

CIWP Team & Schedules

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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
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Sandra Cruz	Parent	sandramiranda77@hotmail.com

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	6/27/23	7/7/23
Reflection: Curriculum & Instruction (Instructional Core)	7/7/23	7/14/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/14/23	7/21/23
Reflection: Connectedness & Wellbeing	7/14/23	7/21/23
Reflection: Postsecondary Success	7/14/23	7/21/23
Reflection: Partnerships & Engagement	7/21/23	7/28/23
Priorities	7/21/23	7/28/23
Root Cause	7/28/23	8/4/23
Theory of Acton	8/3/23	8/11/23
Implementation Plans	8/3/23	8/11/23
Goals	8/3/23	8/11/23
Fund Compliance	8/11/23	8/18/23
Parent & Family Plan	8/11/23	8/18/23
Approval	8/25/23	8/25/23

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	9/25/2023
Quarter 2	11/13/2023
Quarter 3	1/29/2024
Quarter 4	4/22/2024

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](#)


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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	<p>All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</p> <p>CPS High Quality Curriculum Rubrics</p>	<p>When looking at the K-2 iReady data, we notice that there is clear overall growth in both the math and reading from BOY to EOY. Diving more in-depth to math, we observed a high number of students in the lowest category (behind by two grade levels) who identify as mixed race or are grouped as Diverse Learners. Positively, the reading data shows that there is not a significant trend by race in that lowest category. </p> <p>The IAR data shows universal strength in ELA, opposed to math, in Grades 4-8, with an exception of Grade 3, who has a higher percentage of students who meet expectations in math. In regards to the math data, the performance level has stayed the same across Grades 3-8. The percentage of black students and EL students not meeting expectations in math is slightly higher than the overall group, where the hispanic students do not show significant change. The percentage of DL students who do not meet expectations is the highest amongst the sub groups. The ELA data shows higher percentages of students meeting or exceeding expectations. Again, the DL group had the highest percentage of students who did not meet expectations.</p>	<p>IAR (Math)</p> <p>IAR (English)</p> <p>Rigor Walk Data (School Level Data)</p>
Yes	<p>Students experience grade-level, standards-aligned instruction.</p> <p>Rigor Walk Rubric</p> <p>Teacher Team Learning Cycle Protocols</p> <p>Quality Indicators Of Specially Designed Instruction</p>	<p>When looking at the Star360 test, it's important to note that this assessment is adaptive, whereas IAR and iReady are not. The Star data amongst Grades 3-8 shows very minor changes from BOY to EOY in reading. The DL students, similar to IAR, struggled most out of the minority groups. Because the district benchmark is lower than the state benchmark, it does appear that there is a higher percentage of students who met or exceeded expectations, but the percentages alter when looking at the state benchmark.</p> <p>Learning walk data showed improvement in the amount of time students are collaborating in small groups. The complexity of assignments also went up. There was a conclusion that support is needed with what is actually happening in small groups to ensure that students are maximizing their time, living up to their full potential. What support are we providing and how are we increasing the capacity of our teachers to run effective groups and engage in higher complexity.</p>	<p>PSAT (EBRW)</p> <p>PSAT (Math)</p> <p>STAR (Reading)</p>
Partially	<p>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.</p> <p>Powerful Practices Rubric</p> <p>Learning Conditions</p>	<p>What is the feedback from your stakeholders?</p> <p>The DL students are consistently test the lowest on assessments, while they're getting interventions in their least restrictive environments. These students may need extra or different interventions to improve test scores. We also may want to reconsider the testing accommodations to be more authentic to the style of their interventions, learning, and typical testing. </p> <p>Our math scores seem to be lower than reading across the different assessments (iReady, IAR, Star). It may be helpful to reconsider how we're teaching and assessing our math standards, as well as getting support for the students who aren't understanding previous or current standards. Interactive and engaging lessons and materials will support students learn.</p>	<p>STAR (Math)</p> <p>iReady (Reading)</p> <p>iReady (Math)</p>
Yes	<p>The ILT leads instructional improvement through distributed leadership.</p> <p>Continuum of ILT Effectiveness</p> <p>Distributed Leadership Foundational Pillars</p>	<p>When considering the Learning Walk data, the number of minutes of student discourse generally increases throughout the three rounds. That is a big accomplishment for Disney as a whole, and it also brings important questions about how productive that discussion is and how it can be more aligned to curriculum and formative assessment. Recommendations for next year include being extremely clear on the purpose of learning walks, which is to increase complexity, the length of students collaborating and the quality. It is not bad to have whole group instruction. It is not wrong to have level one activities. The key is to have a healthy blend and to engage in healthy experimentation. Including student leaders in the process could be a strong practice. If the kids are part of this, and understand the purpose of it, could be crucial. The Leaders could make a video explaining. Having exemplar teachers run PD could be very powerful. Utilizing Kagan PD will also be important. Offering support and advice could be very supportive. Encouraging people to be open. Having Jackson and George come in and do side observations. Scores show that DL, EL, and Black students score lower than other demographics. We need to speak about that narrative and also need to have the time and space to create actions plans.</p>	<p>Cultivate</p> <p>Grades</p> <p>ACCESS</p>
No	<p>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.</p> <p>Customized Balanced Assessment Plan</p> <p>ES Assessment Plan Development Guide</p> <p>HS Assessment Plan Development Guide</p>	<p>We need to do a better job communicating scores and plans to students. How are we communicating IAR scores, Star 360 scores, and I-Ready Scores. What are ways that we can encourage our parents to engage in an action plans to support their kids? One suggestion is a sheet that lays out student assessment scores (on a piece of paper). We noticed in learning walks that Arts Integration is very rare. How can we do a better job implementing it in our day to day instruction?</p>	<p>TS Gold</p> <p>Interim Assessment Data</p>


Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document
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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 new MTSS Lead will help develop and execute math interventions school-wide. 

The Star data shows that there's still area for growth in math, which makes the implementation of Freckle really beneficial. There's also a current deep dive into different math curriculums to consider which curriculums best fit our students and the need we have here.


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 adjustments can we make to foster more identity-affirming instruction and interventions? Math scores decreased slightly this year in test scores. Data showed that students lacked confidence, affirmatiion, and belief in math, especially affirming identities, classroom community, student voice, and supportive environment, feedback for growth, learning goals. Math was especially low 4-6th grade. DLs and ELs score significantly lower in IAR, I-Ready, and 360. Literacy scores for 3rd, 4th, and 6th especially low for IAR. Learning walks show a need for structured support for quality collaborative learning. Scores show that DL, EL, and Black students score lower than other demographics. 

[Return to Top](#) **Inclusive & Supportive Learning Environment**

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

What are the takeaways after the review of metrics?

