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 ✍
Marisol Negron	Principal	mnegron@cps.edu
Lizzie Martino	AP	EGMartino@cps.edu
Erin Cole	Connectedness & Wellbeing Lead	escole@cps.edu
Chelsea Branch	Connectedness & Wellbeing Lead	CLBranch@cps.edu
Catherine Schmittle	Teacher Leader	cschmittle@cps.edu
Andrew Brennan	Teacher Leader	abrennan5@cps.edu
Marianne Sharping	LSC Member	mocabrera@cps.edu
Elizabeth Busch	Inclusive & Supportive Learning Lead	ekbusch@cps.edu
Megan Redfern	LSC Member	mkredfearn@gmail.com

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	6/23/2023	8/31/23
Reflection: Curriculum & Instruction (Instructional Core)	7/10/23	7/31/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/10/23	7/31/23
Reflection: Connectedness & Wellbeing	7/10/23	7/31/23
Reflection: Postsecondary Success	7/10/23	7/31/23
Reflection: Partnerships & Engagement	7/10/23	7/31/23
Priorities	7/10/23	7/31/23
Root Cause	7/10/23	7/31/23
Theory of Acton	7/10/23	7/31/23
Implementation Plans	7/31/23	8/18/23
Goals	7/31/23	8/18/23
Fund Compliance	7/31/23	9/8/23
Parent & Family Plan	7/31/23	9/8/23
Approval	9/9/23	9/15/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates ✍	
Quarter 1	10/17/2023
Quarter 2	12/19/2023
Quarter 3	2/27/2024
Quarter 4	5/28/2024

Indicators of a Quality CIWP: Reflection on Foundations

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

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

Stakeholders are consulted for the Reflection of Foundations.

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

Resources 🚀

Reflection on Foundations Protocol

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
Partially	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	Our students perform at or above benchmark consistently on District assessments (STAR360, IAR, PSAT8) and our teachers are consistently observed implementing rigorous, grade level content.	IAR (Math)
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric / Teacher Team Learning Cycle Protocols / Quality Indicators Of Specially Designed Instruction		IAR (English) / Rigor Walk Data (School Level Data) / PSAT (EBRW) / PSAT (Math) / STAR (Reading)
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?** Some parents want students to be provided with additional challenges, teachers report students coming with varying baseline knowledge	STAR (Math) / iReady (Reading) / iReady (Math)
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness / Distributed Leadership		Cultivate / Grades / ACCESS
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		TS Gold / 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?** -Teacher teams collaboratively looked at student work to help teachers evaluate and respond to student learning. -The primary team identified a gap in foundational literacy skills and decided to adopt a new curriculum in SY24.	

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.

Tier 1 instruction across grade levels and content areas is rigorous and aligned to grade level standards. However, some students need differentiated opportunities in order for their academic needs to be met.

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
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	We have the start of strong structures in place for good teaming and use of PSP, but we need to push ourselves to be more data driven.	Unit/Lesson Inventory for Language Objectives (School Level Data) / MTSS Continuum / Roots Survey
		MTSS Integrity Memo		ACCESS

Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.				MTSS Academic Tier Movement
					Annual Evaluation of Compliance (ODLSS)
Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page	**What is the feedback from your stakeholders?**		Quality Indicators of Specially Designed Curriculum
			Parents want their students to be provided with additional supports to meet the needs of their child, whether that be through opportunities for enrichment/extension or to support access to core content.	✍	EL Program Review Tool
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual			
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES / EL Placement Recommendation Tool HS	**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?**		
			Last year we focused some of our meeting time on MTSS and our interventionist was not fully released. This gave teachers the opportunity to become familiar with MTSS, branching minds, and providing research based interventions.	✍	
No	There are language objectives (that demonstrate HOW students will use language) across the content.				

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

All students are engaged in high-quality tier 1 instruction. However, qualifying students are not consistently provided academic interventions, supports, and services aligned to their needs which leads to some students' inconsistent engagement in the core content being taught. ✍

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
Partially	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	We have strong tier 1 systems and structures in place. Teachers need additional support on implementing SEL curricula and we need to do a better job of centering our student support conversations around data.	✍	% of Students receiving Tier 2/3 interventions meeting targets
					Reduction in OSS per 100
					Reduction in repeated disruptive behaviors (4-6 SCC)
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.				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
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?**		Cultivate (Belonging & Identity)
			We need to address racial equity and biases in staff and students / We need to have better communication processes	✍	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.

