CIWP Team & Schedules

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 ✍
Dabriel, Andrea	Inclusive & Supportive Learning Lead	ajporth1@cps.edu
Rosado, Elizabeth	Teacher Leader	etrusso1@cps.edu
Siegel, Jessica	Inclusive & Supportive Learning Lead	jarosethal@cps.edu
Diaz, Janelly	Teacher Leader	jdiaz270@cps.edu
Wilkinson, Michael	AP	mmwilkinson@cps.edu
Castellanos, Betsy	Connectedness & Wellbeing Lead	bccastellanos@cps.edu
Brown, Elizabeth	Teacher Leader	efforte@cps.edu
Schneider, Haleigh	Teacher Leader	hschneider@cps.edu
Radinsky, Leah	Inclusive & Supportive Learning Lead	laradinsky@cps.edu
Hopps, Kelly	Connectedness & Wellbeing Lead	kahopps@cps.edu
Pae, Joyce	Principal	jpae1@cps.edu
Walters, Heather	Teacher Leader	hawalters@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	3/1/23	3/30/23
Reflection: Curriculum & Instruction (Instructional Core)	5/16/23	5/16/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/8/23	5/16/23
Reflection: Connectedness & Wellbeing	6/8/23	6/30/23
Reflection: Postsecondary Success	6/8/23	6/30/23
Reflection: Partnerships & Engagement	6/8/23	6/30/23
Priorities	6/8/23	6/30/23
Root Cause	6/8/23	6/30/23
Theory of Acton	7/15/23	7/15/23
Implementation Plans	7/15/23	7/25/23
Goals	7/15/23	7/25/23
Fund Compliance	7/15/23	7/15/23
Parent & Family Plan	9/12/23	9/12/23
Approval	9/12/23	9/12/23

SY24 Progress Monitoring Schedule

Indicate the SY24 dates when your CIWP team will hold progress monitoring check-ins.
As a reference, these dates will auto-populate in your implementation plans.

CIWP Progress Monitoring Meeting Dates ✍	
Quarter 1	10/27/23
Quarter 2	12/22/23
Quarter 3	4/1/24
Quarter 4	6/7/24

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

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	-IAR reading and math scores are improvingfrom SY22 to SY23. -Teachers are implementing Eureka Math Squared K-8 and CKLA K-2/Expeditionary Learning 3-8 with fidelity. -Varying levels of rigor in student work tasks and student discussions during walk throughs- potentially the result of levels of expeirence with curriculum. -Trend data from ILT instructional Walk Throughs shows work needed to address #5 on Rigor Walk Rubric in productive struggle, students challenging and questioning each other and more productive use of teaming for students and students monitoring each other	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
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions	**What is the feedback from your stakeholders?** 5Essentials: ambitious instruction is up, student discussion is down. Cultivate Survey results show that students are rating student voice, classroom community and supportive learning as areas. to focus work. Parents and families have asked for additional supports for them to support their own students in the curriculum. PAC has been working with families around Math curriculum.	
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		
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** -student interventionist is working with grades 3-5 to identify phonics gaps and do explicit instruction in those areas. -incorporating data cycle protocols and aligning professional learning time after BOY, MOY and EOY assessment cycles to analyze, intepret data and adjust instruction. -instructional coaching cycles (planning, observation, feedback) with teachers	

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 who have gaps in foundational reading (grades 3rd-5th) whose K-2 instruction was disrupted with remote learning are showing phonics gaps.
-EL learners and DL learners continue to perform lower than peers
-group work, partner work and student to student discourse varies by classroom.
-utilizing the rigor walk rubric: there are inconsistencies across classrooms in rigor for Question 5

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	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	Branching Minds: we did not use Branching Minds consistently in SY23 and we are planning to use it for SY24. We will need to ensure that staff has time to train, enter, and implement protocols from Branching Minds. IEPs & DL Students: We have benefitted from having a stable case manager for the last year and a half and many returning DL teachers. Monthly DL meetings have been helpful too. EL students: All new hires, we've hired someone who is ESL endorsed to be able to meet the needs of our EL students. Our ELPT has led all homeroom + DL teachers in professional learning with regard to language objectives for ELs.	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS
		MTSS Integrity Memo		