We are well underway with many of the items from the MTSS Integrity Memo. Many of these things we have begun work on, and will continue to grow and expand the MTSS program in the 23-24 school year. We notice that it mentions that school teams assess the "depth and breath of student learning", and provides actionable data whereas we notice there is no mention of writing instruction: at Disney this to say that writing does not reflect breath and depth of learning consistently. Much need is robust vertical alignment and data analysis that uses the problem solving process in order to implement MTSS process in a clear and streamlined way. The MTSS Integrity memo states that the school should "ensure that the parents are aware of how equity-based MTSS supports their child and how they can participate in the process." However, we are not certain that parents are fully aware and educated on how they can participate in the MTSS process of support at home. The MTSS Continuum references a clearly defined MTSS team comprised of MTSS Lead, teachers, service providers, and other stakeholders that should meet regularly to discuss strategies and processes of MTSS that should occur in the school. Disney does not appear to have a set and formalized team of staff to review MTSS documents and meet regularly. EL: students are supposed to receive at least 2 hours per day of content ESL (reading, social studies science, and math with an EL teacher. There are EL objectives and lesson plans are supposed to reflect these standards to assess what EL students are learning. There are DL laws in terms of compliance such as IEP meetings, teacher implementation of IEP accommodations and modifications. Overall, 54% of EL/ DL students earned As compared to 60% of non EL/DL students. In 8th grade, overall, there is only a 1% difference between the EL/DL students (60%) and non EL/DL (61%). 

Metrics

[Unit/Lesson Inventory for Language Objectives \(School Level Data\)](#)

[MTSS Continuum](#)

[Roots Survey](#)

[ACCESS](#)

[MTSS Academic Tier Movement](#)

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


What is the feedback from your stakeholders?

We need a better system for assessing writing. We need more structure built into the schedule for vertical alignment. We would benefit from monthly team meetings to vertically align content areas. Re-familiarize/re-train, get teachers on board to commit to using Branching Minds as a school-wide portal for understanding and reviewing student progress. Some students come from families who don't have access to books in their own language/can't read and write in their own language, and need support and in-person/developmental training on how to help their child at home including supplying materials (i.e. flashcards). As noted in the MTSS Continuum form, Disney should have a defined and consistent team that meets regularly and shares training and information with teachers regarding progress monitoring and behavioral health issues. Bilingual Coordinator: We are doing our best to schedule the ELs in rooms where we can maximize teacher endorsment teaching with resource teachers with the number of EL students and the limited ESL teachers in our building and getting creative on how to address the minutes and needs of our EL students. Although there are language objectives that are supposed to be in lesson plans and demonstrated in lessons, they are not visibly demonstrated from all teachers regularly. DL: Not all of the laws and requirements are being met. Teacher's developing relationships with students and partnering with SECAs/DL teachers ultimately benefit our students and improve student outcomes. Math curriculum may not be meeting student's needs in areas of critical thinking, problem solving, culturally sustaining/relevant instruction. st students; impact on specific student groups.

[Quality Indicators of Specially Designed Curriculum](#)

[EL Program Review Tool](#)

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 Lead, Reading Interventionist, MTSS interventions plan from SY 22-23: These have made an initial impact on student progress, and with another person added to the team will continue to grow in the 23-24 school year. EL: Teachers must write and demonstrate visibly the use of language objectives in their lessons. This will be evaluated by our EL Coordinator. 

Partially There are language objectives (that demonstrate HOW students will use language) across the content.

in their lessons. This will be evaluated by our EL Coordinator, admin and OLCE. PD this year will focus on writing and using real life language objectives. DL: We need to emphasize teacher understanding and implementation of IEPs and the importance of teacher presence at IEP meetings.

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 CIWR.

There is not enough attention to Writing. Students need more conferencing one on one with teachers to share their work. The limited number of teachers endorsed in ESL, especially in middle school, result in students not receiving as many minutes as they need. DL students need more support from classroom teachers understanding their unique individual needs. We see a lack of support at home leading to lower performance in EL and DL; this could be due to language barriers and/or possibly lack of understanding of curriculum.

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>BHT Key Component Assessment</p> <p>SEL Teaming Structure</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>After reviewing the Cultivate Survey Data, we noticed lower scores in the areas of "student voice", "teacher caring" and "building classroom community". We noticed a trend with how the surveys were taken and how that impacted the data, for example: 6th grade scores are a lot lower compared to other grades, why?</p> <p>After reviewing the SE Data, we noticed in the area of "Supportive Environment" there was a decline in scores from 2021 to 2023 in areas of Peer Support for Academic Work, Student-Teacher Trust, Academic Personalism, and Safety.</p> <p>We noticed in the area of "Family Involvement" there was a decline of scores from 2021 to 2023 in Parent Involvement, Parent Influence, and Teacher-Parent Trust. Majority of students reported that they "feel like a real part of my school" and "people here notice when I am good at something".</p> <p>Data shows low scores in School Commitment and Teacher-Teacher Trust.</p> <p>After reviewing the Attendance/Grades/Behavior Data, we noticed that while the number of ISS has decreased, the number of OSS has significantly increased.</p> <p>When comparing data from 22-23, we noticed a significant decrease in the number of behavior support plans, peace circles, restorative conversations, and parent conferences. We discussed the possibility of these numbers being incorrect due to lack of documentation.</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>
Partially	<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>Access to OST</p> <p>Increase Average Daily Attendance</p> <p>Increased Attendance for Chronically Absent Students</p>
Yes	<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>Cultivate: An area of growth is needed in building relationships and positive classroom communities.</p> <p>More guidance is needed in the implementation of Tier 1 SEL curriculum.</p> <p>5E: Attendance could be influenced by the decline of scores in the area of "Family Involvement".</p> <p>5E: Low scores in Teacher-Teacher Trust and School Commitment can impact instruction and performance. Possible reflections and/or surveys given to teachers throughout the year versus one at the end of the year to receive data and feedback.</p> <p>Attendance/Grades/Behavior: Attendance incentives for parents versus just the students, how can we get buy in from parents? Quarterly "meet and greet" with parents and teachers, different from formal parent/teacher conferences.</p>	<p>Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</p> <p>Cultivate (Belonging & Identity)</p> <p>Staff trained on alternatives to exclusionary discipline (School Level Data)</p>
Partially	<p>Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.</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>During the previous school year, several positions were created to help improve Culture and Climate within our School Community. Also, more efforts were emphasized on improving the MTSS process in hopes to increase equity amongst the student population. As a result, teachers and classrooms were more supported with student discipline and student learning needs. Students felt more supported by teachers and staff thus boosting student morale.</p>	<p>Enrichment Program Participation: Enrollment & Attendance</p> <p>Student Voice Infrastructure</p> <p>Reduction in number of students with dropout codes at EOY</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 CIWR.

Some of the student-centered problems that surfaced during this reflection had been providing more opportunities for student voice in the classroom. However, staff and teachers have expressed concern about the maturity level of students when given an opportunity for expression of their voice and views. However, that voice should be grounded in training opportunities for students as well as experience. It would be beneficial as well to receive more Professional Development training for teachers in providing these opportunities as well as providing more training for students on how to provide their "voice and views" appropriately in a formal setting.

