

CIWP Team & Schedules

[Resources](#)

Indicators of Quality CIWP: CIWP Team

The CIWP team includes staff reflecting the diversity of student demographics and school programs.

The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.

The CIWP team includes leaders who are responsible for implementing Foundations, those with institutional memory and those most impacted.

The CIWP team includes parents, community members, and LSC members.

All CIWP team members are meaningfully involved in the planning process for CIWP components and include other stakeholders, as appropriate for their role, with involvement along the [CPS Spectrum of Inclusive Partnerships](#) (from the CPS Equity Framework).

[CIWP Team Guidance](#)

Name	Role	Email
Jason Major	Principal	jfmajor@cps.edu
Kelly Martinez	AP	kmartinez1@cps.edu
Stephanie Lynch	Curriculum & Instruction Lead	srruther@cps.edu
Caroline Ruestow	Partnerships & Engagement Lead	cmkondratenk@cps.edu
Stephanie Maslo	Parent	Stephanie.Maslo3@gmail.com
Maretzy Barrera	LSC Member	mbarrera@cps.edu
Kelsey Kaski	Teacher Leader	kmkaski@cps.edu
Tabita Sherfinski	Teacher Leader	tssherfinski@cps.edu
Mike Rosenstiel	Teacher Leader	merosenstiel@cps.edu
Ed Bannon	LSC Member	edlbannon@cps.edu
Deidre Habetler	LSC Member	dhabetler@cps.edu
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	4/1/23	9/1/23
Reflection: Curriculum & Instruction (Instructional Core)	4/1/23	9/1/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	4/1/23	9/1/23
Reflection: Connectedness & Wellbeing	4/1/23	9/1/23
Reflection: Postsecondary Success	4/1/23	9/1/23
Reflection: Partnerships & Engagement	4/1/23	9/1/23
Priorities	4/1/23	9/1/23
Root Cause	4/1/23	9/1/23
Theory of Acton	4/1/23	9/1/23
Implementation Plans	4/1/23	9/1/23
Goals	4/1/23	9/1/23
Fund Compliance	4/1/23	9/1/23
Parent & Family Plan	4/1/23	9/1/23
Approval	4/1/23	9/1/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates

Quarter 1	8/14/23
Quarter 2	10/1/23
Quarter 3	2/1/23
Quarter 4	5/1/23

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

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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

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
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
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership
Yes	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document

1. A review of curricula in mathematics is needed. We adopted a pilot of Beast Academy Classroom and worked in PLCS through the Thinking Classroom book as a starting part and going to focus on the mathematical practices.
 2. Teachers should begin to experiment with Skyline in social science, primarily in grades K-5. Teachers in 3 and 4 are experimenting with cross curricular experiential science units piecemoiling different programs.
 3. Our primary reading program is a strength and our team will continue to work on their self-created scope and sequence following research from Science of Reading and utilizing Orton training.
 4. Our network rigor walk data suggested a need for more standards-aligned tasks and plans across grade levels.
 5. Our Inner Core is a strength in our classrooms and sets a good foundation.
 6. Our focus for the year is on Distributed Leadership via our Instructional Leadership Team and other teams.

What is the feedback from your stakeholders?

That we want to make sure we keep continuity based on what we did last year through our Colabs.
 We would like more to explore more curricular options in Skyline and elsewhere.

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?

Partnerships with Art of Problem Solving, Institute for Humane Education, Network 1 PLCs

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

What student-centered problems have surfaced during this reflection?

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

Keeping grade level instruction while filling in previous skill gaps

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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
		MTSS Integrity Memo

We were successful using Branching Minds last school year.
 Our Solutions Team work began to trickle down through grade levels and we had a lot to build on for this year.
 LRE3 students have been significantly reduced.
 IEP writing and development should be a focus for our team.

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

Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	
Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.	

What is the feedback from your stakeholders?

There is a need for teacher intervention training.

There is a need for more check-ins regarding students.