				Metrics
No	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 Academic Tier Movement
				Annual Evaluation of Compliance (ODLSS)
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?**	Quality Indicators of Specially Designed Curriculum
			Teachers: have appreciated Gust Foundation Inclusive Practices trainings. There has been a push to move students into more inclusive environments for multiple students. Teachers are worried about the use of Branching Minds for SY24 and how labor-intensive it may be.	EL Program Review Tool
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	**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?**	
No	There are language objectives (that demonstrate HOW students will use language) across the content.		Hiring of ESL Endorsed Teachers: 3 hires for SY24 are all ESL endorsed. Training for Branching Minds & Dedicated Cluster time: Will occur for Branching Minds in SY24. Restoratives Practices Trainings: Targets many diverse learners. Many of our referred students have IEPs or ADHD. ELD Trainings to address Language Objectives: Our ELPT has led trainings for our staff throughout the year to address training for English Learners.	

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.

Do staff feel equipped to incorporate language to teach English Learners?
How can Branching minds track and help us target student needs?
When a child is underperforming or needs Tier 2 or Tier 3 academic support, do staff feel equipped to provide that to them?

Connectedness & Wellbeing

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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	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	-BHT is led by Kelly Hopps and Culture team by Rebecca Kaffenbarger -Teachers use Second Step Pk-8, Calm Classroom -All teachers use restorative practices and restorative practices are revisited in professional learning throughout the school year. -70% of infractions in SY23 (referred to main office or in restorative trackers) were male students -9/14 of students with 5 or more referrals were students with IEPs -14/560 students accounted for 45% of disciplinary infractions entered on restorative trackers	% 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
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			Increase Average Daily Attendance / Increased Attendance for Chronically Absent Students / Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
Partially	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?** -Teachers report needing more time to have restorative conversations. -Support staff members need more practice and training in restorative practices. -All staff report needing better communication loops and norming on restorative practices. -Teachers report needing more time for Second step curriculum and SEL -Families would like more free programming through OST	Cultivate (Belonging & Identity) / Staff trained on alternatives to exclusionary discipline (School Level Data) / Enrichment Program Participation: Enrollment & Attendance

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

What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**
Do all students have the opportunity to select an after-school or extracurricular program that aligns with their interests? When students are out of school, do they have opportunities to connect with teacher or peers afterward? How effective/impactful are Calm Classroom and Second Step? Do students report that these are helpful? ✍️	BHT is focused specifically on Tier 2/Tier 3 students Ms. Hopps has led attendance efforts focused on improving goals and attendance for most absentee students. ✍️

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	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)	-School counselor works with homeroom teachers to push in to provide Successbound and SEL lessons monthly with students. -Students go on college trips organized by counselors -Successbound lessons are implemented during homeroom time ✍️	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 |
| Yes | 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?** -teachers report needing more time ✍️ | 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?**	
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	*[impact on most students; impact on specific student groups]* ✍️	

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.
-More time for students to engage in Successbound lessons. ✍️

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	-the school provides easy to use two way communication methods for families to engage with staff including Remind text messaging and Constant Contact Email communications. -Most teachers proactively foster relationships with families and community members. -However, the school lacks specific schoolwide structures and processes by which families and community members can be involved proactively in the school. -Staff to staff relationship building and communication have decreased over time. -Middle school students are showing increased connectedness to the school community through the 5Essentials Data and MS survey	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		
Partially	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric	**What is the feedback from your stakeholders?** -Staff have reported through 5Essentials that Teacher-Teacher trust and collaboration are decreasing. Staff have reported anecdotally that relationships between groups of teachers can be negative and communication has been lacking or negative in nature. -Families have asked for further ways to be involved in and volunteer at the school.	

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.

-Family and school connection to proactively support students, particularly in middle school.
-Positive engagement opportunities for families
-Staff to staff relationships to work towards support of all students.
-Staff and student partnerships to work in support of all student.

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?

-Starting a partnership with Soy Familia to work with staff on communication and stress managment
-Building out a family engagement plan using success criteria from the dual capacity building framework
-Focusing on Middle school student engagement and leadership through positive incentive system and opportunities such as "House Cup"

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

What are the takeaways after the review of metrics?

-IAR reading and math scores are improvingfrom SY22 to SY23.
-Teachers are implementing Eureka Math Squared K-8 and CKLA K-2/Expeditionary Learning 3-8 with fidelity.
-Varying levels of rigor in student work tasks and student discussions during walk throughs- potentially the result of levels of expeirence with curriculum.
-Trend data from ILT instructional Walk Throughs shows work needed to address #5 on Rigor Walk Rubric in productive struggle, students challenging and questioning each other and more productive use of teaming for students and students monitoring each other

What is the feedback from your stakeholders?

