

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 
Tim Griffin	Principal	tgriffin@cps.edu
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Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date 	Planned Completion Date 
Team & Schedule	5/8/23	9/14/23
Reflection: Curriculum & Instruction (Instructional Core)	5/8/23	9/14/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/8/23	9/14/23
Reflection: Connectedness & Wellbeing	5/8/23	9/14/23
Reflection: Postsecondary Success	5/8/23	9/14/23
Reflection: Partnerships & Engagement	5/8/23	9/14/23
Priorities	5/8/23	9/14/23
Root Cause	5/8/23	9/14/23
Theory of Acton	5/8/23	9/14/23
Implementation Plans	5/8/23	9/14/23
Goals	5/8/23	9/14/23
Fund Compliance	5/8/23	9/14/23
Parent & Family Plan	5/8/23	9/14/23
Approval	5/8/23	9/14/23

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	09/22/2023
Quarter 2	12/22/2023
Quarter 3	04/01/2024
Quarter 4	05/07/2024

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources 

[Reflection on Foundations Protocol](#)

[Return to Top](#)

Curriculum & Instruction


Using the associated references, is this practice consistently implemented?

References


What are the takeaways after the review of metrics?

Metrics


Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction
Yes	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document

Scores on IAR have fallen to 45% meeting and exceeding standards. This is not typical for school. Dirksen is lower than the district averages. New curriculums were purchased along with supplemental materials. Unit plans will need ESL and DL accommodations to support our student population. 

What is the feedback from your stakeholders?

Scores have fallen and on track metrics in ELA and Math due to GPA. Many students are struggling with academic expectations and receiving differentiated instruction. Student promotion criteria has changed several times during the SY23 school year. New initiatives from the district have focused on rigor increase in the classroom instruction. 

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?

Bilingual student population increased drastically over the SY23. Student population of Dirksen went from 788 to 1125 in 1 quarter. Access to curriculum and instruction had been adjusted but with small improvements in ACCESS scores. 

- [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.

Differentiation of instruction, accommodations and modifications needed for curriculums, and professional development needed on curriculums 

[Return to Top](#)

Inclusive & Supportive Learning Environment


Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

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

MTSS program is confusing and difficult to implement; MTSS intervention occurs but is inconsistent among the different classrooms and grade levels. 

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

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

What is the feedback from your stakeholders?

MTSS program is new with Branching Minds and changing district policies with promotion. MTSS intervention tools and progress monitoring is implemented inconsistently after PD was given by admin and network support. Students are still failing and not on track to meet promotion criteria. MTSS devoted time by staff for Tier I and Tier II is inconsistent and often leads to Tier III limbo where students make progress but are not eligible for DL services.

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?

MTSS interventionist and support by part time staff have an active roll in K-3rd grades. 4th through 5th have begun to have MTSS programming implemented by classroom staff. MTSS Tier I instruction has adapted and begun to have some differentiated instruction. ESL students are majority of the MTSS Tier I and Tier II students.

- [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.

MTSS knowledge and application of the system using Branching Minds still have inconsistencies and bilingual students make up the majority of the MTSS rosters per each grade level. PD is needed to address interventions and progress monitoring, scheduling of activities, and how the students should be receiving services.

[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?

SEL programming is not being implemented correctly. BHT team has had an increase of students on rosters. SEL instruction is not occurring daily and is inconsistently done per classroom and grade level OST programming at Dirksen did not offer mentoring groups for upper grade levels. Attendance at grade levels were lowest in 3 years since the pandemic affected school opening. Monthly attendance totals were lower than 95% school wide over the past 3 years. Cultivate survey returned lower results at the end of the year for students beonign and being connected to staff.

What is the feedback from your stakeholders?

SEL program is confusing and difficult to understand with changing criteria. There is not enough time in the day and week to implement SEL programs and activities. Student are not motivated to participate in SEL instruction. Reward and outcomes from instruction are inconsistent school wide and often students who are positively motivated and behaving are not recognized for their efforts.