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Yes	<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>	<p>Based on data from the Cultivate Student Survey, in the area of Affirming Identity, in math, overall, sixth grade students rated this area very low. Whereas eighth grade students rated very high. Overall, students rated this area the lowest. Additionally, student voice was a low area in 6th - 8th grades. Meaningful work was a low area in 6th grade but also across all grades. None of the overall scores were over 58; Student voice (21) and Teacher caring (22) were the lowest. Other low areas were Supportive teaching (35), Meaningful work (38), and Classroom community (31). Based on the Attendance/Grades/Behavior Report the 2021 group of 7th graders earned more A's than the 2022 group. The lowest amount of A's were in math - 17%; Most students earned C's. The highest amount of F's were in science. White students earned the most A's in 6th and 7th grades. In 8th grade, the most A's were awarded in science; The most F's were awarded in social science.</p>	<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>
Yes	<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>		<p>9th and 10th Grade On Track</p>
No	<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>	<p>What is the feedback from your stakeholders?</p> <p>Opportunities for vertical collaboration between the 8th grade math teacher and the 6th grade math teacher - classroom observations, developing actions plans and data collection tools, follow-up conversations; Ebgage teachers in student centered PD - ex. Ross Greens (Lost at School); "Children learn if they can." Teacher's developing relationships with students and partnering with SECAs/DL teachers ultimately benefit our students and improve student outcomes. Math curriculum may not be meeting student's needs in areas of critical thinking, problem solving, culturally sustaining/relevant instruction.st students; impact on specific student groups</p>	<p>Cultivate (Relevance to the Future)</p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
No	<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>		
No	<p>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).</p> <p>PLT Assessment Rubric</p>		
No	<p>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).</p> <p>Alumni Support Initiative One Pager</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>SEL needs exceed the ability to focus on career and college planning.</p>			

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Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<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>Spectrum of Inclusive Partnerships</p>	<p>Based on data from the Cultivate Student Survey, in the area of Affirming Identity, in math, overall, sixth grade students rated this area very low. Whereas eighth grade students rated very high. Overall, students rated this area the lowest. Additionally, student voice was a low area in 5th - 8th grades. Meaningful work was a low area in 6th grade but also across all grades. None of the overall scores were over 58; Student voice (21) and Teacher caring (22) were the lowest. Other low areas were Supportive teaching (35), Meaningful work (38), and Classroom community (31). Based on the Attendance/Grades/Behavior Report the 2021 group of 7th graders earned more A's than the 2022 group. The lowest amount of A's were in math - 17%; Most students earned C's. The highest amount of F's were in science. Based on the Attendance/Grades/Behavior Report the 2021 group of 7th graders earned more A's than the 2022 group. The lowest amount of A's were in math - 17%; Most students earned C's. The highest amount of F's were in science. White students earned the most A's in 6th and 7th grades. In 8th grade, the most A's were awarded in science; The most F's were awarded in social science. In 5th and 6th grades, overall, White (73%) and Asian (76%) students earned the most A's - black students (52%) and Latinx (54%). Overall, 54% of EL/ DL students earned A's compared to 60% of non EL/DL students. In 8th grade, overall, there is only a 1% difference between the EL/DL students (60%) and non EL /DL (61%)</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p> <p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p>
Partially	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p> <p>Reimagining With Community Toolkit</p>		

Partially	<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 style="text-align: right;">Student Voice Infrastructure Rubric</p>

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

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

What is the feedback from your stakeholders?

Based on the data from the Cultivate Survey: Opportunities for vertical collaboration between the 8th grade math teacher and the 6th grade math teacher - classroom observations, developing actions plans and data collection tools, follow-up conversations; Engage teachers in student centered PD - ex. Ross Greens (Lost at School); "Children learn if they can." Teacher's developing relationships with students and partnering with SECAs/DL teachers ultimately benefit our students and improve student outcomes. Math curriculum may not be meeting student's needs in areas of critical thinking, problem solving, culturally sustaining/relevant instruction. st students; impact on specific student groups. Based on the Attendance/Grades/Behavior Report there should be opportunities for parent information nights - curriculum nights, literacy nights, math nights - to cultivate the partnership between home and school. We need more parent support with academic responsibilities, behavior, SEL. Increased SEL support for students and staff; More opportunities for students to engage in school improvement - ex. Service Learning Club, Disney Leaders.



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.

Based on the cultivate Survey, 5th - 8th grade students rated student voice very low; Students who are bussed to school are not able to participate in OST programs or after-school programs.



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?

Expanding student leaders for K - 8th grade; Arts Integration - performances, classroom showcases, Bilingual Literacy night; OST programs - Service Learning Club. These programs increase student voice - cultivating culture and celebrating culture. Fosters parent engagement;



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

What are the takeaways after the review of metrics?

After reviewing the Cultivate Survey Data, we noticed lower scores in the areas of "student voice", "teacher caring" and "building classroom community". We noticed a trend with how the surveys were taken and how that impacted the data, for example: 6th grade scores are a lot lower compared to other grades, why?

After reviewing the 5E Data, we noticed in the area of "Supportive Environment" there was a decline in scores from 2021 to 2023 in areas of Peer Support for Academic Work, Student-Teacher Trust, Academic Personalism, and Safety.

We noticed in the area of "Family Involvement" there was a decline of scores from 2021 to 2023 in Parent Involvement, Parent Influence, and Teacher-Parent Trust. Majority of students reported that they "feel like a real part of my school" and "people here notice when I am good at something".

Data shows low scores in School Commitment and Teacher-Teacher Trust.

After reviewing the Attendance/Grades/Behavior Data, we noticed that while the number of ISS has decreased, the number of OSS has significantly increased.

What is the feedback from your stakeholders?

Cultivate: An area of growth is needed in building relationships and positive classroom communities.

More guidance is needed in the implementation of Tier 1 SEL curriculum.

5E: Attendance could be influenced by the decline of scores in the area of "Family Involvement".

5E: Low scores in Teacher-Teacher Trust and School Commitment can impact instruction and performance. Possible reflections and/or surveys given to teachers throughout the year versus one at the end of the year to receive data and feedback.

Attendance/Grades/Behavior: Attendance incentives for parents versus just the students, how can we get buy in from parents? Quarterly "meet and greet" with parents and teachers, different from formal parent/teacher conferences.

What student-centered problems have surfaced during this reflection?

Some of the student-centered problems that surfaced during this reflection had been providing more opportunities for student voice in the classroom. However, staff and teachers have expressed concern about the maturity level of students when given an opportunity for expression of their voice and views. However, that voice should be grounded in training opportunities for students as well as experience. It would be beneficial as well to receive more Professional Development training for teachers in providing these opportunities as well as providing more training for students on how to provide their "voice and views" appropriately in a formal setting.

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?