Our students have a hard time maintaining control of how they respond when faced with challenges in the classroom and in dealing with peer conflict. Students inconsistently feel a part of the Decatur community. ✍️

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?

Students receive SEL instruction daily, we have restorative practitioners who work with students in need of conflict resolution. There has been some impact but we are still seeing and feeling instance of students not feeling a sense of belonging. ✍️

Postsecondary Success

[Return to Top](#)

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)](#)	Decatur implements Successbound, our students have been accepted to selective high school programs. ✍️	[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?** Nothing specific regarding post secondary success ✍️	[9th and 10th Grade On Track](#) [Cultivate (Relevance to the Future)](#) Freshmen Connection Programs Offered (School Level Data)
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).			
N/A	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](#)	Our JHS is new and growing, we're learning constantly and adjusting our programming for grades 6-8. ✍️	

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 not identified a student centered problem for this reflection ✍️

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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	There is a need to improve partnership and engagement as seen in our 5E's data, however we feel that the need to strengthen these partnerships is in service of other priorities and this is reflected in our milestons and action plans ✍️	Cultivate
Partially — Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
Partially — 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 and community are asking for increased communication and transparency ✍️	Formal and informal family and community feedback received locally. (School Level Data)

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

We have not identified a student centered problem for this priority ✍️

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] ✍️

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Partnership & Engagement

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.
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
No	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

We have the start of strong structures in place for good teaming and use of PSP, but we need to push ourselves to be more data driven.

What is the feedback from your stakeholders?

Parents want their students to be provided with additional supports to meet the needs of their child, whether that be through opportunities for enrichment/extension or to support access to core content.

What student-centered problems have surfaced during this reflection?

All students are engaged in high-quality tier 1 instruction. However, qualifying students are not consistently provided academic interventions, supports, and services aligned to their needs which leads to some students' inconsistent engagement in the core content being taught.

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?

Last year we focused some of our meeting time on MTSS and our interventionist was not fully released. This gave teachers the opportunity to become familiar with MTSS, branching minds, and providing research based interventions.

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Determine Priorities

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

Students...

are not consistently provided academic interventions, supports, and services aligned to their needs.

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.

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Root Cause

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

As adults in the building, we...

are not properly staffed and supported to address student needs and don't fully utilize teaming structures to ensure students are receiving research-based supports and interventions

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.

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Theory of Action

What is your Theory of Action?

If we....

-ensure all qualifying students have access to interventions, supports and services aligned to their needs
-ensure all classroom teachers have the knowledge, skills, and support needed to implement research-based supports and interventions

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

-leverage existing teaming structures to focus on data-collection and progress monitoring

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....

all students authentically engaged in the core content being taught ✏️

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

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

which leads to...

-students being encouraged to build and apply knowledge,
-teachers expecting all students to do their best and meet academic demands,
-teachers connecting with students and supporting them in achieving their goals
-students meeting/exceeding benchmarks

Language from 5E:s: Ambitious Instruction

　　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**	
Instructional Leadership Team		Q1 10/17/2023	Q3 2/27/2024
		Q2 12/19/2023	Q4 5/28/2024