5Essentials: ambitious instruction is up, student discussion is down.
Cultivate Survey results show that students are rating student voice, classroom community and supportive learning as areas. to focus work.
Parents and families have asked for additional supports for them to support their own students in the curriculum. PAC has been working with families around Math curriculum.

What student-centered problems have surfaced during this reflection?

-students who have gaps in foundational reading (grades 3rd-5th) whose K-2 instruction was disrupted with remote learning are showing phonics gaps.
-EL learners and DL learners continue to perform lower than peers
-group work, partner work and student to student discourse varies by classroom.
-utilizing the rigor walk rubric: there are inconsistencies across classrooms in rigor for Question 5

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?

-student interventionist is working with grades 3-5 to identify phonics gaps and do explicit instruction in those areas.
-incorporating data cycle protocols and aligning professional learning time after BOY, MOY and EOY assessment cycles to analyze, intrepet data and adjust instruction.
-instructional coaching cycles (planning, observation, feedback) with teachers

Determine Priorities

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

Students...

Students are inconsistently engaging in productive struggle, challenging and questioning each other, and inconsistent in productively engaging in teams.

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

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

As adults in the building, we...

do not have a shared understanding of the Rigor walk Rubric, have varying levels of proficiency with engaging students in productive struggle, different expectations and norms around classroom discussion and varied levels of explicit teaching of student collaboration skills and group work norms.

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

What is your Theory of Action?

If we....

create consistency in student to student discussion norms across classrooms, plan for and teach student peer- and self- assessment and make group work a focus of our pedagogical strategies

Resources:

Indicators of a Quality CIWP: Theory of Action

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

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

Curriculum & Instruction

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

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

then we see....

students engaged in more effective collaborative group work, students engaging in productive struggle, and group discussions with the teacher as a facilitator

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...

Growth as measured by STAR360 assessments and IAR and 80% of our classrooms will have students working in teams and engaged in productive struggle as measured by the Rigor Walk data

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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 ✍️

ILT

Dates for Progress Monitoring Check Ins

Q1	10/27/23	Q3	4/1/24
Q2	12/22/23	Q4	6/7/24

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	Create a professional learning (PL) plan centered on rigor rubric metrics through the teaching and learning cycle	ILT Grade Level Leads	9/15/23	Completed
Action Step 1	Create dedicated learning time on full day PDs to revisit CPS instructional core, targeted universalism and rigor walk rubric	Joyce and Michael	8/1/23	In Progress
Action Step 2	Create dedicated learning time in grade level clusters for teaching and learning cycle centered on Question 5 of Rigor Rubric tool	Joyce and Michael	8/1/23	In Progress
Action Step 3	Create a survey for all teachers to identify strengths and areas for focus based on Rigor Walk Rubric, identify trends in grade level focus areas	Joyce	7/21/23	In Progress
Action Step 4	Create resource bank for each area of focus	ILT Grade Level Leads	9/15/23	In Progress
Action Step 5	Create agendas with learning cycles for each grade level team	ILT Grade Level Leads	ongoing	Not Started
Implementation Milestone 2	Grade level teams utilize the teaching and learning cycle to embed instructional practices aligned to their area of focus for the Rigor Walk Rubric tool BOY, MOY, EOY	ILT Grade Level Leads		In Progress
Action Step 1	ILT leads utilize survey data to identify a focus area for grade level learning	ILT Grade Level Leads	9/1/23	In Progress
Action Step 2	ILT leads begin to research and bank resources for their priority area	ILT Grade Level Leads	9/15/23	In Progress
Action Step 3	ILT leads create agendas that include learning/norming on an instructional practice tied to their focus area of #5 on Rigor Walk Tool, scheduled time to enact the practice and reflection time on implementation	ILT Grade Level Leads	10/20/23	Not Started
Action Step 4	Instructional Coaching for 1st -3rd year teachers focus on setting up small groups, partner work and productive struggle through questioning and discussion	Joyce and Michael	10/20/23	Not Started
Action Step 5				Select Status
Implementation Milestone 3	Grade Level teams review data from team meetings and STAR/IAR assessment data regularly to adjust instructional strategies or implementation BOY, MOY, EOY	ILT	Ongoing	In Progress
Action Step 1	Schedule data cycle meetings in PL calendar in cadence with BOY, MOY, EOY STAR assessments and BOY PD utilizing IAR data from SY23	Michael	8/1/23	In Progress
Action Step 2	Create data analysis protocols for use in clusters for data PLs	Michael	9/15/23	Not Started
Action Step 3	Utilize Looking at Student work protocols as part of the learning cycle in grade level agendas	ILT Grade Level Leads	Once a quarter	Not Started
Action Step 4	Complete a reflection survey each quarter to analyze progress towards grade level goal	ILT Grade Level Leads	Once a quarter	Not Started
Action Step 5	Review progress towards Rigor Rubric Goal in grade level teams and adjust grade level PL goal if needed	ILT Grade Level Leads	Once a quarter	Not Started
Implementation Milestone 4	N/A			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

