

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
Iliana Rzodkiewicz	Principal	ihzodkiewicz@cps.edu
Joseph Wernette Harnden	Teacher Leader	jcharnden@cps.edu
Debra Koran	Connectedness & Wellbeing Lead	dmkoran@cps.edu
Donald Bibly	Teacher Leader	djbibly@cps.edu
Patrick Clancy	Teacher Leader	paclancy@cps.edu
Jessica Jenkot	Teacher Leader	jmjenkot@cps.edu
Constance Campe	Teacher Leader	cscampe@cps.edu
Randall Carpenter	Postsecondary Lead	rcarpenter3@cps.edu
Heather Morrison	Curriculum & Instruction Lead	hmorrison@cps.edu
Kate Dube	Curriculum & Instruction Lead	kdube@cps.edu
Jennifer Mailander	Teacher Leader	jmailander1@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule		
Reflection: Curriculum & Instruction (Instructional Core)	6/9/23	6/9/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/9/23	6/9/23
Reflection: Connectedness & Wellbeing	6/9/23	6/9/23
Reflection: Postsecondary Success	6/9/23	6/9/23
Reflection: Partnerships & Engagement	6/9/23	6/9/23
Priorities	7/10/23	7/28/23
Root Cause	7/10/23	7/28/23
Theory of Acton	7/10/23	7/28/23
Implementation Plans		
Goals		
Fund Compliance		
Parent & Family Plan		
Approval		

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates 🗓️

Quarter 1	10/27/2023
Quarter 2	12/22/2023
Quarter 3	2/9/2024
Quarter 4	4/30/2024

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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		IAR (Math) IAR (English) Rigor Walk Data (School Level Data)
		Rigor Walk Rubric Teacher Team Learning Cycle Protocols		PSAT (EBRW) PSAT (Math)

SAT as an area of growth:
 15% of 11th grade met the math benchmark
 % met is lower than district or state for math
 55% of 11th grade met ERW benchmark
 The % met ERW for the school is higher than district or state
 13% of 10th grade met math benchmark
 52% of 10th grade met ERW benchmark
 Math benchmark for 10th grade by race 19% of Hispanic/Latino American students met, however 58% is in the strengthen skill
 ERW benchmark for 10th grade by race 57% of Hispanic/Latino American students met, however 31% for skill strengthening
 ERW benchmark for 10th grade by race 42% of African/Black American students met, however 54% need skill strengthening
 Math benchmark for 10th grade by race 8% of African/Black American students met, however 73% need skill strengthening
 1% of 11th graders are college ready for 'passport to advanced math'
 3% of 11th graders are on track for college readiness problem-solving

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Yes

Students experience grade-level, standards-aligned instruction.

[Quality Indicators Of Specially Designed Instruction](#)

and data analysis
Of the subscores, 11th grade is strongest in 'expression of ideas'
Large group of 10th grade are close to being on track (68%)
Same with problem-solving and data analysis--58% close to being on track and only 2% being on-track for college
ERW benchmark for 11th grade by race 49% of Black/African American students met, however 43% is in the strengthen skills
Math benchmark for 11th grade by race is 9% v 86% of Black/African American students met
ERW benchmark for 11th grade by race 52% of Hispanic/Latino American students met, however 38% is in the strengthen skills
Math benchmark for 11th grade by race 10% of Hispanic/Latino American students met, however 83% is in the strengthen skills
Gender breakdown is similar, however 5% of Hispanic/Latina girls met math benchmark

Elementary School

-In all grades, majority (84% High, 31% low) of students are performing At/Above for Math & Reading
-Grade 3 saw 11% increase in percent of students At/Above for Reading, and a decrease in both At/Above and Urgent Intervention for Math in 22-23.
-Grade 4 saw 13% increase in percent of students At/Above for Reading, and saw changes of 4% or less for Math in 22-23
-Grade 5 saw less than 2% changes in Reading and had most students earn At/Above on the winter assessment in Math for both 21-22 and 22-23 school years.
-Grade 6 saw increases of 11% and 13% of Students At/Above in Math for 21-22 and 22-23 and saw changes of less 4% in Reading
-8th and 9th grade both saw double-digit declines in the % of students At/Above Benchmark in Math

[STAR \(Reading\)](#)

Partially

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

[Powerful Practices Rubric](#)

[Learning Conditions](#)

What is the feedback from your stakeholders?