	SY24 Implementation Milestones & Action Steps ✏️	**Who** ✏️	**By When** ✏️	**Progress Monitoring**
Implementation Milestone 1	Meets FULLY OPERATIONAL level for Teaming & Meeting Quality on MTSS Continuum	ILT	5/28/24	In Progress
Action Step 1	Student support team convenes bi-weekly to review school level academic and SEL data to make adjustments to the support provided to teachers and teacher teams	Student Support Team	5/28/24	In Progress
Action Step 2	Teachers utilize multiple and appropriate tools/resources to assess student needs and progress monitor	ILT	5/28/24	In Progress
Action Step 3	MTSS Lead/Interventionist participates in monthly district-led PLCs	MTSS Lead/Interventionist	5/28/24	In Progress
Action Step 4	Primary, Intermediate, and Junior High + Essentials teams convene monthly to review assessment data from multiple data points to assess student(s) progress and determine if/what additional academic and/or behavioral supports may be needed	ILT Members by grade band + interventionist	5/28/24	In Progress
Action Step 5	ILT members attend quarterly district led ILT meetings	ILT	5/28/24	In Progress
Implementation Milestone 2	Meets FULLY OPERATIONAL level on Primary Instruction and Core Curriculum for Academics and Behavior on MTSS Continuum	ILT	5/28/24	In Progress
Action Step 1	Primary team reviews and selects new foundational skills curriculum	Primary Team	8/14/23	Completed
Action Step 2	Primary team attends quarterly professional learning on newly adopted curriculum	Primary Team	5/28/24	In Progress
Action Step 3	Teacher teams engage in monthly cycles of collaborative lesson planning, peer observation and debrief centered around using curriculum and instruction to improve the student experience	ILT Members by grade band	5/28/24	In Progress
Action Step 4	ILT Members conduct learning walks to collect data and provide feedback on curriculum and instruction	ILT	5/28/24	Not Started
Action Step 5	Selected grades 3-8 teachers attend quarterly district led learning cycles for the development of content/grade level practices and instructional strategies	ILT	5/28/24	In Progress
Action Step 6	Primary and intermediate math teachers meet bi-weekly to ensure fidelity of curriculum implementation	ILT	5/28/24	Not Started
Action Step 7	Primary team reviews and selects new reading and writing curriculum	ILT	5/28/24	Not Started
Implementation Milestone 3	Meets FULLY OPERATIONAL components of High quality, well-documented student support and support plans on MTSS Continuum	ILT	5/28/24	In Progress
Action Step 1	Gen-Ed teachers receive feedback on accommodations and modifications from special education practitioners on weekly lesson plans	Special Education Team	5/28/24	In Progress
Action Step 2	Student support plans and interventions are developed and assigned in Branching Minds	MTSS Lead/Interventionist	10/17/23	In Progress
Action Step 3	Interventionist is scheduled to provide targeted support to students with identified needs in Branching Minds	MTSS Lead/Interventionist	10/1/23	In Progress
Action Step 4	Parents and guardians of students receiving tier 2 or 3 interventions are provided initial information and quarterly progress updates on their students' support plan	Academic Teachers + MTSS Lead/Interventionist	10/26/23	In Progress
Action Step 5	MTSS Lead/Interventionist collaborates with classroom teachers bi-weekly to ensure student support plans are being implemented with fidelity	MTSS Lead/Interventionist	5/28/24	In Progress
Implementation Milestone 4	Meets FULLY OPERATIONAL components of Interpret Data & Adjust Instruction on MTSS Continuum	ILT	5/28/24	In Progress

Inclusive & Supportive Learning Environment

Action Step 1	All primary teachers implement iReady Math and Reading at BOY and EOY for all students	Primary Team	5/28/24	In Progress
Action Step 2	All primary teachers implement iReady Math and Reading at MOY for students identified as needing additional supports	Primary Team	5/28/24	Not Started
Action Step 3	All intermediate + JHS math and ELA teachers implment STAR360 at BOY, MOY, and EOY for all students	Grades 3-8 Math + ELA teachers	5/28/24	In Progress
Action Step 4	Primary, Intermediate, and JHS + Essentials teams convene monthly to review assessment data from multiple data points to assess student(s) progress and determine if/what additional academic and/or behavioral supports may be needed	ILT Members by grade band + interventionist	5/28/24	In Progress
Action Step 5	Student support team convenes bi-weekly to review school level academic and SEL data to make adjustments to the support provided to teachers and teacher teams	Student Support Team	5/28/24	In Progress

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Continue with above Review, adopt, and implement grades K-4 math curriculum	✏️
SY26 Anticipated Milestones	Continue with above Professional development for teachers on differentiation of core curriculum	✏️

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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 ✏️	Numerical Targets [Optional] ✏️		
					SY24	SY25	SY26
Percentage of students with IEPs at/above benchmark on reading and black students at/above benchmark for math as compared to overall population	Yes	Other	African American	86 to 98			
			Students with an IEP	91 to 98			
Increase rating on 5 Essentials: Ambitious Instruction	No	Other	Overall	72			
			NA				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✏️	Specify your practice goal and identify how you will measure progress towards this goal. ✏️		
	SY24	SY25	SY26
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.	MTSS Lead leads monthly MTSS + Student Support meetings to employ the problem solving process as evidenced by MTSS + Student Support meeting agendas and notes.	All teacher teams meet monthly to employ the problem solving processs to determine if strategies or interventions are having their intended effect and make adjustments as needed as evidenced by monthly MTSS+Student Support meeting agenda and notes.	All teachers review multiple types of student data on a regular cadence to adjust instructional and curriculum delivery as evidenced by teacher lesson plans and rigorwalk observations
C&I:2 Students experience grade-level, standards-aligned instruction.	All ELA teachers implement high-quality curriculum (rated on edreports), as evidenced by teacher unit plans and rigorwalk observations.	All math teachers implement high-quality curriculum (rated on edreports), as evidenced by teacher unit plans and rigorwalk observations.	All teachers utilize core curriculum and research based interventions to differentiate instruction based on student needs, as evidenced by teacher lesson plans and rigorwalk observations.
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	All teachers co-plan with special education practitioners to ensure all accomodations and modifications are being implemented with fidelity as evidenced by lesson plans and rigorwalk observations.	All classrooms with a special education practitioner implement a full co-teaching model with fidelity as evidenced by lesson plans and rigorwalk observations.	The school schedule includes time for special education and general education teachers to plan collaboratively to improve the quality of instruction for students with IEPs, as evidenced on the master schedule

