachers to determine students in need. Branching Minds is utilized by all.

Our improved MTSS program is data-driven, utilizing various sources of information to inform decision making. We collect and analyze student data to identify specific areas of academic need and monitor progress over time. This allows us to make informed decisions about intervention strategies and adjustments to support students in bridging their learning gaps.

Return to Top

Determine Priorities

Resources: 🚀

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

Students...

who were struggling pre-pandemic were showing growth, although minimally, and falling farther behind based on data from classroom and district assessments. Some classrooms can be very large in size which makes it difficult to address the needs of students with IEP's, as well as differentiate instruction, especially if grade levels had a wide range of achievement (half are succeeding, half are struggling, for example)

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.

Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).

For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.

Priorities are determined by impact on students' daily experiences.

Return to Top

Root Cause

Resources: 🚀

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

As adults in the building, we...

SEE
Diverse Learning Abilities: We have found that some students may struggle to keep up with the standard curriculum, while others excel. Our MTSS and Inclusion model will help address this by providing targeted interventions to students based on their individual needs.

Inadequate Pre-Instructional Preparation: If students are entering a grade level without having mastered the necessary prerequisite skills, they are likely to struggle with the current curriculum. MTSS and our Inclusion model can identify and address gaps in foundational knowledge through tiered interventions.

Behavioral Challenges: Students with behavioral challenges may disrupt the learning environment, impacting their own learning as well as that of their peers. MTSS can help implement strategies to address these behavioral issues and provide necessary support.

Inconsistent Attendance: Students with irregular attendance patterns may miss important instructional content, leading to gaps in their learning, and inhibit the MTSS process of collecting the data needed for more targeted support.

Language Barriers: English language learners (ELLs) may struggle to understand and engage with the curriculum if it's not tailored to their language proficiency level. Our MTSS plan and Inclusion model can provide additional language support and strategies to help ELLs succeed.

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Inclusive & Supportive Learning Environment

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.

Theory of Action

What is your Theory of Action?

If we....

Follow an inclusion model in most of our classrooms and provide support staff for Tier 3 support and data collection, focusing on improving overall attendance as a means to improve achievement among all students

then we see....

All students with all levels of learning needs having greater access to the general education curriculum, improved attendance due to confidence in learning, and strong social emotional growth

which leads to...

Improved academic outcomes individually and as a whole school, reduced stigma and normalized diversity, and closer teacher collaboration

Resources: 🚀

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.

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

Q1	9/13/23	Q3	2/13/24
Q2	11/14/23	Q4	5/7/24

SY24 Implementation Milestones & Action Steps ✍️

	Milestones & Action Steps	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	After Fall BOY, determine students in Tier 3 and align with what is listed in Branching Minds	All teachers	October 2023	In Progress
Action Step 1	Use Branching Minds data to determine tiers	All Teachers	BOY, MOY, EOY	Not Started
Action Step 2	Use teachers qualitative and quantitave data from classroom work and assessments to solidify tiers	All Teachers	BOY, MOY, EOY	Not Started
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Using inclusion teachers and interventionist, determine what students needs are and how they can be grouped for effective instruction (once BOY has concluded)	Teachers, Inclusion Teachers and Interventionist	Quarterly	Not Started
Action Step 1	Teachers use planning time to group students and plan instruction	Teachers, Inclusion Teachers, and Interventionist	Monthly	Not Started
Action Step 2	All teachers continue to focus on students who also need a greater challenge	Teachers, Inclusion Teachers, and Interventionist	Monthly	Not Started
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Create, implement, and monitor a systematic plan of communicating absences to the Attendance Team and identifying strategies to help priority students	Attendance Team, Homeroom Teachers, Admin	Monthly	In Progress
Action Step 1	Determine incentives and rewards for improved attendance individually, by classroom, and as a whole	Admininstration and ILT	Monthly	In Progress
Action Step 2	Monitor students who already have many absences and determine a plan for each of them if the cause is unknown	Admin and Attendance Team	Monthly	In Progress
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