- 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](#)

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.		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 referred to BHT and ASPEN ICT incidents are recorded with increased number of students and reports over the past 3 years. Student have remained on BHT rosters after 1-2 years and incidents consistently occur with the same students. SEL instruction is inconsistent in all grade levels and staff is not buying into PBIS system school wide. Classroom-based motivation and systems of expectations are inconsistent with SEL values of positive reinforcement and restorative practices occurring at school wide level.	PBIS changes and updated occurred after polling staff and students are buying into the ex-expectations for a positive and safe school environment. ASPEN ICT entries have decreased this year due to SEL measures done in the classrooms and school wide. SEL programs and activities continue to increase in consistency and participation has increased after teachers were directed to implement classroom-based incentives that were age and grade appropriate.		

[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
No	College and Career Competency Curriculum (C4) 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).	The post secondary success priority was not chosen due to our elementary setting. Students with IEPs though our DL program have post secondary goals and plans required for 14 1/2 years of age or older. All 8th grade graduates attend traditional or selective enrollment High Schools in CPS or the state of Illinois. The post secondary outcomes are developed and implemented with students who have IEPs to be updated and monitored by the DL program at the high school.	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCE 3 - 8 On Track
No	Individualized Learning Plans Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).		Learn, Plan, Succeed % of KPIs Completed (12th Grade)
No	Work Based Learning Toolkit 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).		College Enrollment and Persistence Rate 9th and 10th Grade On Track
No	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).		
No	ECCE Certification List Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
No	PLT Assessment Rubric 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).		
No	Alumni Support Initiative One Pager 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).		

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

Students need to be prepared from post HS employment and educational choices. Students need to have access to resources and opportunities for post secondary educations

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

No improvement efforts are implemented at this time. Students meet counselors and deans in HS that address barriers and obstacles for all students.

[Return to Top](#)

Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
<p>Yes</p>	<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>Reboot the monthly newsletter to a calendar and email it out in several languages (Polish, Ukraine, Arabic). Send a printed copy at grades PreK-2nd grade. Extend office hours. This school year, extend open house to virtual. 🍌</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
<p>Yes</p>	<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>
<p>Yes</p>	<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>Increase OST programs to include mentoring, 🍌</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>The newcomers have exceeded the general population, we need additional staff that speaks these languages, increase recess monitors. 🍌</p>		<p>We currently have over 40 languages spoken at Dirksen, we have over 400/1190 students who have been in America under one year. Increase OST and language supports. 🍌</p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	Students experience grade-level, standards-aligned instruction.
Yes	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Yes	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

Scores on IAR have fallen to 45% meeting and exceeding standards. This is not typical for school. Dirksen is lower than the district averages. New curriculums were purchased along with supplemental materials. Unit plans will need ESL and DL accommodations to support our student population.

What is the feedback from your stakeholders?

Scores have fallen and on track metrics in ELA and Math due to GPA. Many students are struggling with academic expectations and receiving differentiated instruction. Student promotion criteria has changed several times during the SY23 school year. New initiatives from the district have focused on rigor increase in the classroom instruction.

What student-centered problems have surfaced during this reflection?

Differentiation of instruction, accommodations and modifications needed for curriculums, and professional development needed on curriculums

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?

Bilingual student population increased drastically over the SY23. Student population of Dirksen went from 788 to 1125 in 1 quarter. Access to curriculum and instruction had been adjusted but with small improvements in ACCESS scores.

Return to Top Determine Priorities

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

Students...
Students have shown a decrease in school-wide data (state and district assessments and on-track data) over a four year period SY20-SY23. All students need consistent high quality standards-based instruction.

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...
As adults in the building, we feel that the literacy and math curriculum needs to be utilized, modified for diverse learners including ELs, and universally implemented school-wide.