There needs to be a better understanding of 504s and IEPs and inclusive environments.

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?

Priority Student meetings

Week 0 case manager PD

English Language Program Teacher PD

- [MTSS Academic Tier Movement](#)
- [Annual Evaluation of Compliance \(ODLSS\)](#)
- [Quality Indicators of Specially Designed Curriculum](#)
- [EL Program Review Tool](#)

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

Working with students with disabilities and ELs

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

Using the associated references, is this practice consistently implemented?	References
Partially	BHT Key Component Assessment SEL Teaming Structure
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.

What are the takeaways after the review of metrics?

We have an established BHT that needs regular check-in times.

Our SEL/climate and cultre team should review its rubric and make adjustments.

Our Restorative Practices team that meets regularly should build on their program from the end of last year.

Our Out of School Time programs reached a high percentage of students and we need to build on that progress. We should analyze participation by subgroups of students.

What is the feedback from your stakeholders?

We need a more clear protocol for reaching out to students with chronice absenteeism and re-entry.

- Metrics**
- [% of Students receiving Tier 2/3 interventions meeting targets](#)
 - [Reduction in OSS per 100](#)
 - [Reduction in repeated disruptive behaviors \(4-6 SCC\)](#)
 - [Access to OST](#)
 - [Increase Average Daily Attendance](#)
 - [Increased Attendance for Chronically Absent Students](#)
 - [Reconnected by 20th Day, Reconnected after 8 out of 10 days absent](#)
 - [Cultivate \(Belonging & Identity\)](#)
 - 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.	
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>Classroom-based interventions for students with Level 1 and 2 infractions 🍌</p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>SEL team meetings; restorative team meetings; BHT check-ins 🍌</p>

[Student Voice Infrastructure](#)

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

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

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

	Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Partially	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	Our counselor utilizes Naviance, but this is something that can be intertwined with our other two priorities. We are proud that we have expanded Algebra and have a high success rate. 🍌	Graduation Rate
Partially	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		Program Inquiry: Programs/participation/attainment rates of % of ECCC
Partially	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		3 - 8 On Track
Partially	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).			Learn, Plan, Succeed
Partially	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		% of KPIs Completed (12th Grade)
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		College Enrollment and Persistence Rate
No	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		9th and 10th Grade On Track
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>We have many Dever graduates who return to Dever once they have started high school and take their tips and feedback seriously. 🍌</p>			<p>What is the feedback from your stakeholders?</p> <p>Our varies ways to reach student voice: SVC, student council, 8th grade projects, inquiry to action projects, sees its work infiltrate the school on a day to day basis. 🍌</p>	<p>Cultivate (Relevance to the Future)</p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>We are looking to expand our inquiry work. We always strive to strengthen our relationship with Taft to build the bridge between our 8th grade and what goes on at the Taft Freshman Academy since there are so many of our students who go there, more than any other high school, and one of the biggest feeder schools for Taft. 🍌</p>				

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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	<p>The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.</p>	<p>We need to establish our Parent Advisory Council and Bilingual Advisory Committee this year. 🍌</p> <p>The parent survey from PTA established the need for more of a school-wide newsletter.</p> <p>Teacher-created newsletters are a strength.</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
Partially	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
Yes	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p>	<p>What is the feedback from your stakeholders?</p> <p>We need a combination of PTO and Dever newsletter. 🍌</p> <p>We should host family events throughout the SY24 school year in partnership with our PTO and other groups.</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>	
<p>Our LSC rep has spoken up at meetings regarding what students are reporting to her. We can build to strengthen that communication stream. 🍌</p>		<p>The newsletter and website are two areas of growth that we have already started tackling. The PTA is planning their first event for the fall, and we have officers for the PAC/BAC this year. 🍌</p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

1. A review of curricula in mathematics is needed. We adopted a pilot of Beast Academy Classroom and worked in PLCs through the Thinking Classroom book as a starting part and going to focus on the mathematical practices.
 2. Teachers should begin to experiment with Skyline in social science, primarily in grades K-5. Teachers in 3 and 4 are experimenting with cross curricular experiential science units piecemealing different programs.
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That we want to make sure we keep continuity based on what we did last year through our Colabs.
 We would like more to explore more curricular options in Skyline and elsewhere.