Schoolwide support for math, specifically
Data analysis and problem solving across all courses
TSGI is a necessary
CRT is necessary
ILT, CPT, Departments look at data more regularly with purpose



[STAR \(Math\)](#)

[iReady \(Reading\)](#)

[iReady \(Math\)](#)

Partially

The ILT leads instructional improvement through distributed leadership.

[Continuum of ILT Effectiveness](#)

[Distributed Leadership](#)

We have to look both inwardly (lots of successes) and outwardly (gather new ideas to support students stuck at Urgent/Intervention).

We are doing some things very well, how do we highlight that?

What teacher education needs to happen to familiarize staff with this data and how to use it in classroom practice?

[Cultivate](#)

[Grades](#)

[ACCESS](#)

[TS Gold](#)

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](#)

[Interim Assessment Data](#)

		HS Assessment Plan Development
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document

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

At the HS we have tutoring in all core subjects throughout the week and on Saturdays- offered to all students. 
 At the ES over summer, we offered tutoring for students that were struggling throughout the school year. This has been a great opportunity to catch them up and prepare them for the next school year. We would like to offer more academic enrichment opportunities during the school year using OST funding. Additionally, we will continue to offer after school programming for ELL students.

What student-centered problems have surfaced during this reflection?

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

We offer programming and challenging curriculum, however, assessment data tells a different story of how impactful teaching and learning has been. While the content is becoming more culturally relevant and interesting to students, there is a need to balance with data outcomes we desire that show student success and mastery. 

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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
No	MTSS Integrity Memo MTSS Continuum Roots Survey	When reviewing MTSS Continuum, Disney II is currently between Foundational and Developed , overall.  The number of students eligible for MTSS supports increased in these support throughout SY23 with intervention, support and service, including ELL and DL students. Classrooms have flexible groupings, however, not all classrooms have groupings informed by student data.	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS
	MTSS Integrity Memo	Learning Walk data showed that not all teachers are utilizing Targeted Small Group Instruction as opportunities for	

No	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	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 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 are provided tutoring opportunities, but there needs to be a more intentional focus on how their academic data is used to support students achieve mastery. All teams must be able to engage in data dives and planning for robust teaching and learning. 

interventions during class time; teachers have had PD about this, however, do not yet feel confident in the practice.
Many classrooms are not using language objectives.

What is the feedback from your stakeholders?

We are just rolling out Branching Minds- still some issues with IT 
Teachers would like more training on EL supports in the classroom, modifications to support ELs
PD on co-teaching models; co-planning for DL settings
Opportunities for parents to engage in learning about IEPs, modifications and LRE

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?

DII now has two full time ELPTs- one at each campus
Each campus now has an MTSS coordinator and Interventionist 

[MTSS Academic Tier Movement](#)

[Annual Evaluation of Compliance \(ODLSS\)](#)

[Quality Indicators of Specially Designed Curriculum](#)

[EL Program Review Tool](#)

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
<p>Yes</p>	<p>Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.</p> <p>BHT Key Component Assessment</p> <p>SEL Teaming Structure</p>	<p>How does safety in non-classroom settings impact learning within the classroom </p> <p>Higher likelihood of incidents Potential decrease in enrollment Bathroom, recess, and before/after school protocols in non-classroom settings Student voice and ownership</p> <p>Suspensions are lower than pre-pandemic numbers.</p> <p>Teachers are in need of more development in restorative practices; school in need of clear discipline structures that are communicated with all stakeholders.</p>	<p>% of Students receiving Tier 2/3 interventions meeting targets</p> <p>Reduction in OSS per 100</p> <p>Reduction in repeated disruptive behaviors (4-6 SCC)</p>
<p>Partially</p>	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>		<p>Access to OST</p> <p>Increase Average Daily Attendance</p> <p>Increased Attendance for Chronically Absent Students</p>
<p>Partially</p>	<p>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.</p>	<p>What is the feedback from your stakeholders?</p> <p>Defining safety with younger students Looking at the physical spaces such as bathroom and halls and how they can be improved. Review of protocols in non-classroom settings. Student voice and ownership </p>	<p>Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</p> <p>Cultivate (Belonging & Identity)</p>

	Other student interests and needs.
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

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

[Enrichment Program Participation: Enrollment & Attendance](#)

[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?

Restorative Practices have been discussed, but staff need training and development on RP so that we can better implement these strategies to support students. We are still experiencing higher than ideal incidents of out-of-school suspensions and bias-based harm that must be addressed in an effort to reduce/eliminate their occurrence. 🗨️

BHT and Culture and Climate will assist with Tier 2 and Tier 3. Efforts to train and develop staff will need to increase, including Security and SECAs. 🗨️

Referral structure in place, will need a refresher for all staff.