Resources:

[5 Whys 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....
participate in professional development in reading and math, implement standard-based curriculum and instructional best practices, and create systems and structures for progress monitoring by students and teachers,

Resources:

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

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

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

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

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

then we see....

see teachers delivering rigorous standard-based instruction and implementation of the curriculum with fidelity, teachers using formative assessment data to adjust and differentiate instruction and students working together interdependently to problem solve as teachers provide students with meaningful feedback,



which leads to...

students taking responsibility for their own learning and monitoring their progress, accompanied by an increase in student outcomes in school-wide data as measured by state and district assessments



[Return to Top](#) **Implementation Plan**

Resources:

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

Dates for Progress Monitoring Check Ins

Q1 09/22/2023

Q3 04/01/2024

Q2 12/22/2023

Q4 05/07/2024

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

Implementation Milestone 1	100% of teachers will utilize the standard-based literacy curriculum to meet the needs of our students	Instructional teachers and classroom support staff	09/22/2023	Completed
Action Step 1	Professional development for all teachers on the literacy curriculum	ADMIN & ILT	09/22/2023	In Progress
Action Step 2	Plan lessons by grade level and supplement the curriculum as needed	Instructional teachers and classroom support staff	05/07/2024	In Progress
Action Step 3	Implement the literacy curriculum for all learners using whole and small group, differentiated instruction during Tier 1 and provide meaningful student feedback	Instructional teachers and classroom support staff	05/07/2024	In Progress
Action Step 4	Post the grade level standards for literacy, math, science and social studies for each lesson	Instructional teachers and classroom support staff	09/22/2023	In Progress
Action Step 5	Provide and document literacy interventions in Branching Minds platform for students who are receiving Tier 2 interventions on a weekly basis	Instructional teachers and classroom support staff	05/07/2024	In Progress
Implementation Milestone 2	100% of teachers will utilize the standard-based math curriculum to meet the needs of our students	Instructional teachers and classroom support staff	09/22/2023	Completed
Action Step 1	Professional development for all teachers on the math curriculum	ADMIN & ILT	09/22/2023	In Progress
Action Step 2	Plan lessons by grade level and supplement the curriculum as needed	Instructional teachers and classroom support staff	05/07/2024	In Progress
Action Step 3	Implement the math curriculum for all learners using whole and small group, differentiated instruction (eg. using manipulatives) during Tier 1 and provide meaningful student feedback	Instructional teachers and classroom support staff	05/07/2024	In Progress
Action Step 4	Provide and document math interventions in the Branching Minds platform for students who are receiving Tier 2 interventions on a weekly basis	Instructional teachers and classroom support staff	09/22/2023	In Progress
Action Step 5				Select Status
Implementation Milestone 3				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	SY25 Anticipated Milestone 1 - 100% of teachers differentiate core literacy instruction using the standards-based curriculum. 100% of teachers revise the literacy curriculum (create unit plans) to strengthen any weakness and scaffold the areas of strength within the curriculum. 100% of teachers progress monitor and provide interventions that are documented within the Branching Minds platform. SY25 Anticipated Milestone 2 - 100% of teachers differentiating core math instruction using the standards-based curriculum.	
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SY25 Anticipated Milestone 2 - 100% of teachers differentiate core math instruction using the standards-based curriculum. 100% of teachers revise the curriculum (create unit plans) to strengthen any weakness and scaffold the areas of strength within the math curriculum. 100% of teachers progress monitor and provide interventions that are documented within the Branching Minds platform.

SY26 Anticipated Milestones

SY26 Anticipated Milestone 1 - 100% of teachers implement the revised literacy curriculum and fine tune any areas that need to be adjusted. 100% of teachers maintain a list of grade level literacy supplemental intervention materials and strategies to utilize with students who need additional support or acceleration.
 SY26 Anticipated Milestone 2 - 100% of teachers implement the revised math curriculum and fine tune any areas that need to be adjusted. 100% of teachers maintain a list of grade level math supplemental intervention materials and strategies to utilize with students who need additional support or acceleration.