What student-centered problems have surfaced during this reflection?

Keeping grade level instruction while filling in previous skill gaps

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?

Partnerships with Art of Problem Solving, Institute for Humane Education, Network 1 PLCs

Return to Top Determine Priorities

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

Students...
 engaged in learning.

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...
 adjust the daily classroom experience to meet the needs of all students academically and emotionally.

Resources:

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

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

Return to Top Theory of Action

What is your Theory of Action?

If we....
 engage our Instructional Leadership team in developing learning cycles through content specialists

Resources:

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

then we see....
 coherent strategies being implemented across grade levels customized for the needs of the team that increase student engagement



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

which leads to...
 increased scores on I Ready, IAR, and improvement on Cultivate survey 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

Instructional Leadership Team

Dates for Progress Monitoring Check Ins

Q1 8/14/23 Q3 2/1/23
 Q2 10/1/23 Q4 5/1/23

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

Implementation Milestone 1	ILT implements first learning cycle	ILT	October 1	Not Started
Action Step 1	ILT training August 9	ILT	October 1	Completed
Action Step 2	ILT meeting August 14	ILT	October 1	Completed
Action Step 3	ILT meeting August 24	ILT	October 1	Not Started
Action Step 4	ILT meeting September 14	ILT	October 1	Not Started
Action Step 5	ILT meeting September 14	ILT	October 1	Not Started
Implementation Milestone 2	ILT reconvenes to review and plan next learning cycle	ILT	November	Select Status
Action Step 1	ILT meeting	ILT	February 1	Not Started
Action Step 2	ILT meeting	ILT	February 1	Not Started
Action Step 3	ILT meeting	ILT	February 1	Not Started
Action Step 4	ILT meeting	ILT	February 1	Not Started
Action Step 5	ILT meeting	ILT	February 1	Not Started
Implementation Milestone 3	ILT reconvenes to review and plan next learning cycle	ILT	February	Not Started
Action Step 1	ILT meeting	ILT	April 1	Not Started
Action Step 2	ILT meeting	ILT	April 1	Not Started
Action Step 3	ILT meeting	ILT	April 1	Not Started
Action Step 4	ILT meeting	ILT	April 1	Not Started
Action Step 5	ILT meeting	ILT	April 1	Not Started
Implementation Milestone 4	ILT reconvenes to review and plan next learning cycle	ILT	April	Not Started
Action Step 1	ILT meeting	ILT	June 1	Not Started
Action Step 2	ILT meeting	ILT	June 1	Not Started
Action Step 3	ILT meeting	ILT	June 1	Not Started
Action Step 4	ILT meeting	ILT	June 1	Not Started
Action Step 5	ILT meeting	ILT	June 1	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones Anticipated increase in metrics mentioned in the theory of action

SY26 Anticipated Milestones Anticipated increase in metrics mentioned in the theory of action

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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
Cultivate	Yes	Cultivate	Overall	Fall of 2024	5% increase in selected category		
			Select Group or Overall				
IAR Math	Yes	IAR (Math)	Overall	20% Level 5	25% Level 5		
			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&I:4 The ILT leads instructional improvement through distributed leadership.	Learning Cycle before and after rubric	Increase from SY24 spring	Increase from SY25 spring	
C&I:2 Students experience grade-level, standards-aligned instruction.	Network landscape walks	Increase from SY24 spring	Increase from SY25 spring	
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	LRE3 data	Increase from SY24 spring	Increase from SY25 spring	

[Return to Top](#) **SY24 Progress Monitoring**

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Cultivate	Cultivate	Overall	Fall of 2024	5% increase in selected category	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
IAR Math	IAR (Math)	Overall	20% Level 5	25% Level 5	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