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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

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Partially	<p>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).</p>	<p>College and Career Competency Curriculum (C4)</p>
Partially	<p>Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).</p>	<p>Individualized Learning Plans</p>
Partially	<p>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).</p>	<p>Work Based Learning Toolkit</p>
Partially	<p>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).</p>	
No	<p>Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).</p>	<p>ECCE Certification List</p>
	<p>There is an active Postsecondary Leadership Team (PLT)</p>	<p>PLT Assessment Rubric</p>

HS graduation rate for 2022 was 86% (average number historically); the number of dropouts in 2022 was 4 (3.3% lowest number at DII since 2017). 

SY23 had an 84% pass rate for students taking dual enrollment classes at the community college.

College enrollment percentage has increased from 74% to 84% between 2021 and 2022. Highest percentage in 2021, since 2017 when it was 93%.

By the end of the 2022 school year, 89% of 9th graders were on track; 89% of 10th graders were on track.

EOS data shows that an increased number of students are taking AP classes.

What is the feedback from your stakeholders?

Increased communication to families on post secondary planning (scholarships, FAFSA, college visits, HBCU) 

<p>Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECCC</p> <p>3 - 8 On Track</p>
<p>Learn, Plan, Succeed</p> <p>% of KPIs Completed (12th Grade)</p> <p>College Enrollment and Persistence Rate</p>
<p>9th and 10th Grade On Track</p> <p>Cultivate (Relevance to the Future)</p> <p>Freshmen Connection Programs Offered (School Level Data)</p>

Partially	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).
Yes	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni). Alumni Support Initiative One Pager

What, 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?

Three full time counselors for the high school campus to assist with post secondary planning has been essential; additionally counseling assistant 

Continue to plan for post secondary opportunities for students and communication to families on post secondary planning.

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.

Post secondary talk in middle school can use some focus; Naviance tasks to assist. P/SAT focus in classes. 

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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
Yes	Spectrum of Inclusive Partnerships	<p>2022 dip in responses/scoring in all areas - increase again in 2023 Supportive environment steady decrease. Safety is an area that students are scoring very low Lack of academic support by teachers</p> <p>Academic Personalism decrease - lack of feeling of academic support from teachers if extra help is needed</p> <p>More of an increase in all areas Safety lowest rated under supportive environment just as in Kedvale</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
	Reimagining With Community Toolkit	<p>Increases at both campuses: -Teacher/principal trust -Involved families -Effective leaders -Ambitious instruction</p>	<p>5E: Supportive Environment</p>

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Yes

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

-Collaborative leaders

Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)

Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)

Yes

School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).

[Student Voice Infrastructure Rubric](#)

What is the feedback from your stakeholders?

Defining safety with younger students
Looking at the physical spaces such as bathroom and halls and how they can be improved. Review of protocols in non-classroom settings.
Student voice and ownership



Formal and informal family and community feedback received locally. (School Level Data)

What student-centered problems have surfaced during this reflection?

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Beyond Tier 3 students, are other students aware of the partnerships the school has and their access to these partnerships?



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?

The following groups assist with Connectedness and Wellbeing:
The Sunshine Committee, Culture and Climate, BHT, Student Government, Student Voice, GSA



Incorporate more opportunities for families to participate in the variety of learning and SEL that students experience.

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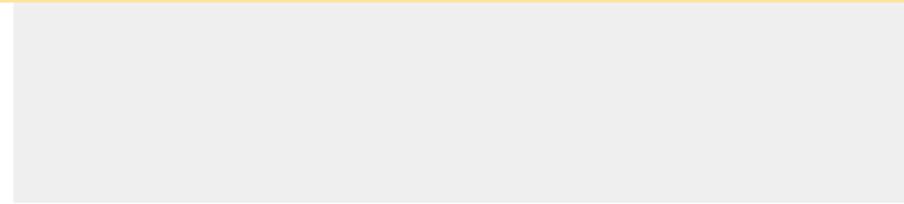
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Reflection on Foundation

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.
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?

SAT as an area of growth:
 15% of 11th grade met the math benchmark
 % met is lower than district or state for math
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What teacher education needs to happen to familiarize staff with this data and how to use it in classroom practice?

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

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Determine Priorities

Resources: 

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

[Determine Priorities Protocol](#)

Students...

need rigorous learning tasks with feedback that will support mastery achievement, as evidenced by assessment data.



Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

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Root Cause

Resources: 

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

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

As adults in the building, we...

have data that we can access (attendance, Summit, Star360, PSAT...)- how are we using this data with intention to plan better for student support and success?



Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.

The root cause is based on evidence found when examining the student-centered problem.

Root causes are specific statements about adult practice.

Root causes are within the school's control.

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Theory of Action

What is your Theory of Action?

If we....

Resources: 

develop teacher expertise in designing and implementing differentiated/personalized instruction for every student, grounded in culturally relevant teaching practices, including targeted small group instruction



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....

a cooperative learning environment that fosters student independence and reflection, frequent opportunities for feedback, productive interactions, and increased self-advocacy



which leads to...

measurable student growth on standardized academic exams (e.g. IAR, PSAT, and SAT), a more positive school climate (i.e., culture and climate student surveys), and increased on-track SQRP metrics for grades 3-12.



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Implementation Plan

Resources:

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

ILT

Dates for Progress Monitoring Check Ins

Q1	10/27/2023	Q3	2/9/2024
Q2	12/22/2023	Q4	4/30/2024

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

Implementation Milestone 1

Create an ILT professional learning scope for the year to so that ILT members can lead professional development

ILT

Not Started

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				
Action Step 1	Participate in ILT Institute #2			ILT		In Progress
Action Step 2	Identify a high-leverage culturally responsive instructional strategy to implement in all classrooms			ILT		Not Started
Action Step 3	Scope PD learning for ILT to prepare them to lead PD at October's Principal-Directed PD Day			ILT		Not Started
Action Step 4						Select Status
Action Step 5						Select Status
Implementation Milestone 2	Provide professional development to all staff on culturally responsive teaching practices					In Progress
Action Step 1	Plan PD for principal directed PD time					In Progress
Action Step 2	Deliver PD to teams					Not Started
Action Step 3	Follow up with teams for feedback					Not Started
Action Step 4						Select Status
Action Step 5						Select Status
Implementation Milestone 3	Provide professional development on personalized learning and have teachers set implementation goals for their course					In Progress
Action Step 1	Plan PD for principal directed PD time					In Progress
Action Step 2	Deliver PD to teams					Not Started
Action Step 3	Follow up with teams for feedback					Not Started
Action Step 4						Select Status
Action Step 5						Select Status
Implementation Milestone 4	Provide guidelines and opportunities to revise curriculum to reflect personalized learning goals					Not Started
Action Step 1	Plan PD for principal directed PD time					In Progress
Action Step 2	Deliver PD to teams					Not Started
Action Step 3	Follow up with teams for feedback					Not Started
Action Step 4						Select Status
Action Step 5						Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones Every teacher will have participated in professional development that will impact their differentiated and personalized instruction for every student. 

SY26 Anticipated Milestones Standardized academic scores will increase by an average of 5%. Learning environment feedback will improve by an average of 5%. 

[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
SAT average score will increase by an average of 5%	Yes	Other	Overall	15% met the Math benchmark	~20% met the Math Benchmark	20% met the Math benchmark	22% met the Math benchmark
Tier 2 and 3 targeted interventions will be delivered and progress	Yes	MTSS Academic Tier	Overall	In progress			

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	res		Movement					
will be delivered and progress monitored using MTSS										

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 🏠

Specify your practice goal and identify how you will measure progress towards this goal. 🏠

	SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Use of Skyline in non-Summit classrooms, in addition to Teacher-created curriculum Culturally responsive classroom libraries	Unit plans reflect cultural competency Student projects are rigorous and relevant Families have access to a clear scope and sequence of learning at Disney II	
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT will combine both ES and HS members Review Learning Walk data from SY23 Determine instructional focus as it aligns to Curriculum and Instruction	Departments and grade levels develop a vision aligned with the CIWP Expanded opportunities for leadership among educational staff	
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Inventory of assessments Shifting of assessments to better align to grade level proficiency Clarifying differentiation in the classroom for a variety of learners	Assessments aligned to grade level proficiency Clarification of what grade level proficiency is	

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SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
SAT average score will increase by an average of 5%	Other	Overall	15% met the Math benchmark	~20% met the Math Benchmark	Select Status	Select Status	Select Status	Select Status
					Select Status	Select Status	Select Status	Select Status
Tier 2 and 3 targeted interventions will be delivered and progress monitored using MTSS	MTSS Academic Tier Movement	Overall	In progress		Select Status	Select Status	Select Status	Select Status
					Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Use of Skyline in non-Summit classrooms, in addition to Teacher-created curriculum Culturally responsive classroom libraries	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT will combine both ES and HS members Review Learning Walk data from SY23 Determine instructional focus as it aligns to Curriculum and Instruction	Select Status	Select Status	Select Status	Select Status
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Inventory of assessments Shifting of assessments to better align to grade level proficiency Clarifying differentiation in the classroom for a variety of learners	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

No	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
No	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
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?