[Return to Top](#)

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
100% of classrooms observed most students experiencing grade-level standards-aligned instruction.	Yes	3 - 8 On Track	Overall				
			English Learners				
100% of teachers share/review student work and data to make decisions to modify instruction at Grade Level Team Meetings.	Yes	3 - 8 On Track	Overall				
			English Learners				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&I:2 Students experience grade-level, standards-aligned instruction.	All teachers are observed as effectively implementing high quality core curriculum through RigorWalk Rubric	Most teachers are utilizing instructional materials to implement and adjust instruction, including differentiating based on student needs.	All teachers are utilizing instructional materials to implement and adjust instruction, including differentiating.
C&I:4 The ILT leads instructional improvement through distributed leadership.	All teachers collaboratively analyze student work at Grade Level Team Meetings to build understanding and agreement about improving student learning.	Most teachers are utilizing the student work analysis, for a greater understanding of alignment among standards, curriculum, instruction and assessments and how to fill gaps for students, as well as how to assess based on instructional expectations.	All teachers are utilizing the student work analysis, or a greater understanding of alignment among standards, curriculum, instruction and assessments and how to fill gaps for students, as well as how to assess based on instructional expectations.
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	All teachers give differentiated feedback based on where students are at in their level of mastery of a learning goal and empower students to identify their next steps in their learning.	Most teachers set up a time and structures to give differentiated feedback and for students to review feedback, including small groups and conferences. Sufficient time is also provided for students to improve work based on feedback and move learning forward feedback for growth.	All teachers set up a time and structures to give differentiated feedback and for students to review feedback, including small groups and conferences. Sufficient time is also provided for students to improve work based on feedback and move learning forward feedback for growth

[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
100% of classrooms observed most students experiencing grade-level standards-aligned instruction.	3 - 8 On Track	Overall			On Track	Select Status	Select Status	Select Status
		English Learners			On Track	Select Status	Select Status	Select Status
100% of teachers share/review student work and data to make decisions to modify instruction at Grade Level Team Meetings.	3 - 8 On Track	Overall			Limited Progress	Select Status	Select Status	Select Status
		English Learners			Limited Progress	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	All teachers are observed as effectively implementing high quality core curriculum through RigorWalk Rubric	On Track	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	All teachers collaboratively analyze student work at Grade Level Team Meetings to build understanding and agreement about improving student learning.	On Track	Select Status	Select Status	Select Status
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	All teachers give differentiated feedback based on where students are at in their level of mastery of a learning goal and empower students to identify their next steps in their learning.	On Track	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.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

MTSS program is confusing and difficult to implement; MTSS intervention occurs but is inconsistent among the different classrooms and grade levels.

What is the feedback from your stakeholders?

MTSS program is new with Branching Minds and changing district policies with promotion. MTSS intervention tools and progress monitoring is implemented inconsistently after PD was given by admin and network support. Students are still failing and not on track to meet promotion criteria. MTSS devoted time by staff for Tier I and Tier II is inconsistent and often leads to Tier III limbo where students make progress but are not eligible for DL services.

What student-centered problems have surfaced during this reflection?

MTSS knowledge and application of the system using Branching Minds still have inconsistencies and bilingual students make up the majority of the MTSS rosters per each grade level. PD is needed to address interventions and progress monitoring, scheduling of activities, and how the students should be receiving services.

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?

MTSS interventionist and support by part time staff have an active roll in K-3rd grades. 4th through 5th have begun to have MTSS programming implemented by classroom staff. MTSS Tier I instruction has adapted and begun to have some differentiated instruction. ESL students are majority of the MTSS Tier I and Tier II students.

Return to Top Determine Priorities

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

Students...
 Students need planned and targeted Tier I instruction for academics and behavior as well as targeted Tier 2 and Tier 3 supports for academics and behavior across all grade levels

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...
 Teachers need specific guidelines on how to implement MTSS strategies for academics and behavior in all tiers.

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....
 create and implement specific guidelines for student academics and SEL expectations in all tiers of instruction...

Resources:

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

Inclusive & Supportive Learning Environment

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

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

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

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

then we see....

teachers differentiating instruction during Tier 1, teachers progress monitoring student progress in Tier 1, defined expectations of which students are eligible for Tier 2 instruction, defined goals for improvement, and duration of evidence-based interventions documented in the Branching Minds platform

which leads to...

an engaging and inclusive learning environment where the majority of students are successful in Tier 1, and students needing academic and SEL support in Tiers 2 and 3 meet specific goals in specific time periods.