During the previous school year, several positions were created to help improve Culture and Climate within our School Community. Also, more efforts were emphasized on improving the MTSS process in hopes to increase equity amongst the student population. As a result, teachers and classrooms were more supported with student discipline and student learning needs. Students felt more supported by teachers and staff thus boosting student morale.

Determine Priorities

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Determine Priorities

Resources: 

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

Students...
 Responses to Cultivate Survey and 5E data demonstrate that many students do not feel connected or nurtured in our school and staff experience a lack of collective responsibility and collaboration with colleagues. Students indicated inadequate levels of student voice, teacher care, classroom community and student-teacher trust which is amplified by lack of communication and collaboration among staff

[Determine Priorities Protocol](#)

 **Indicators of a Quality CIWP: Determine Priorities**
 Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.
 Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).
 For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.
 Priorities are determined by impact on students' daily experiences.

Root Cause

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Root Cause

Resources: 

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

As adults in the building, we...
 need to improve the connectedness and wellbeing of our school community by:
 - providing more feedback opportunities from our school community with a plan for follow up
 - need to provide more equitable instructional pacing and make sure students aren't left behind
 - need to plan for opportunities for staff to interact on a more personal and individual level outside of work responsibilities

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

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

Theory of Action


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Theory of Action

What is your Theory of Action?

If we....
 communicate more effectively, collaborate, establish and consistently implement clear expectations, reflect and learn, and provide protected non-instructional time

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.

then we see...

see students sharing their experiences, stronger staff-staff connections, and improved relationships among all stakeholder groups



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

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

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

which leads to...

increased trust, improved student behavior, student influence on school practices, and collective responsibility among all stakeholders



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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

Dates for Progress Monitoring Check Ins

Q1 9/25/2023

Q3 1/29/2024

Q2 11/13/2023

Q4 4/22/2024

SY24 Implementation Milestones & Action Steps

Who


By When

Progress Monitoring

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Structures for staff relationship building will be established	Administration, CIWP Team, Social Committee, Arts Team, ILT	Q2	In Progress
Action Step 1	Re-establish social committee	CIWP, staff	Q2	Not Started
Action Step 2	Identify 1 day per quarter when there are no after school programs to hold an after work social event	Social Committee, Admin support	Q2	Not Started
Action Step 3	Create opportunities for staff to learn from each other and highlight great teaching	Social Committee, CIWP Team, Arts Team, ILT	Q2	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Structures for student voice will be established and students will be recruited	Culture and Climate and ILT	Q3	In Progress
Action Step 1	Establish and create a student council	Students, Culture and Climate		Not Started
Action Step 2	Implement student leaders at each grade level	Unit leaders, Students	Q3	In Progress
Action Step 3	Increase opportunities for student led discussions about learning environment	Culture and Climate, ILT, Students	Q3	Not Started
Action Step 4	Train students on facilitation and town halls	Culture and Climate, Students	Q4	In Progress
Action Step 5				Select Status
Implementation Milestone 3	SY 25: 100% of students receive Tier 1 SEL instruction	Students and staff	SY 24-25	Not Started
Action Step 1	Training on current SEL curriculum (Caring School Communities)	Culture and Climate, Counselors, Admin	End of PD week in August 2024	Not Started
Action Step 2	Provide time for staff to review SEL curriculum together	Staff and Counselors	End of PD week in August 2024	Not Started
Action Step 3	Schoolwide master schedule includes protected SEL time for 100% of students	Kostecki, Trilla, CIWP Team	End of SY24	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	Teacher-admin trust will increase	Staff and admin	SY25	In Progress
Action Step 1	Schoolwide communication will include a plan for next steps	Admin	Q2 SY 24	In Progress
Action Step 2	Surveys will be followed up with a summary of results and information about how feedback is being incorporated	Admin, Culture and Climate,	Q2 SY 24	Not Started
Action Step 3	Supportive pop ins will continue and highlight strengths of teachers' praxis	Instructional coaches, admin, arts team, EL/DL team, CIWP Team	Q4 SY 24	In Progress
Action Step 4	Highlighting teachers with strong classroom practices such as through Teacher of the Month, Staff Spotlight etc	Coaches, Admin	Q3 SY24	In Progress
Action Step 5				Select Status


SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones 15 points growth on 5E indicators: Student-teacher trust, teacher-teacher trust, teacher-principal trust, collaborative practices, collective responsibility, academic personalism; 35 points growth on Cultivate indicators: Student voice, teacher caring, and classroom community




SY26 Anticipated Milestones 20 points growth on 5E indicators: Student-teacher trust, teacher-teacher trust, teacher-principal trust, collaborative practices, collective responsibility, academic personalism; 50 points growth on Cultivate indicators: Student voice, teacher caring, and classroom community (this is from SY 24 baseline) 

[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 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
Increase on 5E indicators: Student-teacher trust, teacher-teacher trust, teacher-principal trust, collaborative practices, collective responsibility, academic personalism	Yes	5E: Supportive Environment	Overall	Student-teacher trust: 40; Teacher-teacher trust: 22; Teacher-principal trust: 34; Collaborative practices: 21; Collective responsibility: 6; Academic Personalism: 37	Student-teacher trust: 55; Teacher-teacher trust: 32; Teacher-principal trust: 50; Collaborative practices: 35; Collective responsibility: 40; Academic Personalism: 42	Student-teacher trust: 65; Teacher-teacher trust: 50; Teacher-principal trust: 65; Collaborative practices: 50; Collective responsibility: 50; Academic Personalism: 47	Student-teacher trust: 75; Teacher-teacher trust: 65; Teacher-principal trust: 75; Collaborative practices: 65; Collective responsibility: 70; Academic Personalism: 60
			Select Group or Overall				
Increase on Cultivate indicators: Student voice, teacher caring, classroom community	Yes	Cultivate	Overall	Student voice: 21; Teacher caring: 22; Classroom community: 31	Student voice: 31; Teacher caring: 32; Classroom community: 41	Student voice: 41; teacher caring: 42; Classroom community: 51	Student voice: 71; teacher caring: 72; Classroom community: 81
			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
P&E:3 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).	Structures for student voice will be established and students will be recruited	Student voice committees are meeting regularly and feedback is being incorporated into school practices	Student voice committees and town halls are taking place regularly and include facilitation by students
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.	Culture and Climate team review data from Cultivate and 5E and compose an action plan for supporting staff in supporting students	Culture and Climate team review practices from SY24 and review fidelity to action plan	Culture and Climate team modify action plan as needed and provide targeted support to individual staff members
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	CIWP team reaches out to vendor to explore possible training sessions for staff	100% of staff trained on current SEL curriculum	100% of students receive Tier 1 SEL instruction

[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
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Jump to... Reflection	Priority Root Cause	TOA Implementation Plan	Goal Setting	Progress Monitoring	Connectedness & Wellbeing				
Increase on 5E indicators: Student-teacher trust, teacher-teacher trust, teacher-principal trust, collaborative practices, collective responsibility, academic personalism	5E: Supportive Environment	Overall	Student-tea her trust: 40; Teacher-tea her trust: 22; Teacher-prin cipal trust: 34; Collaborativ e practices:	Student-tea cher trust: 55; Teacher-tea cher trust: 32; Teacher-pri ncipal trust: 50;	Select Status	Select Status	Select Status	Select Status	
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status	
Increase on Cultivate indicators: Student voice, teacher caring, classroom community	Cultivate	Overall	Student voice: 21; Teacher caring: 22; Classroom community: 31	Student voice: 31; Teacher caring: 32; Classroom community: 41	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
P&E:3 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).	Structures for student voice will be established and students will be recruited	Select Status	Select Status	Select Status	Select Status
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.	Culture and Climate team review data from Cultivate and 5E and compose an action plan for supporting staff in supporting students	Select Status	Select Status	Select Status	Select Status
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	CIWP team reaches out to vendor to explore possible training sessions for staff	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of metrics?