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Curriculum & Instruction

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SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Professional learning on teachers monitoring and tracking evidence of students meeting the learning target (rigor rubric #6) Explicit teaching of learning standards and criteria for success for students Teaching and Learning Cycles to identify growth areas and implementation gaps ✍️
SY26 Anticipated Milestones	Professional learning on student to student assessment and feedback. Explicit teaching of learning standards and criteria for success for students Teaching and Learning Cycles to identify growth areas and implementation gaps ✍️

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Goal Setting

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data).

Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).

Goals seek to address priorities and opportunity gaps by embracing the principles of Targeted Universalism.

There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.

Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.

Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

IL-EMPOWER Goal Requirements

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

Performance Goals

| | | | | | Numerical Targets [Optional] ✍️ | | |
Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	SY24	SY25	SY26
60% of students will score at or above benchmark in Reading in grades 3-8	Yes	STAR (Reading)	Overall	41	50	55	60
			English Learners	26	35	40	45
65% of students will score at or above benchmark in Math in grades 3-8	Yes	STAR (Math)	Overall	55	60	62	65
			English Learners	42	50	55	60

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.	80% of Teachers will utilize student grouping and partners to facilitate productive struggle among students as measured by Rigor Walk Rubric.	85% of Teachers will utilize student grouping and partners to facilitate productive struggle among students as measured by Rigor Walk Rubric.	90% of Teachers will utilize student grouping and partners to facilitate productive struggle among students as measured by Rigor Walk Rubric.
Select a Practice			
Select a Practice			

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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

Curriculum & Instruction

		Select the Priority Foundation to pull over your Reflections here =>						
60% of students will score at or above benchmark in Reading in grades 3-8	STAR (Reading)	Overall	41	50	Select Status	Select Status	Select Status	Select Status
		English Learners	26	35	Select Status	Select Status	Select Status	Select Status
65% of students will score at or above benchmark in Math in grades 3-8	STAR (Math)	Overall	55	60	Select Status	Select Status	Select Status	Select Status
		English Learners	42	50	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.	80% of Teachers will utilize student grouping and partners to facilitate productive struggle among students as measured by Rigor Walk Rubric.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

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

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

Inclusive & Supportive Learning Environment

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.
No	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.
No	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

Branching Minds: we did not use Branching Minds consistently in SY23 and we are planning to use it for SY24. We will need to ensure that staff has time to train, enter, and implement protocols from Branching Minds.
IEPs & DL Students: We have benefitted from having a stable case manager for the last year and a half and many returning DL teachers. Monthly DL meetings have been helpful too.
EL students: All new hires, we've hired someone who is ESL endorsed to be able to meet the needs of our EL students. Our ELPT has led all homeroom + DL teachers in professional learning with regard to language objectives for ELs.

What is the feedback from your stakeholders?

Teachers: have appreciated Gust Foundation Inclusive Practices trainings. There has been a push to move students into more inclusive environments for multiple students. Teachers are worried about the use of Branching Minds for SY24 and how labor-intensive it may be.

What student-centered problems have surfaced during this reflection?

Do staff feel equipped to incorporate language to teach English Learners?
How can Branching minds track and help us target student needs?
When a child is underperforming or needs Tier 2 or Tier 3 academic support, do staff feel equipped to provide that to them?

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?

Hiring of ESL Endorsed Teachers: 3 hires for SY24 are all ESL endorsed
Training for Branching Minds & Dedicated Cluster time: Will occur for Branching Minds in SY24.
Restoratives Practices Trainings: Targets many diverse learners. Many of our referred students have IEPs or ADHD.
ELD Trainings to address Language Objectives: Our ELPT has led trainings for our staff throughout the year to address training for English Learners.