| 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

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
Percentage of students with IEPs at/above benchmark on reading and black students at/above benchmark for math as compared to overall population	Other	African American	86 to 98		Select Status	Select Status	Select Status	Select Status
		Students with an IEP	91 to 98		Select Status	Select Status	Select Status	Select Status
Increase rating on 5 Essentials: Ambitious Instruction	Other	Overall	72		Select Status	Select Status	Select Status	Select Status
		NA			Select Status	Select Status	Select Status	Select Status

Practice Goals   **Progress Monitoring**

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
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.	MTSS Lead leads monthly MTSS + Student Support meetings to employ the problem solving process as evidenced by MTSS + Student Support meeting agendas and notes.	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	All ELA teachers implement high-quality curriculum (rated on edreports), as evidenced by teacher unit plans and rigorwalk observations.	Select Status	Select Status	Select Status	Select Status
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	All teachers co-plan with special education practitioners to ensure all accomodations and modifications are being implemented with fidelity as evidenced by lesson plans and rigorwalk observations.	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

We have strong tier 1 systems and structures in place. Teachers need additional support on implementing SEL curricula and we need to do a better job of centering our student support conversations around data.

What is the feedback from your stakeholders?

We need to address racial equity and biases in staff and students
We need to have better communication processes

What student-centered problems have surfaced during this reflection?

Our students have a hard time maintaining control of how they respond when faced with challenges in the classroom and in dealing with peer conflict. Students inconsistently feel a part of the Decatur community.

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?

Students receive SEL instruction daily, we have restorative practitioners who work with students in need of conflict resolution. There has been some impact but we are still seeing and feeling instance of students not feeling a sense of belonging.

Return to Top   **Determine Priorities**

Resources: 🚀

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

[Determine Priorities Protocol](#)

Students...

need additional support in confronting inter and intrapersonal issues and nurturing their developing identities

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...

don't fully utilize teaming structures, procedures and systems, or existing curricular materials to ensure students are receiving research-based supports and interventions to support their agency and identities.

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....

-Create and maintain strong systems for implementing restorative practices
-Prioritize supporting the development of student and adult identities

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.

then we see....

Students who care for themselves and one another 🖐

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

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

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

which leads to...

-students feeling safe in and around the school,
-students finding teachers trustworthy and responsive to their needs,
-students valuing hard work, and
-teachers pushing all students towards high academic performance