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>	Curriculum & Instruction				
Reflection	Root Cause	Implementation Plan								
C&I:4 The ILT leads instructional improvement through distributed leadership.	Learning Cycle before and after rubric				Select Status	Select Status	Select Status	Select Status		
C&I:2 Students experience grade-level, standards-aligned instruction.	Network landscape walks				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.	LRE3 data				Select Status	Select Status	Select Status	Select Status		

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
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.
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

We were successful using Branching Minds last school year.
 Our Solutions Team work began to trickle down through grade levels and we had a lot to build on for this year.
 LRE3 students have been significantly reduced.
 IEP writing and development should be a focus for our team.

What is the feedback from your stakeholders?

There is a need for teacher intervention training.
 There is a need for more check-ins regarding students.
 There needs to be a better understanding of 504s and IEPs and inclusive environments.

What student-centered problems have surfaced during this reflection?

Working with students with disabilities and ELs

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?

Priority Student meetings
 Week 0 case manager PD
 English Language Program Teacher PD

Return to Top Determine Priorities

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

Students...
 will be supported across tiers academically and emotionally



[Determine Priorities Protocol](#)

Resources:

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Return to Top Root Cause

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

As adults in the building, we...
 must meet the unique needs of individual students: identifying needs through the problem solving process and providing targeted instruction at all tiers of learning.



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

Resources:

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Return to Top Theory of Action

What is your Theory of Action?

If we....
 identify student needs through the problem solving process by meeting with the Solutions Team biweekly and the MTSS team every 4-5 weeks,



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

Resources:

Inclusive & Supportive Learning Environment

then we see....
teachers providing targeted instruction to meet those needs



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

which leads to...
students closing gaps in their education both academically and emotionally



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, BHT and Restorative Practices

Dates for Progress Monitoring Check Ins
Q1 8/14/23 Q3 2/1/23
Q2 10/1/23 Q4 5/1/23

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Conduct priority student meetings every 5 weeks to ensure targeted instruction occurs in all classrooms.	MTSS	September 15, 2023	In Progress
Action Step 1	identify priority students	MTSS/ teachers	August 25, 2023	Completed
Action Step 2	review data of priority students	MTSS/ teachers	September 1, 2023	Completed
Action Step 3	Develop a plan for instruction and enter into BM	MTSS/ teachers	September 8, 2023	Not Started
Action Step 4	Progress monitor and reflect on targeted instruction implemented	MTSS/ teachers	September 15, 2023	Not Started
Action Step 5	Progress monitor and reflect on targeted instruction implemented	MTSS/ teachers	September 15, 2023	Select Status
Implementation Milestone 2	Conduct a review of data every 5 weeks to ensure priority students are making progress towards their identified goals.	MTSS/ teachers	Q2	Not Started
Action Step 1	identify priority students	MTSS/ teachers	October	Not Started
Action Step 2	review data of priority students	MTSS/ teachers	November	Not Started
Action Step 3	Develop a plan for instruction and enter into BM	MTSS/ teachers	December	Not Started
Action Step 4	Progress monitor and reflect on targeted instruction implemented	MTSS/ teachers	January	Not Started
Action Step 5	Progress monitor and reflect on targeted instruction implemented	MTSS/ teachers	January	Select Status
Implementation Milestone 3	Look at tier 1 instruction by conducting a review of performance tasks being used in common grade rooms.	Teachers/ Team Directors/School Lead	Q3	Not Started
Action Step 1	Identify a task to be used among grades	Teachers/ Team Directors/School Lead	January	Not Started
Action Step 2	Teachers administer grade level tasks.	Teachers/ Team Directors/School Lead	February	Not Started
Action Step 3	Teachers, Lead and Directors grade tasks collectively and analyze the data for common trends/misconceptions	Teachers/ Team Directors/School Lead	March	Not Started
Action Step 4	Teachers develop lessons addressing needs and misconceptions. Develop a new task and administer.	Teachers/ Team Directors/School Lead	April	Not Started
Action Step 5	Teachers, Leads and Directors review new data and reflect on practices.	Teachers/ Team Directors/School Lead	May	Not Started
Implementation Milestone 4	Review the year for student progress	MTSS	June	Not Started
Action Step 1	identify priority students for SY25	MTSS/ teachers	June	Not Started
Action Step 2	Teachers administer grade level tasks.	MTSS/ teachers	June	Select Status
Action Step 3	Teachers, Lead and Directors grade tasks collectively and analyze the data for common trends/misconceptions	MTSS/ teachers	June	Select Status
Action Step 4	Teachers develop lessons addressing needs and misconceptions. Develop a new task and administer.	MTSS/ teachers	June	Select Status
Action Step 5	Teachers, Leads and Directors review new data and reflect on practices.	MTSS/ teachers	June	Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
Decrease number of students on priority list.
Increase on-track percentages.
Increase teachers using Branching Minds.