Inclusive & Supportive Learning Environment

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
Increased collaboration and more focused planning between inclusion teachers, interventionist, and classroom teachers that includes an emphasis on attendance and differentiated learning

SY26 Anticipated Milestones
Attendance back to 96% or better, and teacher teams collaborating as a regular practice

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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 ✏️	SY24	SY25	SY26
20% of Students in Tier 2 and 3 will be moved into Tier 1 by the end of the school year	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall				
			Overall				
Overall school attendance percentage rate will improve by 5%	Yes	Increase Average Daily Attendance	Overall				
			Overall				

Numerical Targets [Optional] ✏️ spans the SY24, SY25, SY26 columns.

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.	Analyze data to identify trends and patterns related to student performance, behavior, and attendance, pinpointing areas where the current MTSS model may be falling short. Develop a shared vision for the improved MTSS model, emphasizing the importance of differentiation, early intervention, and data-driven decision-making.	Based on previous year's data, refine and redesign the MTSS model to address identified gaps and shortcomings. Develop clear protocols for the identification of students at different tiers of support based on academic, behavioral, and social-emotional needs. Establish a comprehensive menu of interventions that align with the different tiers of support, ranging from universal strategies for all students to targeted interventions for those in need of additional support. Provide professional development opportunities for staff members to ensure a deep understanding of the enhanced MTSS model, including strategies for effective data analysis, intervention planning, and progress monitoring.	Continue to implement the MTSS model across the school, with a focus on consistent implementation, ongoing data collection, and collaboration among staff members. Monitor student progress and regularly analyze data to determine the effectiveness of the interventions and adjustments that may be needed. Strengthen collaboration between general education and special education staff, ensuring a cohesive and coordinated approach to student support. Develop a system for involving parents and caregivers in the MTSS process, including regular communication about their child's progress and involvement in decision-making.
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.	Conduct a comprehensive assessment of the current inclusion model, including a review of policies, procedures, curriculum, and support services. Establish a diverse inclusion task force comprising educators, special education staff, counselors, administrators, parents, and community members to collaboratively design an improved inclusion plan. Review relevant research, best practices, and successful inclusion models from other schools to inform the development of the school's enhanced inclusion approach.	Implement the refined inclusion model that prioritizes collaboration, differentiated instruction, and individualized support for all students. Provide professional development opportunities for teachers and staff to enhance their understanding of inclusive practices, including strategies for differentiating instruction, accommodating diverse learning styles, and fostering a positive classroom environment. Develop a system for identifying students who require additional support or accommodations and ensure that these needs are communicated effectively to teachers. Create a resource library of materials, tools, and strategies to support teachers in implementing inclusive practices in their classrooms.	Regularly assess the effectiveness of the enhanced inclusion model through ongoing data collection, teacher feedback, and student outcomes. Establish a cycle of continuous improvement that involves regularly reviewing and updating the inclusion plan based on the feedback and insights gathered from teachers, students, and parents. Strengthen communication and collaboration between general education teachers, special education staff, and support personnel to ensure seamless coordination of services. Engage parents and caregivers in the inclusion process through workshops, information sessions, and regular communication channels to provide insight and gather feedback.