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.
Yes	The ILT leads instructional improvement through distributed leadership.
No	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.

When looking at the K-2 iReady data, we notice that there is clear overall growth in both the math and reading from BOY to EOY. Diving more in-depth to math, we observed a high number of students in the lowest category (behind by two grade levels) who identify as mixed race or are grouped as Diverse Learners. Positively, the reading data shows that there is not a significant trend by race in that lowest category.

The IAR data shows universal strength in ELA, opposed to math, in Grades 4-8, with an exception of Grade 3, who has a higher percentage of students who meet expectations in math. In regards to the math data, the performance level has stayed the same across Grades 3-8. The percentage of black students and EL students not meeting expectations in math is slightly higher than the overall group, where the hispanic students do not show significant change. The percentage of DL students who do not meet expectations is the highest amongst the sub groups. The ELA data shows higher percentages of students meeting or exceeding expectations. Again, the DL group had the highest percentage of students who did not meet expectations.

When looking at the Star360 test, it's important to note that this assessment is adaptive, whereas IAR and iReady are not. The Star data amongst Grades 3-8 shows very minor changes from BOY to EOY in reading. The DL students, similar to IAR, struggled most out of the minority groups. Because the district benchmark is lower than the state benchmark, it does appear that there is a higher percentage of students who met or exceeded expectations, but the percentages alter when looking at the state benchmark.

Learning walk data showed improvement in the amount of time students are collaborating in small groups. The complexity of assignments also went up. There was a conclusion that support is needed with what is actually happening in small groups to ensure that students are maximizing their time, living up to their full potential. What support are we providing and how are we increasing the capacity of our teachers to run effective groups and engage in higher complexity.

What is the feedback from your stakeholders?

The DL students are consistently test the lowest on assessments, while they're getting interventions in their least restrictive environments. These students may need extra or different interventions to improve test scores. We also may want to reconsider the testing accommodations to be more authentic to the style of their interventions, learning, and typical testing.

Our math scores seem to be lower than reading across the different assessments (iReady, IAR, Star). It may be helpful to reconsider how we're teaching and assessing our math standards, as well as getting support for the students who aren't understanding previous or current standards. Interactive and engaging lessons and materials will support students learn.

When considering the Learning Walk data, the number of minutes of student discourse generally increases throughout the three rounds. That is a big accomplishment for Disney as a whole, and it also brings important questions about how productive that discussion is and how it can be more aligned to curriculum and formative assessment. Recommendations for next year include being extremely clear on the purpose of learning walks, which is to increase complexity, the length of students collaborating and the quality. It is not bad to have whole group instruction. It is not wrong to have level one activities. The key is to have a healthy blend and to engage in healthy experimentation. Including student leaders in the process could be a strong practice. If the kids are part of this, and understand the purpose of it, could be crucial. The Leaders could make a video explaining. Having exemplar teachers run PD could be very powerful. Utilizing Kagan PD will also be important. Offering support and advice could be very supportive. Encouraging people to be open. Having Jackson and George come in and do side observations.

Scores show that DL, EL, and Black students score lower than other demographics. We need to speak about that narrative and also need to have the time and space to create actions plans.

We need to do a better job communicating scores and plans to students. How are we communicating IAR scores, Star 360 scores, and I-Ready Scores. What are ways that we can encourage our parents to engage in an action plans to support their kids? One suggestion is a sheet that lays out student assessment scores (on on piece of paper).

We noticed in learning walks that Arts Integration is very rare. How can we do a better job implementing it in our day to day instruction?

What student-centered problems have surfaced during this reflection?

What adjustments can we make to foster more identity-affirming instruction and interventions? Math scores decreased slightly this year in test scores. Data showed that students lacked confidence, affirmatiion, and belief in math, especially affirming identities, classroom communicty, student voice, and supportive environment, feedback for growth, learning goals. Math was especially low 4-6th grade. DLs and ELs score significantly lower in IAR, I-Ready, and 360. Literacy scores for 3rd, 4th, and 6th especially low for IAR. Learning walks show a need for structured support for quality collaborative learning. Scores show that DL, EL, and Black students score lower than other demographics.

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?

The new MTSS Lead will help develop and execute math interventions school-wide.

The Star data shows that there's still area for growth in math, which the makes the implementation of Freckle really beneficial. There's also a current deep dive into different math curriculums to consider which curriculums best fit our students and the need we have here.

Return to Top Determine Priorities

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

Students...

The amount of our students on grade level in reading (45%) and math (31%) (shown by the state IAR test for 3-8 and the I-ready scores for K) is too low. Amognst Disney scores, DL, EL, and Black students perform much lower compared to their peers. Disney's math scores are significantly lower compared to reading in K-8 (15% points lower for 3-8 on the IAR. It was also evident that 5-8th grade scores the lowest on the Cultivate Srvey on Math for every grade (Affirming identifies, Classroom Community, Student Voice, Feedback for Growth, Learning Goals, Meaningful work, and Supportive Environment.

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

Resources:

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

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

As adults in the building, we...

- As adults we need engage in learning opportunities (and a curriculum) that:
 - Pushes Math affirmation, connection, and rich collaboration
 - Provide support for actively teaching grade level, complex content, while also teaching prerequisite skills
 - Explores implicit bias and deficit mindset for Black, EL, and DL students (and leads to actual action)



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....

If we Improve our school-wide connection to math by collaborating and emphasizing strong math practices:

- Providing arts-centered professional development on math curriculum
- Supplying students with the neurodiverse (collaborative skills and growth mindset) and physical strategies (Arts strategies, other resources) for a holistic math experience
- Cultivating parent involvement (Parents come to the school and are given strategies to use at home) - Explore the efficacy of various math curriculums
- Creating a math team that develops and leads weekly training to accomplish the bullet points above



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....

Then we see increased collective responsibility in complex math instruction:

- Students feeling more confident, successful, and affirmed in mathematics (SEL)
- Students using personalized math strategies incorporating the Arts
- Parents equipped with resources to support math instruction.
- Math teachers use rich practices and non-math teachers/staff supplementing and these practices
- Admin authentically collaborates and supports this collective responsibility



which leads to...