Return to Top Implementation Plan

Resources:

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

Dates for Progress Monitoring Check Ins

Q1 09/22/2023

Q3 04/01/2024

Q2 12/22/2023

Q4 05/07/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	100% of teachers will use a balanced assessment system to guide academic instruction in Tiers 1, 2, and 3.	classroom teachers, DL teachers, Bilingual teachers, support staff	5/7/2024	In Progress
Action Step 1	Identify members, define roles and responsibilities of MTSS team	ILT and ADMIN	8/21/2023	Completed
Action Step 2	MTSS/BHT/ILT team will meet two times a month and will inform grade level teams of MTSS school-wide expectations	ADMIN & BHT Team	9/22/2023	In Progress
Action Step 3	Grade level teams will use the Problem-solving process to pinpoint student needs and to create evidence-based interventions that can be used to accelerate student achievement	ILT and ADMIN	9/22/2023	In Progress
Action Step 4	Academic intervention plans will be created, implemented, and documented in the Branching Minds platform	classroom teachers, DL teachers, Bilingual teachers, support staff	5/7/2024	In Progress
Action Step 5				Select Status
Implementation Milestone 2	100% of teachers will provide differentiated standards-based SEL instruction in Tier 1.	classroom teachers, DL teachers, Bilingual teachers, support staff	9/22/2023	Completed
Action Step 1	Teachers will complete the PBIS School-wide and Classroom Feedback form	Schoolwide	9/22/2023	Completed
Action Step 2	MTSS/BHT/ILT team will review school-wide feedback form and will determine content of school-wide assemblies for SY24 and revisions for schoolwide PBIS for SY24	ILT and ADMIN	9/22/2023	In Progress
Action Step 3	Teachers' daily schedules will reflect time for SEL (Second Step) weekly and teachers will utilize the SEL standards and evidence-based Tier 1 strategies in the classroom (e.g., classroom townhall meetings, peace circles)	classroom teachers, DL teachers, Bilingual teachers, support staff	9/22/2023	Completed
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	SY25 Anticipated Milestone 1 100% of Grade level meetings will have time for the problem-solving process to pinpoint student needs and to create evidence-based interventions that can be used to accelerate student achievement, 100% of students not successful in Tier 1 instruction will have academic intervention created,	
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SY25 Anticipated Milestone 2	implemented, and documented in the Branching Minds platform 100% of the teachers follow the established guidelines for the PBIS school-wide program and use the SEL standards, 50% of classrooms will have
SY26 Anticipated Milestones	SY26 Anticipated Milestone 1 100% of Grade level meetings will have time for the problem-solving process to pinpoint student needs and to create evidence-based interventions that can be used to accelerate student achievement, 100% of students not successful in Tier 1 instruction will have academic intervention created, implemented, and documented in the Branching Minds platform SY26 Anticipated Milestone 2 100% of the teachers follow the established guidelines for the PBIS school-wide program and use the SEL standards, 75% of classrooms will have

[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
100% of classrooms are Fully Operational level in all aspects of the MTSS Continuum	Yes <input type="checkbox"/>	% of Students receiving Tier 2/3 interventions meeting targets	Overall				
			English Learners				
100% of classrooms will score "Yes" in every academic category and integrated SEL category on the RigorWalk Rubric.	Yes <input type="checkbox"/>	Cultivate	Overall				
			English Learners				

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.	The MTSS Leadership Team rates most classrooms as "Foundational Level" documented student support and support plans and "Foundational Level" in the "Supplemental intervention: progress monitoring" components as measured by the MTSS Continuum.	The MTSS Leadership Team rates most classrooms as "Developed" or higher in most components as measured by the MTSS Continuum.	The MTSS Team rates all classrooms as "Fully Operational" in most components as measured by the MTSS Continuum.
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.	All teachers are observed as effectively implementing high quality core curriculum through RigorWalk Rubric	Most teachers are utilizing instructional materials to implement and adjust instruction, including differentiating based on student needs.	All teachers are utilizing instructional materials to implement and adjust instruction, including differentiating based on interventions and multiple types of data.
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	All teachers plan and provide ESL instruction, reflecting the use of WIDA ELD (or E-ELD, as appropriate) for planning language instruction.	Most teachers plan and provide ESL instruction, provide sheltered language instruction across the core content in English show evidence of using the WIDA ELD (or E-ELD, as appropriate) standards for planning for differentiation.	All teachers plan and provide ESL instruction, provide sheltered language instruction across the core content in English show evidence of using the WIDA ELD (or E-ELD, as appropriate) standards for planning for differentiation.