SY26 Anticipated Milestones	Decrease number of students on priority list. Increase on-track percentages. Increase teachers using Branching Minds.
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[Return to Top](#) **Goal Setting**

Indicators of a Quality CIWP: Goal Setting
 Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on 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
MTSS Academic Tier Movement	Yes	MTSS Academic Tier Movement	Overall	Fall 2024 student check-in			
			Select Group or Overall				
Reduction in repeated behaviors	Yes	Reduction in repeated disruptive behaviors (4-6 SCC)	Overall	5 students with multiple			
			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
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	80% of teachers using it on a regular basis	Increase from SY24 spring	Increase from SY25 spring
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.	Baseline from integrity memo	Increase from SY24 spring	Increase from SY25 spring
I&S:3 Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE 3 data	Decrease from SY24 spring	Decrease from SY25 spring

[Return to Top](#) **SY24 Progress Monitoring**

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
MTSS Academic Tier Movement	MTSS Academic Tier Movement	Overall	Fall 2024 student check-in		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Reduction in repeated behaviors	Reduction in repeated disruptive behaviors (4-6	Overall	5 students with multiple		Select Status	Select Status	Select Status	Select Status

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reduction in repeated behaviors
 disruptive behaviors (4-6 SCC)

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

Select Group or Overall

Inclusive & Supportive Learning Environment

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	80% of teachers using it on a regular basis	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
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.	Baseline from integrity memo	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
I&S:3 Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE 3 data	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>

If Checked:
Complete
IL-Empower
Section below

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.

If Checked:
No action needed

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



<p>Select a Goal</p>				
<p>Select a Goal</p>				
<p>Select a Goal</p>				

Parent and Family Plan

If Checked:



Our school is a Title I school operating a Schoolwide Program

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

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

If Checked:



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

No action needed

SCHOOL & FAMILY ENGAGEMENT POLICY

ESSA, Title I, Part A law requires schools to develop a parent and family policy that reflects their commitment to develop best engagement practices and maximizes meaningful consultation. Checking the boxes below indicates that your school understands and complies with each requirement listed.

- The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.
- At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.
- Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.
- Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.
- Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.
- Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.
- Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.
- Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.

SCHOOL & FAMILY COMPACT

Your school shall jointly develop, with parents, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. Checking off the statements below indicates your school will develop a compact that complies with each requirement. Compact statements will be housed at the school and shared with all parents.

- The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.
- The school will hold parent-teacher conferences.
- The school will provide parents with frequent reports on their children's progress.
- The school will provide parents reasonable access to staff.
- The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.
- The parents will support their children's learning.
- The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

The overarching goal for Title I Parent & Family Engagement funds is to increase student academic achievement through parental and family engagement and supporting skills development. In the box below, identify the academic priority areas around which your parent engagement & skills development will be aligned. As a reminder, use of your funds must occur in consultation with parents.

We are going to use our budget to provide parent workshops and are looking to find ones that will work for us this year.



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