Which leads to student improvement in Math

- An increase in math ratings on the 5E and Cultivate Surveys
- Improvement of math scores on IAR/I-Ready/Star 360 assessments
- An improvement on Disney created surveys which measure math efficacy and affirmation



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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 and Math Team

Dates for Progress Monitoring Check Ins

Q1	9/25/2023	Q3	1/29/2024
Q2	11/13/2023	Q4	4/22/2024

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

Implementation Milestone 1

A math team of various stakeholders (Arts teachers, Gen-Ed Teachers, Diverse Learner teachers, EL teachers, etc) is created to help meet student, parent, and staff CIWP goals. The math team sets goals for:
 Monthly professional development on math instruction
 PK-4 and 5-8th Math teachers: Specific math instructional strategies
 5th-8th non-Math teachers: Specific cross-curricular support strategies
 Exploratories teachers: Specific strategies to integrate math and the arts
 Communication for students and families regarding math goals
 Collaboration, complexity, affirmation

Math Team ILT	Q1	Select Status
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Action Step 1

Advertise and finalize the Math Team members and structure

Math Team|ILT

Q1

Select Status

Action Step 2

Team engages in a diagnosis/Root Cause Analysis (observations/interviews, etc)

Math Team|ILT

Q1

Select Status

Action Step 3

Clear goals are set to accomplish the above criteria

Math Team|ILT

Q1

Select Status

Action Step 4

Math team plans September PD to incorporate above criteria

Math Team|ILT

Q1

Select Status

Action Step 5

October Math/Arts night is held at Disney

Math Team|ILT

Q1

Select Status

Implementation Milestone 2	100% of staff receive monthly professional development on math instruction to accomplish Math CIWP goals (see M1) 100% of students and parents are aware of math goals (collaboration, complexity, and affirmation) and are given the opportunity to reinforce Math CIWP goals in their classrooms and beyond (see M1) 100% of Exploratory teachers are reinforcing arts integration with math by coaching and supporting general education teachers	Staff, students, and families, Math Team, ILT	Q2	Select Status
Action Step 1	Team develops goals an action plan that responds to diagnostic findings and includes systems for adult learning and development through strong math practices and Arts integration	Staff, students, and families, Math Team, ILT	Q2	Select Status
Action Step 2	Team develops a plan for communicating math goals to students and parents (with the intention of parents emphasizing math goals at home)	Staff, students, and families, Math Team, ILT	Q2	Select Status
Action Step 3	Schedule and structures are set up to enter Gen-Ed rooms. Research/skills are discussed and learned to provide capacity for coaching teachers	Staff, students, and families, Math Team, ILT	Q2	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	75% of staff apply the monthly professional development on math instruction to accomplish Math CIWP goals (see M1) Instructional rounds and classroom visits show direct evidence of Math CIWP goals being accomplished. 75% of classrooms are experiencing cross-curricular activities with Math and the Arts	Staff, students, and families, Math Team, ILT	Q3	Select Status
Action Step 1	Admin, coaches, interventionists, math team, and ILT members will engage in Instructional Rounds to understand application of math goals	Staff, students, and families, Math Team, ILT	Q3	Select Status
Action Step 2	Structured reflection and progress monitoring of the effectiveness of the work between the GenEd and Arts teachers.	Staff, students, and families, Math Team, ILT	Q3	Select Status
Action Step 3	A dedicated space and platform for communication of Math goals to students and families exists.	Staff, students, and families, Math Team, ILT	Q3	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	85% of staff apply the monthly professional development on math instruction to accomplish Math CIWP goals (see M1) Instructional rounds and classroom visits show direct evidence of Math CIWP goals being accomplished. 85% of classrooms are experiencing cross-curricular activities with Math and the Arts	Staff, students, and families, Math Team, ILT	Q4	Select Status
Action Step 1	Admin, coaches, interventionists, math team, and ILT members continue to engage in Instructional Rounds to understand application of math goals and find next edges of growth	Staff, students, and families, Math Team, ILT	Q4	Select Status
Action Step 2	Structured reflection and progress monitoring of the effectiveness of the work between the GenEd and Arts teachers continues and next edges of growth of found.	Staff, students, and families, Math Team, ILT	Q4	Select Status
Action Step 3	EOY Math/Arts Night occurs and is a reflection of progress	Staff, students, and families, Math Team, ILT	Q4	Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	95% of staff apply the monthly professional development on math instruction to accomplish Math CIWP goals (see M1) Instructional rounds and classroom visits show direct evidence of Math CIWP goals being accomplished. 95% of classrooms are experiencing cross-curricular activities with Math and the Arts	
SY26 Anticipated Milestones	100% of staff apply the monthly professional development on math instruction to accomplish Math CIWP goals (see M1) Instructional rounds and classroom visits show direct evidence of Math CIWP goals being accomplished. 100% of classrooms are experiencing cross-curricular activities with Math and the Arts	

[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 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
Math IAR scores show steady	Yes	IAR (Math)	Overall	31%	36%	43%	50%

Jump to...	Priority	TOA	Goal Setting	Progress	Curriculum & Instruction				
Reflection	Root Cause	Implementation Plan	Monitoring	Select the Priority Foundation to pull over your Reflections here =>					
improvement in the next three years.		YES			Students with an IEP	3%	5%	7%	10%
iReady and Star360 scores show steady improvement in the next three years	Yes		iReady (Math)	Overall	65%	68%	71%	75%	
				Students with an IEP	7%	9%	11%	13%	

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: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.	"A math team of various stakeholders (Arts teachers, Gen-Ed Teachers, Diverse Learner teachers, EL teachers, etc) is created to help meet student, parent, and staff CIWP goals. The math team sets goals for: Monthly professional development on math instruction PK-4 and 5-8th Math teachers: Specific math instructional strategies 5th-8th non-Math teachers: Specific cross-curricular support strategies Exploratories teachers: Specific strategies to integrate math and the arts (75% of staff apply the monthly professional development on math instruction to accomplish Math CIWP goals (see M1) Instructional rounds and classroom visits show direct evidence of Math CIWP goals being accomplished.	"95% of staff apply the monthly professional development on math instruction to accomplish Math CIWP goals (see M1) Instructional rounds and classroom visits show more evidence of Math CIWP goals being accomplished.	100% of staff apply the monthly professional development on math instruction to accomplish Math CIWP goals (see M1) Instructional rounds and classroom visits show even more evidence of Math CIWP goals being accomplished.
P&E:1 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.	Communication for students and families regarding math goals is evident (measured by participation and efficacy of communication) "Collaboration, complexity, affirmation." This includes messaging via newsletter, Math/Arts Integration Nights, and other forms of family and student facing communication.	Communication for students and families regarding math goals is evident and in practice (measured by participation and efficacy of communication). "Collaboration, complexity, affirmation." This includes messaging via newsletter, Math/Arts Integration Nights, and other forms of family and student facing communication.	Communication for students and families regarding math goals is evident and in practice in a distinguished way (measured by participation and efficacy of communication) "Collaboration, complexity, affirmation." This includes messaging via newsletter, Math/Arts Integration Nights, and other forms of family and student facing communication.
C&I:2 Students experience grade-level, standards-aligned instruction.	Instructional rounds and classroom visits show direct evidence of Math CIWP goals being accomplished. Complexity and Collaboration levels are at a 2 out of 4 75% of classrooms are experiencing cross-curricular activities with Math and the Arts)	Instructional rounds and classroom visits show direct evidence of Math CIWP goals being accomplished. Complexity and Collaboration levels are at a 2.5 out of 4. 95% of classrooms are experiencing cross-curricular activities with Math and the Arts	Instructional rounds and classroom visits show direct evidence of Math CIWP goals being accomplished. Complexity and Collaboration levels are at a 3.0 out of 4. 100% of classrooms are experiencing cross-curricular activities with Math and the Arts