Determine Priorities

Return to Top

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

Students...

-have lower growth than their grade level peers when they are identified as Diverse Learners
-inconsistently across the grade levels receive small group support.

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

Return to Top

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

As adults in the building, we...

-have varying levels of proficiency when it comes to providing students with productive struggle, and do not want to push students beyond what they are capable of emotionally.
-have difficulty finding time in the day to support and push all of our 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.

Theory of Action

Return to Top

What is your Theory of Action?

If we....

implement daily, targeted small group instruction and teach students how to track and monitor their growth

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

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....

increased student ownership and teacher monitoring over their individual goals and implementation of just in time supports ✍️

which leads to...

Growth as measured by STAR360 assessments and IAR and improvements to our Rigor Walk data ✍️

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 ✍️

MTSS

Dates for Progress Monitoring Check Ins

Q1	10/27/23	Q3	4/1/24
Q2	12/22/23	Q4	6/7/24

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	Create professional learning time throughout the year focused on MTSS protocols and small group rotations, utilizing the needs of teachers as necessary	MTSS Team	8/1/23	Completed
Action Step 1	BOY Presentation to whole school regarding MTSS systems and structure	MTSS Team	8/21/23	In Progress
Action Step 2	Branching minds training for all teachers to progress monitor student success	Michael	10/1/23	In Progress
Action Step 3	Choice sessions for teachers to identify which aspects of MTSS they need support with during whole day PDs	MTSS Team	12/1/23	In Progress
Action Step 4	Norm on Grade Level Student Expectations for each grade	Michael & Homeroom teachers	9/1/23	Select Status
Action Step 5				Select Status
Implementation Milestone 2	MTSS leads review data from team meetings and STAR/IAR assessment data regularly to adjust instructional strategies or implementation	MTSS Team	12/1/23	In Progress
Action Step 1	Schedule data cycle meetings in PL calendar in cadence with BOY, MOY, EOY STAR assessments and BOY PD utilizing IAR data from SY23	MTSS Team	8/1/23	In Progress
Action Step 2	Create data analysis protocols for use in clusters for data PLs	MTSS Team	8/1/23	Completed
Action Step 3	Utilize Looking at Student work protocols as part of the learning cycle in grade level agendas	MTSS Team	12/1/23	In Progress
Action Step 4	Complete a reflection survey each quarter to analyze progress towards grade level goal	MTSS Team (in meetings)		In Progress
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	By May of 2025, 75% of TCA educators will see progress for Tier 2 and Tier 3 students throughout the school year.	✍️

Inclusive & Supportive Learning Environment

SY26 Anticipated Milestones	By May of 2026, 100% of TCA educators will see progress for Tier 2 and Tier 3 students throughout the school year.	✍

Goal Setting

Return to Top

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data).

Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).

Goals seek to address priorities and opportunity gaps by embracing the principles of Targeted Universalism.

There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.

Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.

Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍	SY24	SY25	SY26
By May of 2026, 90% of students in Tier 2 & Tier 3 will show progress on their goals.	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall	0	50	75	90
			Select Group or Overall				
By May of 2024, 100% of TCA educators will track progress for Tier 2 & Tier 3 students.	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall	0	100	100	100
			Select Group or Overall				

Numerical Targets [Optional] ✍

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍	Specify your practice goal and identify how you will measure progress towards this goal. ✍		
	SY24	SY25	SY26
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	By May of 2024, 100% of TCA educators will have implemented small groups targeted at Tier 2 & Tier 3 and track progress for Tier 2 & Tier 3 students.	By May of 2025, 100% of TCA educators will have implemented small groups targeted at Tier 2/3 students and 75% of Tier 2/3 students will see progress on their goals.	By May of 2026, 100% of TCA educators will have implemented small groups targeted at Tier 2/3 students and 90% of Tier 2/3 students will see progress on their goals.
Select a Practice			
Select a Practice			

SY24 Progress Monitoring

Return to Top

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
By May of 2026, 90% of students in Tier 2 & Tier 3 will show progress on their goals.	% of Students receiving Tier 2/3 interventions meeting targets	Overall	0	50	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