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

Inclusive & Supportive Learning Environment

		Analyze data from the previous year to identify specific reasons for student absences and tailor interventions accordingly.	Continue to refine and expand successful interventions based on evidence of their impact on attendance rates.
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Develop a baseline attendance rate for the current school year and identify specific trends and patterns related to attendance issues. Form a multidisciplinary attendance improvement team consisting of administrators, teachers, counselors, and support staff to collaboratively address attendance challenges. Implement an early warning system to identify students with chronic absenteeism or those at risk of declining attendanceCreate awareness among staff, students, and parents about the importance of regular attendance and its impact on academic success.	Establish a clear protocol for communicating with parents and guardians about attendance concerns, including early intervention strategies. Develop a menu of tiered interventions based on the reasons for absenteeism, including mentorship programs, counseling services, academic support, and family engagement activities. Collaborate with community partners to provide resources and incentives that promote consistent attendance. Regularly monitor the effectiveness of interventions through data analysis and adjust strategies as needed.	Foster a schoolwide culture that celebrates and rewards improved attendance through recognition events, certificates, and positive reinforcement. Implement a peer mentoring system where students with good attendance serve as role models and provide support to peers struggling with attendance. Strengthen collaboration between teachers and the attendance team to identify students who need additional support due to academic or social challenges. Conduct regular feedback sessions with students and parents to assess the impact of interventions and gather suggestions for further improvement.

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
20% of Students in Tier 2 and 3 will be moved into Tier 1 by the end of the school year	% of Students receiving Tier 2/3 interventions meeting targets	Overall			Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status
Overall school attendance percentage rate will improve by 5%	Increase Average Daily Attendance	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
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.	Analyze data to identify trends and patterns related to student performance, behavior, and attendance, pinpointing areas where the current MTSS model may be falling short. Develop a shared vision for the improved MTSS model, emphasizing the importance of differentiation, early intervention, and data-driven decision-making.	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.	Conduct a comprehensive assessment of the current inclusion model, including a review of policies, procedures, curriculum, and support services. Establish a diverse inclusion task force comprising educators, special education staff, counselors, administrators, parents, and community members to collaboratively design an improved inclusion plan. Review relevant research, best practices, and successful inclusion models from other schools to inform the development of the school's enhanced inclusion approach.	Select Status	Select Status	Select Status	Select Status
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Develop a baseline attendance rate for the current school year and identify specific trends and patterns related to attendance issues. Form a multidisciplinary attendance improvement team consisting of administrators, teachers, counselors, and support staff to collaboratively address attendance challenges. Implement an early warning system to identify students with chronic absenteeism or those at risk of declining attendanceCreate awareness among staff, students, and parents about the importance of regular attendance and its impact on academic success.	Select Status	Select Status	Select Status	Select Status

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

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

Partnership & Engagement

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	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.
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.
Yes	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?

At Cassell, we are dedicated to maximizing the utilization and integration of the Fine and Performing Arts across our curriculum, professional development initiatives, and school community. We recognize the immense value of the arts in fostering creativity, critical thinking, cultural understanding, and social-emotional development. To achieve this goal, we will continue to improve our ways of providing parents, families, and the community opportunities to participate in our Fine Arts program.

We plan to improve our practice through advanced curriculum Integration across more disciplines, engage in more professional development for all, and find ways to actively engage the school community in the celebration of Fine Arts. By further utilizing and incorporating the Fine and Performing Arts throughout our curriculum, professional development initiatives, and school community, we create an enriching educational environment that embraces creativity, cultural diversity, and holistic student development. Our commitment to arts integration enhances student engagement, nurtures artistic talent, and cultivates well-rounded individuals prepared for success in the arts and beyond.

What is the feedback from your stakeholders?

Parents have appreciated the opportunities to visit the school since the pandemic limited such activity, and using the Fine Arts program has helped us do that, encouraging more parents to join. Rebuilding the PTA and creating a more robust drama program have supported this effort. Stakeholders would like more opportunities to do so

What student-centered problems have surfaced during this reflection?

Reaching all stakeholders to participate in our events so students see the collaboration

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?

A family night for primary students has shown to be successful the past 2 years, however, we plan to extend this effort to reach all stakeholders. We also have encouraged field trips to and school visits from community stakeholders invested in the learning of Fine Arts, and plan to expand on this as well

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Determine Priorities

Resources: 🚀

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

Determine Priorities Protocol

Students...

Improved Engagement: If parents don't feel connected to their child's school experiences, they are less likely to attend meetings, workshops, or school events. This can lead to a decrease in overall parent involvement.