[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
100% of classrooms are Fully Operational level in all aspects of the	% of Students receiving Tier 2/3 interventions	Overall			<input type="button" value="On Track"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>

Jump to... [Priority](#) [TOA](#) [Goal Setting](#) [Progress Monitoring](#)

[Reflection](#) [Root Cause](#) [Implementation Plan](#) [Monitoring](#)

Operational level in all aspects of the MTSS Continuum
 Tier 2/3 interventions meeting targets
 English Learners

100% of classrooms will score "Yes" in every academic category and integrated SEL category on the RigorWalk Rubric.
 Cultivate
 Overall
 English Learners

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

Inclusive & Supportive Learning Environment

On Track	Select Status	Select Status	Select Status
On Track	Select Status	Select Status	Select Status
On Track	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.	The MTSS Leadership Team rates most classrooms as "Foundational Level" documented student support and support plans and "Foundational Level" in the "Supplemental intervention: progress monitoring" components as measured by the MTSS Continuum.	Limited Progress	Select Status	Select Status	Select Status
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	All teachers are observed as effectively implementing high quality core curriculum through RigorWalk Rubric	Limited Progress	Select Status	Select Status	Select Status
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	All teachers plan and provide ESL instruction, reflecting the use of WIDA ELD (or E-ELD, as appropriate) for planning language instruction.	Limited Progress	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.
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.
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?

SEL programming is not being implemented correctly. BHT team has had an increase of students on rosters. SEL instruction is not occurring daily and is inconsistently done per classroom and grade level OST programming at Dirksen did not offer mentoring groups for upper grade levels. Attendance at grade levels were lowest in 3 years since the pandemic affected school opening. Monthly attendance totals were lower than 95% school wide over the past 3 years. Cultivate survey returned lower results at the end of the year for students beonign and being connected to staff.

What is the feedback from your stakeholders?

SEL program is confusing and difficlut to understand with changing criteria. There is not enough time in the day and week to implement SEL programs and activities. Student are not motivated to particpate in SEL instruction. Reward and outcomes from instruction are inconsistent school wide and often students who are positively motivated and behaving are not recongized for their efforts.

What student-centered problems have surfaced during this reflection?

Students referred to BHT and ASPEN ICT incidents are recorded with increased number of students and reports over the past 3 years. Student have remained on BHT rosters after 1-2 years and incidents consistntly occur with the same students. SEL instruction is inconsisten in all grade levels and staff is not buying into PBIS system school wide. Classroom-based movitation and systems of expectations are inconsistent with SEL values of positive reinforcement and restorative practices occurring at school wide level.

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?

PBIS changes and updated occurred after polling staff and students are buying into the ex-expectations for a positive and safe school environment. ASPEN ICT entries have decreased this year due to SEL measures done in the classrooms and school wide. SEL programs and activities continue to increase in consistency and participation has increased after teachers were directed to implement classroom-based incentives that were age and grade appropriate.

Return to Top Determine Priorities

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

Students... need the necessary social and emotional skills to feel a sense of belonging to the Dirksen community.

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... we feel there is a need for increased positivity, deeper connections, and accountability school-wide for students and staff.

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.... build trust between students/parents and staff by following through on equitable plans for student well-being

Resources:

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

then we see....
 systems to follow-up with students' social and emotional well-being, recognition of students' excellence, restorative systems to follow-up with student behavior challenges, and systems to improve student attendance

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...
 an increase in trust among all stakeholders, decreases in behavior challenges, and a culture that nurtures the social and emotional needs of students and staff so Dirksen feels like our home.