When reviewing MTSS Continuum, Disney II is currently between Foundational and Developed , overall.

The number of students eligible for MTSS supports increased in these support throughout SY23 with intervention, support and service, including ELL and DL students.

Classrooms have flexible groupings, however, not all classrooms have groupings informed by student data.

Learning Walk data showed that not all teachers are utilizing Targeted Small Group Instruction as opportunities for interventions during class time; teachers have had PD about this, however, do not yet feel confident in the practice.

Many classrooms are not using language objectives.

What is the feedback from your stakeholders?

We are just rolling out Branching Minds- still some issues with IT

Teachers would like more training on EL supports in the classroom, modifications to support ELs

PD on co-teaching models; co-planning for DL settings

Opportunities for parents to engage in learning about IEPs, modifications and LRE

What student-centered problems have surfaced during this reflection?

Students are provided tutoring opportunities, but there needs to be a more intentional focus on how their academic data is used to support students achieve mastery. All teams must be able to engage in data dives and planning for robust teaching and learning.

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?

DII now has two full time ELPTs- one at each campus
Each campus now has an MTSS coordinator and Interventionist

[Return to Top](#) **Determine Priorities**

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

Resources: 

[Determine Priorities Protocol](#)

Students...

that are in need of Tier 2 and Tier 3 interventions will receive targeted interventions that will be progress monitored through MTSS



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?

Resources: 

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

As adults in the building, we...

want to develop MTSS and Intervention structures that will support Tier 2 and Tier 3 students. This includes providing teachers with opportunities to collect and analyze student data that will inform teaching and learning practices.



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....

Resources: 

Inclusive & Supportive Learning Environment

create strong teaming (BHT, MTSS, ELL) systems and structures and implement a problem solving process that informs student academic and SEL support



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....

improved access for students to receive targeted instruction to meet their academic and/or social-emotional needs, regardless of their learning preference and/or language proficiency, as evidenced by academic and assessment data



which leads to...

an increased number of students achieving mastery in core subjects and reporting engagement and interest in their academic courses



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Implementation Plan

Resources:

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

ILT/MTSS

Dates for Progress Monitoring Check Ins

Q1	10/27/2023	Q3	2/9/2024
Q2	12/22/2023	Q4	4/30/2024

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

Implementation Milestone 1

Targeted Small Group Instruction

In Progress

Jump to... [Priority Reflection](#) [TOA Root Cause](#) [Goal Setting Implementation Plan](#) [Progress Monitoring](#) Select the Priority Foundation to pull over your Reflections here =>

Inclusive & Supportive Learning Environment

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 2 MTSS Structure In Progress

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 3 ELL Support Structure In Progress

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 EL & DL pass rate to increase to ~95% from 87% 

SY26 Anticipated Milestones

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

[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
Utilizing Tutor Corp and the MTSS team to deliver targeted Tier 2 and Tier 3 interventions in Math	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall				
			Select Group or Overall				
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 🍌

Specify your practice goal and identify how you will measure progress towards this goal. 🍌

	SY24	SY25	SY26
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.	Create an MTSS team that meets weekly; utilize Star360 BOY data to create intervention groups; begin progress monitoring; strengthen Tier 1 (in class) interventions; provide Tier 1 PD for teaching staff		
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.			
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.			

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SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Utilizing Tutor Corp and the MTSS team to deliver targeted Tier 2 and	% of Students receiving Tier 2/3 interventions	Overall			Select Status	Select Status	Select Status	Select Status

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring
Reflection	Root Cause	Implementation Plan	Tier 2 and Tier 3 interventions	Tier 2/3 interventions meeting targets
team to deliver targeted Tier 2 and Tier 3 interventions in Math				
Select the Priority Foundation to pull over your Reflections here =>				
Select Group or Overall				
Select Group or Overall				
Select Metric				
Select Group or Overall				

Inclusive & Supportive Learning Environment

			Select Status	Select Status	Select Status	Select Status
			Select Status	Select Status	Select Status	Select Status
			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	Create an MTSS team that meets weekly; utilize Star360 BOY data	Select Status	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.		Select Status	Select Status	Select Status	Select Status
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
No	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?