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

Inclusive & Supportive Learning Environment

| By May of 2024, 100% of TCA educators will track progress for Tier 2 & Tier 3 students. | % of Students receiving Tier 2/3 interventions meeting targets | Overall | 0 | 100 | *Select Status* | *Select Status* | *Select Status* | *Select Status* |
| | | *Select Group or Overall* | | | *Select Status* | *Select Status* | *Select Status* | *Select Status* |

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	By May of 2024, 100% of TCA educators will have implemented small groups targeted at Tier 2 & Tier 3 and track progress for Tier 2 & Tier 3 students.	*Select Status*	*Select Status*	*Select Status*	*Select Status*
Select a Practice		*Select Status*	*Select Status*	*Select Status*	*Select Status*
Select a Practice		*Select Status*	*Select Status*	*Select Status*	*Select Status*

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

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

Connectedness & Wellbeing

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

-BHT is led by Kelly Hopps and Culture team by Rebecca Kaffenbarger
-Teachers use Second Step Pk-8, Calm Classroom
-All teachers use restorative practices and restorative practices are revisited in professional learning throughout the school year.
-70% of infractions in SY23 (referred to main office or in restorative trackers) were male students
-9/14 of students with 5 or more referrals were students with IEPs
-14/560 students accounted for 45% of disciplinary infractions entered on restorative trackers

What is the feedback from your stakeholders?

-Teachers report needing more time to have restorative conversations.
-Support staff members need more practice and training in restorative practices.
-All staff report needing better communication loops and norming on restorative practices.
-Teachers report needing more time for Second step curriculum and SEL
-Families would like more free programming through OST

What student-centered problems have surfaced during this reflection?

Do all students have the opportunity to select an after-school or extracurricular program that aligns with their interests?
When students are out of school, do they have opportunities to connect with teacher or peers afterward?
How effective/impactful are Calm Classroom and Second Step? Do students report that these are helpful?

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?

BHT is focused specifically on Tier 2/Tier 3 students
Ms. Hopps has led attendance efforts focused on improving goals and attendance for most absentee students.

Return to Top

Determine Priorities

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

Students...

We see some students exhibiting consistently challenging behaviors despite interventions and certain classes that have a reputation for being the most challenging in the school.

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...

This is because we don't make space for middle school boys to learn how to deal with emotions, conflict, etc differently;, the students with challenging behaviors have the most social power in the class; we don't know what our students goals are and can't provide connections to what they see as relevant; adults did not get explicit teaching on SEL and conflict resolution in their own education; and there aren't systems and structures in place for the time and learning for preventative and restorative practices. (Root Cause Analysis from CIWP Planning)

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....

Implement weekly tier 1 SEL lessons, provide professional development on restorative practice implementation, examine data through an equity lens for disparities based on gender and ability and respond with culturally responsive practices.

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

Connectedness & Wellbeing

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 increased positive student engagement, fewer disciplinary infractions, positive relationships with adults and students in the school, fewer challenging student behaviors and fewer "challenging classes"

which leads to...

improved student sense of belonging and learning conditions on the Cultivate survey for students and higher satisfaction (as measured by 5Es) and retention of staff members and more equitable student disciplinary data.