School Community Celebrations: Parents might not be able to celebrate their child's successes if they are unaware of them, and may feel uncomfortable coming into the school only for problems. This can negatively affect the child's motivation and self-esteem.

Communication Breakdowns: Lack of communication about individual student needs can lead to misunderstandings or misinterpretations, hindering effective collaboration between parents and teachers. Building relationships through parent involvement in the Fine Arts will improve communication in all areas

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...

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.

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Theory of Action

What is your Theory of Action?

If we....

Resources: 🚀

Partnership & Engagement

Work to further utilize and incorporate the integration of the Fine and Performing Arts throughout our school
curriculum, professional development and school community

then we see....

all stakeholders will develop their abilities to work within a collaborative setting, using multiple approaches and fully integrating the arts into our educational practices

which leads to...

students meeting or exceeding their attainment and growth targets, an increase in student attendance, and a decrease in student discipline.

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 ✏️

Fine Arts Teachers, ILT

Dates for Progress Monitoring Check Ins

Q1	9/13/23	Q3	2/13/24
Q2	11/14/23	Q4	5/7/24

SY24 Implementation Milestones & Action Steps ✏️	Who ✏️	By When ✏️	Progress Monitoring
Implementation Milestone 1 Host grade band performances so that all students have the learning experience of preparing for the theater performance as well as the opportunity to demonstrate their learning with a live audience.	Fine Arts Teachers	June 2024	*Select Status*
Action Step 1 K-2 Christmas Performance	Fine Arts Teachers	December 2023	*Select Status*
Action Step 2 3-5 Readers Theater or Wax Museum	Fine Arts Teachers	March 2024	*Select Status*
Action Step 3 6-8 Play Production	Fine Arts Teachers	May 2024	*Select Status*
Action Step 4			*Select Status*
Action Step 5			*Select Status*
Implementation Milestone 2 Host a arts based family night for K-2 students and families	Fine Arts Teachers, ILT	June 2024	*Select Status*
Action Step 1 Planning the connection to the night and students instructional program	Fine Arts Teachers, ILT	December 2023	*Select Status*
Action Step 2 Preparing materials and stations for the event; advertising the event for families	Fine Arts Teachers, ILT	March 2023	*Select Status*
Action Step 3 Host the family arts event	Fine Arts Teachers, ILT	March 2023	*Select Status*
Action Step 4			*Select Status*
Action Step 5			*Select Status*
Implementation Milestone 3			*Select Status*
Action Step 1			*Select Status*
Action Step 2			*Select Status*
Action Step 3			*Select Status*
Action Step 4			*Select Status*
Action Step 5			*Select Status*
Implementation Milestone 4			*Select Status*
Action Step 1			*Select Status*
Action Step 2			*Select Status*
Action Step 3			*Select Status*
Action Step 4			*Select Status*
Action Step 5			*Select Status*

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	*[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]* ✏️
SY26 Anticipated Milestones	*[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]* ✏️

Return to Top | **Goal Setting**

Partnership & Engagement

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

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍	Numerical Targets [Optional] ✍		
					SY24	SY25	SY26
			Select Group or Overall				
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				
	Select Answer	Select Metric	Select Group or Overall				

Practice Goals

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

SY24 Progress Monitoring

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

Performance Goals

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

Practice Goals / Progress Monitoring

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

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

Partnership & Engagement

Select a Practice

Select
Status

Select
Status

Select
Status

Select
Status

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

Select a Practice

Select
Status

Select
Status

Select
Status

Select
Status

☐ **Our school receives school improvement funding through Title I, Part A, 1003 (IL-Empower)**

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.

☑ **Our school DOES NOT receive school improvement funding through Title I, Part A, 1003 (IL-Empower).**
(Continue to Parent & Family Plan)

Select a Goal

Select a Goal

Select a Goal

If Checked:

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

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

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

If Checked:

No action needed

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