[Return to Top](#) **Implementation Plan**

Resources:

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

Team/Individual Responsible for Implementation Plan

Dates for Progress Monitoring Check Ins

Q1	09/22/2023	Q3	04/01/2024
Q2	12/22/2023	Q4	05/07/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	100% of teachers will implement the Social and Emotional Learning (SEL) curriculum 30 minutes a week	classroom teachers, DL teachers, Bilingual teachers, support staff	5/7/2024	In Progress
Action Step 1	Grade level team leaders will ensure all teachers at each grade level have access to the curriculum and understand how to take advantage of teachable moments that occur naturally throughout the day.	ILT and ADMIN	5/7/2024	In Progress
Action Step 2	Classroom teachers will deliver Tier 1 Standard-Based SEL instruction and will differentiate within their classrooms based on Cultivate Data. Students are encouraged to practice social and emotional competencies.	classroom teachers, DL teachers, Bilingual teachers, support staff	5/7/2024	In Progress
Action Step 3	Classroom teachers will use the BHT referral form for Tier 2 SEL interventions after 6 weeks of classroom differentiation during Tier 1 SEL instruction. Interventions will be logged in Branching Minds.	classroom teachers, DL teachers, Bilingual teachers, support staff	5/7/2024	In Progress
Action Step 4	The BHT will accept referrals and determine eligibility, provide teachers with suggestions to help students, and deliver Tier 2 & 3 interventions in small group settings and documents in Branching Minds. The BHT will use a standard agenda for every meeting to delineate action items and owners to assist in the follow-up process.	ADMIN & BHT Team	5/7/2024	In Progress
Action Step 5				Select Status
Implementation Milestone 2	100% of Dirksen staff will implement the Positive Behavior Management System school-wide.	ILT and ADMIN	5/7/2024	In Progress
Action Step 1	School wide assemblies to go over school expectations with parents and students.	ILT and ADMIN	5/7/2024	In Progress
Action Step 2	Each classroom will create their own Positive Behavior Management System (e.g., student of the week, color code management, team building activities, fun Friday activity).	classroom teachers, DL teachers, Bilingual teachers, support staff	5/7/2024	In Progress
Action Step 3	All staff members will use the online discipline referral form to document students' behavior, document positive attempts to problem-solve as per the Student Code of Conduct (SCC), document restorative actions taken, and document parent communications and outcomes.	ILT and ADMIN	5/7/2024	In Progress
Action Step 4	All staff will receive professional development on how to use the SCC: to provide a transparent and restorative disciplinary process that addresses the root causes of behaviors, repairs, harm, and promotes social and emotional development.	ILT and ADMIN	5/7/2024	In Progress
Action Step 5				Select Status
Implementation Milestone 3	School-wide attendance plan will increase student attendance by 2% per year..	ILT and ADMIN	5/7/2024	In Progress
Action Step 1	Provide incentives to students that achieve 100% attendance quarterly..	ILT and ADMIN	5/7/2024	In Progress
Action Step 2	Families with chronic attendance issues will be notified with a phone call, letter, and meeting addressing attendance concerns.	ADMIN	5/7/2024	In Progress
Action Step 3	Engagement Lead will provide outreach to Priority Students regarding special programs/incentives at school (e.g., Out of School Time) and will document outreach in Branching Minds as a connection point	ADMIN	5/7/2024	In Progress
Action Step 4	Partner with Communities in Schools of Chicago (CISC) Resource for programs: Assemblies, field trips, classroom presentations, etc.	ADMIN	5/7/2024	In Progress
Action Step 5				Select Status

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>	Connectedness & Wellbeing
Reflection	Root Cause	Implementation Plan				
Implementation Milestone 4						Select Status
Action Step 1						Select Status
Action Step 2						Select Status
Action Step 3						Select Status
Action Step 4						Select Status
Action Step 5						Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones

SY25 Anticipated Milestone 1A - 100% of teachers will implement the Social and Emotional Learning (SEL) curriculum 30 minutes a week, 100% of classroom teachers will deliver Tier 1 SEL instruction and will differentiate within their classrooms prior to referring students to the BHT, 100% of Tier 2 and Tier 3 interventions will be documented in Branching Minds by the service provider. SY25 Anticipated Milestone 2B - 100% of Dirksen staff will implement the Positive Behavior Management System school-wide, 100% of classroom teachers will use their Positive Behavior Positive Management system within their classrooms, 100% of school-wide staff will use the discipline referral process restoratively. SY25 Anticipated Milestone 3C - School-wide attendance plan will increase student attendance by 2%. 100% of students will receive quarterly incentives for perfect attendance, 100% of families will receive outreach regarding attendance and school participation, Out of School Time (OST) will reserve seats for and recruit priority students.

SY26 Anticipated Milestones

SY26 Anticipated Milestone 1A - 100% of teachers will implement the Social and Emotional Learning (SEL) curriculum 20 minutes a day, 100% of classroom teachers will deliver Tier 1 SEL instruction and will differentiate within their classrooms prior to referring students to the BHT, 100% of Tier 2 and Tier 3 interventions will be documented in Branching Minds by the service provider. SY26 Anticipated Milestone 2B - 100% of Dirksen staff will implement the Positive Behavior Management System school-wide, 100% of classroom teachers will use their Positive Behavior Positive Management system within their classrooms, 100% of school-wide staff will use the discipline referral process restoratively. SY26 Anticipated Milestone 3C - 100% of students will receive quarterly incentives for perfect attendance, 100% of families will receive outreach regarding attendance and school participation, Out of School Time (OST) will reserve seats for and recruit priority students.

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
School-wide attendance percentages will increase each year.	Yes <input type="checkbox"/>	Increase Average Daily Attendance	Overall				
			English Learners				
The percentage of Priority Students will decrease each year.	Yes <input type="checkbox"/>	3 - 8 On Track	Overall				
			English Learners				

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.	Most teachers will differentiate SEL instruction within their classrooms so Tier 2 interventions (referrals) decrease.	All teachers will differentiate SEL instruction so Tier 2 interventions are rare and decrease.	All teachers will differentiate SEL instruction so Tier 2 interventions are rare and decrease.
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Most teachers will provide classroom attendance support (outreach, incentives) and will participate with students in the quarterly incentives for perfect attendance.	All teachers will provide classroom attendance support (outreach, incentives), will participate with students in quarterly school-wide incentives, and will be recognized by grade level and classroom for increasing attendance.	All teachers will provide classroom attendance support (outreach, incentives), will participate with students in quarterly school-wide incentives, and will be recognized by grade level and classroom for increasing attendance.
C&W:3 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.	All Priority Students will be contacted for OST and other opportunities at school.	50% of Priority Students will participate in OST programs and other opportunities school.	75% of Priority Students will participate in OST programs and other opportunities school.

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
School-wide attendance percentages will increase each year.	Increase Average Daily Attendance	Overall			On Track	Select Status	Select Status	Select Status
		English Learners			On Track	Select Status	Select Status	Select Status
The percentage of Priority Students will decrease each year.	3 - 8 On Track	Overall			On Track	Select Status	Select Status	Select Status
		English Learners			On Track	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.	Most teachers will differentiate SEL instruction within their classrooms so Tier 2 interventions (referrals) decrease.	Limited Progress	Select Status	Select Status	Select Status
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Most teachers will provide classroom attendance support (outreach, incentives) and will participate with students in the quarterly incentives for perfect attendance.	Limited Progress	Select Status	Select Status	Select Status
C&W:3 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.	All Priority Students will be contacted for OST and other opportunities at school.	Limited Progress	Select Status	Select Status	Select Status

Parent and Family Plan

If Checked:



Our school is a Title I school operating a Schoolwide Program

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

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

If Checked:



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

No action needed

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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


SCHOOL & FAMILY COMPACT

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

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

Parents will be engaged on a monthly basis during Parent Advisory Committee meetings. Goals of the training sessions will relate to literacy, math, and social and emotional learning. 

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