How does safety in non-classroom settings impact learning within the classroom
 Higher likelihood of incidents
 Potential decrease in enrollment
 Bathroom, recess, and before/after school protocols in non-classroom settings
 Student voice and ownership

Suspensions are lower than pre-pandemic numbers.

Teachers are in need of more development in restorative practices; school in need of clear discipline structures that are communicated with all stakeholders.

What is the feedback from your stakeholders?

Defining safety with younger students
 Looking at the physical spaces such as bathroom and halls and how they can be improved.
 Review of protocols in non-classroom settings.
 Student voice and ownership

What student-centered problems have surfaced during this reflection?

Restorative Practices have been discussed, but staff need training and development on RP so that we can better implement these strategies to support students. We are still experiencing higher than ideal incidents of out-of-school suspensions and bias-based harm that must be addressed in an effort to reduce/eliminate their occurrence.

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

BHT and Culture and Climate will assist with Tier 2 and Tier 3. Efforts to train and develop staff will need to increase, including Security and SECAs.

Referral structure in place, will need a refresher for all staff.

[Jump to... Reflection](#)

[Priority Root Cause](#)

[TOA Implementation Plan](#)

[Goal Setting Progress Monitoring](#)

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

[Return to Top](#)

Determine Priorities

Resources: 

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

[Determine Priorities Protocol](#)

Students...

have conflicts and we want to help them with the tools to navigate through these conflicts.



Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

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Root Cause

Resources: 

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

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

As adults in the building, we...

want to implement RP, but need better evidence that we are actually doing this and doing it well. Staff, students and families deserve clear structures on how we approach discipline at Disney II. We want to identify our areas of growth and address them with ongoing development so that we can build our confidence in RP, thus resulting in improved student SEL.



Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.

The root cause is based on evidence found when examining the student-centered problem.

Root causes are specific statements about adult practice.

Root causes are within the school's control.

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Theory of Action

What is your Theory of Action?

If we....

Resources: 

implement proactive, equitable and sustainable restorative practices and procedures, Tier 1 SEL supports, and develop our staff's capacity to engage students in those practices



then we see....

positive and effective behaviors for students and staff, relationships amongst students, staff, and families that build community



which leads to...

increased student agency, problem solving and conflict resolution skills, and student belonging as measured by improved 5-Essentials data (i.e., student voice and community engagement), attendance metrics, and discipline metrics.



Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

[Return to Top](#)

Implementation Plan

Resources:

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

ILT/BHT

Dates for Progress Monitoring Check Ins

Q1	10/27/2023	Q3	2/9/2024
Q2	12/22/2023	Q4	4/30/2024

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

Implementation Milestone 1

Train all teachers in restorative practices			Select Status
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Jump to... [Priority](#) [TOA](#) [Goal Setting](#) [Progress Monitoring](#) Select the Priority Foundation to pull over your Reflections here =>

Connectedness & Wellbeing

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 2 Develop discipline protocols that are culturally relevant and restorative and provide guidelines for all teachers

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 3 Monitor the implementation of standard reporting procedures quarterly as measured by discipline metrics and behavior referrals

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 Measure the implementation of restorative practices by surveying students quarterly

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	Chronic absenteeism reduced to ~28%	
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SY26 Anticipated Milestones

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



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Goal Setting

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on 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
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				
	Select Answer	Select Metric	Select Group or Overall				

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Reflection	Connectedness & Wellbeing				
	Root Cause	Implementation Plan	Select Answer	Select Metric	Select the Priority Foundation to pull over your Reflections here =>					
						Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 🏠

Specify your practice goal and identify how you will measure progress towards this goal. 🏠

	SY24	SY25	SY26
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.			
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.			
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.			

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SY24 Progress Monitoring

Resources: 🚀

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

Connectedness & Wellbeing

Performance Goals

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

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.		Select Status	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.		Select Status	Select Status	Select Status	Select Status
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		Select Status	Select Status	Select Status	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 data-bbox="699 580 1715 616">Select a Goal</p>					
<p data-bbox="699 802 1715 838">Select a Goal</p>					
<p data-bbox="699 1024 1715 1060">Select a Goal</p>					

Parent and Family Plan

If Checked:

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

Our school is a Title I school operating a Schoolwide Program

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

If Checked:

No action needed

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