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
Math IAR scores show steady improvement in the next three years.	IAR (Math)	Overall	31%	36%	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	3%	5%	Select Status	Select Status	Select Status	Select Status
iReady and Star360 scores show steady improvement in the next three years	iReady (Math)	Overall	65%	68%	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	7%	9%	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: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.	"A math team of various stakeholders (Arts teachers, Gen-Ed Teachers, Diverse Learner teachers, EL teachers, etc) is created to help meet student, parent, and staff CIWP goals. The math team sets goals for: Monthly professional development on math instruction PK-4 and 5-8th Math teachers: Specific math instructional strategies 5th-8th non-Math teachers: Specific cross-curricular support strategies Exploratories teachers: Specific strategies to integrate math and the arts (75% of staff apply the monthly professional development on math instruction to accomplish Math CIWP goals (see M1) Instructional rounds and classroom visits show direct evidence of Math CIWP goals being accomplished.	Select Status	Select Status	Select Status	Select Status
P&E:1 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.	Communication for students and families regarding math goals is evident (measured by participation and efficacy of communication) "Collaboration, complexity, affirmation." This includes messaging via newsletter, Math/Arts Integration Nights, and other forms of family and student facing communication.	Select Status	Select Status	Select Status	Select Status

[Jump to...](#) [Priority](#) [TOA](#) [Goal Setting](#) [Progress](#)
[Reflection](#) [Root Cause](#) [Implementation Plan](#) [Monitoring](#)

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

Curriculum & Instruction

C&I:2 Students experience grade-level, standards-aligned instruction.

Instructional rounds and classroom visits show direct evidence of Math CIWP goals being accomplished. Complexity and Collaboration levels are at a 2 out of 4 (75% of classrooms are experiencing cross-curricular activities with Math and the Arts)

Select Status

Select Status

Select Status

Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of 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.
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
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.

We are well underway with many of the items from the MTSS Integrity Memo. Many of these things we have begun work on, and will continue to grow and expand the MTSS program in the 23-24 school year. We notice that it mentions that school teams assess the "depth and breath of student learning", and provides actionable data whereas we notice there is no mention of writing instruction: at Disney this to say that writing does not reflect breath and depth of learning consistently. Much need is robust vertical alignment and data analysis that uses the problem solving process in order to implement MTSS process in a clear and streamlined way. The MTSS Integrity memo states that the school should "ensure that the parents are aware of how equity-based MTSS supports their child and how they can participate in the process." However, we are not certain that parents are fully aware and educated on how they can participate in the MTSS process of support at home. The MTSS Continuum references a clearly defined MTSS team comprised of MTSS Lead, teachers, service providers, and other stakeholders that should meet regularly to discuss strategies and processes of MTSS that should occur in the school. Disney does not appear to have a set and formalized team of staff to review MTSS documents and meet regularly. EL: students are supposed to receive at least 2 hours per day of content ESL (reading, social studies science, and math with an EL teacher. There are EL objectives and lesson plans are supposed to reflect these standards to assess what EL students are learning. There are DL laws in terms of compliance such as IEP meetings, teacher implementation of IEP accommodations and modifications. Overall, 54% of EL/ DL students earned As compared to 60% of non EL/DL students. In 8th grade, overall, there is only a 1% difference between the EL/DL students (60%) and non EL/DL (61%).

What is the feedback from your stakeholders?

We need a better system for assessing writing. We need more structure built into the schedule for vertical alignment. We would benefit from monthly team meetings to vertically align content areas. Re-familiarize/re-train, get teachers on board to commit to using Branching Minds as a school-wide portal for understanding and reviewing student progress. Some students come from families who don't have access to books in their own language/can't read and write in their own language, and need support and in-person/developmental training on how to help their child at home including supplying materials (i.e. flashcards). As noted in the MTSS Continuum form, Disney should have a defined and consistent team that meets regularly and shares training and information with teachers regarding progress monitoring and behavioral health issues. Bilingual Coordinator: We are doing our best to schedule the ELs in rooms where we can maximize teacher endorsement teaching with resource teachers with the number of EL students and the limited ESL teachers in our building and getting creative on how to address the minutes and needs of our EL students. Although there are language objectives that are supposed to be in lesson plans and demonstrated in lessons, they are not visibly demonstrated from all teachers regularly. DL: Not all of the laws and requirements are being met. Teacher's developing relationships with students and partnering with SECAs/DL teachers ultimately benefit our students and improve student outcomes. Math curriculum may not be meeting student's needs in areas of critical thinking, problem solving, culturally sustaining/relevant instruction, student impact on specific student groups.

What student-centered problems have surfaced during this reflection?

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?

There is not enough attention to Writing. Students need more conferencing one on one with teachers to share their work. The limited number of teachers endorsed in ESL, especially in middle school, result in students not receiving as many minutes as they need. DL students need more support from classroom teachers understanding their unique individual needs. We see a lack of support at home leading to lower performance in EL and DL; this could be due to language barriers and/or possibly lack of understanding of curriculum.

MTSS Lead, Reading Interventionist, MTSS interventions plan from SY 22-23: These have made an initial impact on student progress, and with another person added to the team will continue to grow in the 23-24 school year. EL: Teachers must write and demonstrate visibly the use of language objectives in their lessons. This will be evaluated by our EL Coordinator, admin and OLCE. PD this year will focus on writing and using real life language objectives. DL: We need to emphasize teacher understanding and implementation of IEPs and the importance of teacher presence at IEP meetings.

Return to Top Determine Priorities

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

Resources:

[Determine Priorities Protocol](#)

Students...

According to the MTSS Integrity Memo, students in Tier 2 are moving into Tier 3. According to the EL Placement List and the OLCE Annual Evaluation of Compliance Report, staffing does not reflect the needs of the number of ELs in the school and EL students are not receiving full, quality ESL and native language instruction. According to the IAR data, the DL group had the highest percentage of students who did not meet expectations. Scores show that Disney does not have a collective sense of responsibility for providing interventions and differentiated instruction for all students in the classroom - MTSS, ELs, and DL students.