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/Counselors

Dates for Progress Monitoring Check Ins

Q1	10/27/23	Q3	4/1/24
Q2	12/22/23	Q4	6/7/24

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	Ensure all homerooms are using Second Step Curriculum at least once a week from PK-8	Counselors	Quarterly	Select Status
Action Step 1	Create an instructional calendar with at least 60 minutes of Tier 1 SEL instruction for each grade level	Michael	August 2023	Completed
Action Step 2	Provide time in the beginning of the year to plan for 4 day (or shorter) weeks	Michael	BOY PD Week	Completed
Action Step 3	Review progress on Second Step platform and provide additional support for staff who are not implementing	Kelly and Rebecca	Monthly	In Progress
Action Step 4	Continue monthly homeroom lessons by counselors	Kelly and Rebecca	Monthly	In Progress
Action Step 5				Select Status
Implementation Milestone 2	Provide restorative practices PD focused on restorative conversations with logical consequences and agreements	Joyce	Quarterly	Select Status
Action Step 1	Create a PL plan with dedicated culture building time for Staff	Joyce	BOY	In Progress
Action Step 2	Create a PL plan with dedicated time for restorative practices PD follow ups that include our PSRPs including recess and lunch coaches	Joyce	Quarterly	Select Status
Action Step 3	Send out restorative practice survey to staff BOY, MOY, EOY	Joyce	BOY- August 23 MOY- December 23 EOY-May 24	In Progress
Action Step 4	Revise restorative practice handbook at TCA with teacher input at MOY and EOY	Joyce	December 2023 and May 2024	Select Status
Action Step 5	provide adults with explicit SEL teaching and conflict resolution skills through modeling and coaching	Michael and Joyce	Ongoing	Select Status
Implementation Milestone 3	Create a middle school engagement plan (with a focus on our most challenging students)	Joyce		Select Status
Action Step 1	Create a schedule for co-gen dialogues, focus groups, peer council and middle school student ambassadors	Joyce and Jess	End of September 2023	Select Status
Action Step 2	Identify students who would benefit from positive leadership roles and match students to program: peer council, focus groups, peer council or ambassadors	MS Team	October 2023	Select Status
Action Step 3	Create a process for teachers to nominate students in need of mentoring in grades pk-5, peer council for 6-8 and topics for focus groups for 6-8 and remind teachers during all staff meetings in announcements section	Joyce and PK-8 staff	October 2023	Select Status
Action Step 4	Create feedback loops for students and staff to provide feedback on co-gen dialogues, focus groups, peer council and MS ambassadors	Jess and ILT	Quarterly	Select Status
Action Step 5	Create PD sessions on Monthly PD days that examines the data and mindsets of teachers through their identity lens- routinize looking at systems and structures to audit them for equity.			Select Status
Implementation Milestone 4	Meet monthly with our middle school team after-school	MS Team, Joyce, Michael		Select Status
Action Step 1	Create meeting schedules for 7th/8th grade team to meet for norming and incentive tracking	Michael	September	Completed
Action Step 2	Create structure for House Cup and challenges for the upcoming school year	Emily	September	Completed
Action Step 3	identify students' goals and provide connections to what they are learning so they see the relevance	MS Team	Monthly Meetings	Select Status

Connectedness & Wellbeing

| **Action Step 4** | provide opportunities for students who have the most social power to engage positively with peers | MS Team | Monthly Meetings | Select Status |
| **Action Step 5** | | | | Select Status |

SY25-SY26 Implementation Milestones

| **SY25 Anticipated Milestones** | Plan PD time to revisit student referral data through equity lens quartlery. continue to build out Middle School Engagement plan with a focus on leadership roles, continue professional learning on restorative practices for staff and students expand tier 2 and tier 3 support groups for students. | ✏️ |
| **SY26 Anticipated Milestones** | Plan for inquiry cycles within clusters to examine referral data, expand peer council to 3-5th grades, continue professional learning on restorative practices for staff, students, families and expand tier 2 and 3 supports. | ✏️ |

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

Numerical Targets [Optional] ✏️

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	SY24	SY25	SY26
All disciplinary infractions will decrease by 20%	Yes	Reduction in repeated disruptive behaviors (4-6 SCC)	Overall	C/O 2024: 98 infractions C/O 2025: 87 Infractions C/O 2026: 42 infractions	C/O 2024: 78 C/O 2025: 70 C/O 2026: 34		
			Male	C/O 2024: 62% C/O 2025: 80% C/O 2026: 62%	50% of infractions are M/F/N		
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✏️	Specify your practice goal and identify how you will measure progress towards this goal. ✏️		
	SY24	SY25	SY26
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	All classrooms PK-8 will implement Second Step Curriculum Weekly as measured by the Second step dashboard		
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	All staff members will engage in Restorative practices PD at least three times in the year.		
Select a Practice			

SY24 Progress Monitoring

Resources: 🚀

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

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
All disciplinary infractions will decrease by 20%	Reduction in repeated disruptive behaviors (4-6 SCC)	Overall	C/O 2024: 98 infractions / C/O 2025: 87 Infractions	C/O 2024: 78 / C/O 2025: 70 / C/O 2026: 34	Select Status	Select Status	Select Status	Select Status
		Male	C/O 2024: 62% / C/O 2025: 80% / C/O 2026: 62%	50% of infractions are M/F/N	Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals   Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	All classrooms PK-8 will implement Second Step Curriculum Weekly as measured by the Second step dashboard	Select Status	Select Status	Select Status	Select Status
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	All staff members will engage in Restorative practices PD at least three times in the year.	Select Status	Select Status	Select Status	Select Status
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) |

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.

> Goals will be around standards aligned curriculum, MTSS supports and connectedness and wellbeing ✏️

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