Language from 5Es: Supportive Environment

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 🖐

Student Support Team

Dates for Progress Monitoring Check Ins

Q1	10/17/2023	Q3	2/27/2024
Q2	12/19/2023	Q4	5/28/2024

	SY24 Implementation Milestones & Action Steps 🖐	Who 🖐	By When 🖐	Progress Monitoring
Implementation Milestone 1	Full Implementation of Components 1,2, and 3 on the BHT Key Components and Monitoring Tool	Student Support Team	5/28/24	In Progress
Action Step 1	Each homeroom is provided 30 minutes of dedicated SEL instruction daily	Scheduler	8/14/23	Completed
Action Step 2	All teachers participate initial professional development session on CSC curriculum during week 0	Student Support Team	8/18/23	Completed
Action Step 3	All students receive instruction from CSC curriculum daily	Teachers + Student Support Team	5/28/24	In Progress
Action Step 4	Teachers reflect on implementation of CSC curriculum and make adjustments as needed during quarterly PD days	Teachers + Student Support Team	5/28/24	In Progress
Action Step 5				Select Status
Implementation Milestone 2	Full implementation of Components 4, 5, 6, and 9 on the BHT Key Components and Monitoring Tool	Student Support Team	5/28/24	In Progress
Action Step 1	Restorative practitioners are provided time in the master schedule to meet with students and staff members	Scheduler	8/14/23	Completed
Action Step 2	All staff members participate in initial professional development session for teachers on Restorative Practices during week 0	Student Support Team	8/18/23	Completed
Action Step 3	Teacher teams convene monthly to review restorative conversations data and determine if/what additional SEL supports are needed	ILT	5/28/24	In Progress
Action Step 4	Student support team convenes bi-weekly to review school level restorative coversations data to make adjustements to the support provided to teachers and teacher teams	Student Support Team	5/28/24	In Progress
Action Step 5	Teachers utilize a tracking system for restorative conversations to ensure seemless support for students and communication with parents and families	Teaching staff	5/28/24	In Progress
Implementation Milestone 3	Engage in courageous conversations on racial equity and internal biases, and the impact on the student experience	Student Support Team	5/28/24	In Progress
Action Step 1	Identify external parter to provide student facing learning experiences to address microgressions and biases	Student Support Team	10/17/23	In Progress
Action Step 2	Staff + parent representative attend SEED training	Student Support Team	8/14/23	Completed
Action Step 3	Engage staff in SEED learning during Flex PD	Student Support Team	5/28/24	In Progress
Action Step 4	Engage parents in learning to practice our common language that their students are using at school	Student Support Team	5/28/24	In Progress
Action Step 5				Select Status
Action Step 6				Select Status
Action Step 7				Select Status
Implementation Milestone 4	Full implementation of Components 8 and 10 on the BHT Key Components and Monitoring Tool	Student Support Team	5/28/24	In Progress
Action Step 1	Develop crisis management procedure for staff response to students in crisis	Student Support Team	10/17/23	In Progress
Action Step 2	Student support team convenes bi-weekly to implementation of crisis management procedures	Student Support Team	5/28/24	In Progress
Action Step 3	Develop crisis management communication plan for communicating response to students in crisis to relevant stakeholders	Student Support Team	10/17/23	In Progress
Action Step 4				Select Status
Action Step 5				Select Status

Connectedness & Wellbeing

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Utilization of the Student Voice Infrastructure to Develop Milestones for SY25	✏️
SY26 Anticipated Milestones	Increase ratings on the Student Voice Infrastructure over SY25	✏️

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 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
Increase rating on 5 Essentials Supportive Environment	No	5E: Supportive Environment	Overall	62			
			NA				
Reduction in referrals to administrators	Yes	Other	Overall	109			
			NA				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✏️	Specify your practice goal and identify how you will measure progress towards this goal. ✏️		
	SY24	SY25	SY26
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Student support team reviews and responds to school level data addressing student connectedness and wellbeing as evidenced by BHT key components assessment.	All team meetings consistently maintain norms which include bias awareness and shared appreciation of participants' lived experiences as evidenced by meeting agendas and notes	Students report feeling a sense of belonging and connectedness to the school, as evidenced by 5E's, Cultivate, and SEL survey data.
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	All teachers engage in learning centered around deepening their awareness of self, examining biases, and reflecting on the impact those have on the student experience as evidenced by Flex PD meeting agendas and notes	All classrooms intentionally address the development of student identities as evidences by unit plans and rigor walks	Students report feeling a sense of belonging and connectedness to the school, as evidenced by 5E's, Cultivate, and SEL survey data.
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	All students experience learning from the Caring Schools Community Curriculum as evidenced by teacher unit and lesson plans	All staff members follow the Restorative Practices protocol for supporting student reflections as evidenced by MTSS + Student Support meeting agendas and notes as well as Restorative Conversation tracking system	Students can regularly be seen/heard using restorative language to express their feelings and on other's feelings among themselves and with adults.

SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

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

Connectedness & Wellbeing

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase rating on 5 Essentials Supportive Environment	5E: Supportive Environment	Overall	62		Select Status	Select Status	Select Status	Select Status
		NA			Select Status	Select Status	Select Status	Select Status
Reduction in referrals to administrators	Other	Overall	109		Select Status	Select Status	Select Status	Select Status
		NA			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Student support team reviews and responds to school level data addressing student connectedness and wellbeing as evidenced by BHT key components assessment.	Select Status	Select Status	Select Status	Select Status
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	All teachers engage in learning centered around deepening their awareness of self, examining biases, and reflecting on the impact those have on the student experience as evidenced by Flex PD meeting agendas and notes	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 students experience learning from the Caring Schools Community Curriculum as evidenced by teacher unit and lesson plans	Select Status	Select Status	Select Status	Select Status