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...

need to foster an inclusive and supportive learning environment that:
 -Gives teachers and staff the capacity (time, support, training, etc) to implement interventions in the most effective way for our students.
 -Put our students in a position to be able to express that teachers care about them and that they have a voice.
 -Provides parents with the support and knowledge about how to partner with teachers and staff to help their children at school.



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....

use our MTSS team, ELPT, case manager, and administrators to provide quality professional development on interventions and a streamlined progress monitoring system to teachers, staff, and parents, while also affirming students,



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....

all teachers and staff trained and confident in providing progress monitoring and intervention methods within the classroom, and parents feeling competent and capable of supporting their kids at home, resulting in an increase in student achievement,



which leads to...

a collective responsibility for supporting all students, an increase in student engagement, connectedness to the school community, and overall academic performance reflected in grades, test scores, and attendance.



100% of teachers are trained and confident in providing progress monitoring and intervention methods within the classroom.

50% of parents feel competent and capable of supporting their kids at home.

75% of all students in grades K-8 that score at grade level in reading and math

25% of EL students in grades K-8 that score at grade level in reading and math

25% of DL students in grades K-8 that score at grade level in reading and math

[Return to Top](#)

Implementation Plan

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 9/25/2023

Q3 1/29/2024

Q2 11/13/2023

Q4 4/22/2024

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

Implementation Milestone 1

Teachers and interventionists, including TAs:
 -MTSS: trained on how to create intervention plans for Tier 2/3 students and enter data for progress monitoring in Branching Minds
 -DL: Gen Ed teachers collaborate with DL teachers, SECAs and support staff on how to read and review 504's/IEP's and go over questions; PD delivered from Case Manager to Gen Ed teachers, DL teachers, SECAs and support staff on how to implement IEPs and 504s
 -EL: PD on writing and using language objectives in every class and using ACCESS scores to create groups. See presentations from POD meetings week of 9/10-9/15

Teachers, Interventionists, Case Manager, TAs, ELPT, Admin, EL Resource Teachers, Students

Quarter 1

Select Status

Action Step 1

MTSS- Students take iReady/Star 360; data analysis; interventionists explain Branching Minds in pod meetings/PDs

Teachers, Interventionists, TAs, Students, Admin

BOY Testing session ends 9/15; PD on 9/22

Select Status

Action Step 2

DL- case manager meets with gen ed/DL teachers during pod meetings to review specific questions/concerns regarding Section 504 Plans/IEPs, reviewing co-teaching PD models; case manager collaborates with SECAs and support staff to review specific questions/concerns regarding IEPs/504 Plans.

Case manager, gen ed, DL teachers, admin

Quarter 1 (TBD with admin and meeting schedule)

Select Status

Action Step 3

EL-ELPT does PD at grade levels on how to write content/language objectives and use them teaching all students.

ELPT, EL resource teachers, admin

POD meetings week of 9/11-9/15

Select Status

Action Step 4

Select Status

Action Step 5

Select Status

Implementation Milestone 2

Teachers and interventionists, including TAs:
 -MTSS: implement intervention plans and enter data for progress monitoring in Branching Minds biweekly
 -DL: Implementing 504/IEP modifications and accommodations; Gen Ed and DL teacher collaborate. Case manager will attend POD meetings to follow up on PD from the first week of teacher PD. See link to PD from August 17th. (Slides 6-38) Staff PD July 14-17
 -EL: ELPT and ELresource teachers walk through/meet with teachers to review Content and Language Objectives. Collaborate on WIDA Standards in Lesson plans with teachers in one on ones during preps.

Teachers, Interventionists, TAs, Students, Admin

Quarter 2

Select Status

Action Step 1

MTSS- interventionists analyze data and form groups for Tier 3 interventions- including DL teachers and TAs provide interventions to Tier 3 students, progress monitoring weekly and interventionists/TAs entering in Branching Minds weekly

Teachers, Interventionists, TAs, Students

Starting 9/25

Select Status

Action Step 2

DL- case manager meets with DL teachers to review case management updates from the network along with collecting any grade level/student specific concerns; on-going professional development provided around IEP writing and development (general considerations & accommodations/modifications)

Case manager, DL teachers, admin

By end of Q2=12/21, TBD after network meeting 9/26 (prior to winter break)

Select Status

Action Step 3

EL: Collaborate on using WIDA standards in lesson plans after walk through with teachers in one on ones during preps.

ELPT, teachers

By end of Q2=12/21

Select Status

Action Step 4



Select Status

Action Step 5

Select Status


Implementation Milestone 3	Teachers and interventionists, including TAs are implementing new intervention plans based on MOY data and entering data for progress monitoring in Branching Minds biweekly -DL: Adjusting strategies for implementing 504/IEP modifications and accommodations to meet students' evolving needs -EL: On going one-on-one coaching and collaboration with ELPT and/or EL co-teachers to use ESL strategies as they relate to "Can-Do" descriptors in all classes.	Teachers, Interventionists, TAs, Students, Admin	Quarter 3	Select Status
Action Step 1	MTSS- Continued support and training on Branching Minds- including Enrichment teachers and more teachers while interventions for Tier 2/3 may change for MOY- reanalyze data and reform groups to for pull out interventions; progress monitoring and entering in Branching Minds.	Teachers, Interventionists, TAs, Students	2/9 PD Day	Select Status
Action Step 2	DL- case manager reviews case management updates from the network with DL teachers, along with collecting any grade level/student specific concerns; on-going professional development provided around IEP writing and development (goal writing and LRE)	Case manager, DL teachers, admin	By the end of Quarter 3 (prior to spring break)	Select Status
Action Step 3	EL-Continued support from ELPT with one on one meetings during prep with individual teachers to support OLCE planning tool/lesson plans, WIDA standards, Can Do descriptors, strategies and Content/Language Objectives.	ELPT, Teachers	By the end of Q3 3/22	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	100% of teachers and interventionists, including TAs are trained and involved in implementing: -MTSS: Tier 2/3 interventions and progress monitoring biweekly -DL: Reading, understanding, and implementing/adjusting strategies for 504/ IEP accommodations and modifications. -EL: Writing and implementing WIDA "Can-Do" descriptors in lessons for all ELs, and Writing and utilizing Language Objectives in every content area for all proficiency levels.	Teachers, Interventionists, TAs, Students, Admin	Quarter 4	Select Status
Action Step 1	MTSS- Continued support and training on Branching Minds- including all teachers progress monitoring Tier 2 and entering in Branching Minds in addition to continued progress monitoring for Tier 3 and Branching Minds inputs from Interventionists and TAs.	Teachers, Interventionists, TAs, Students, Admin	6/10 PD Day	Select Status
Action Step 2	DL - Continued support and training on writing IEP goals, allowing the case manager to assist with scheduling for upcoming school year, and ensuring all students engaging in Tier 3 interventions have a plan moving into the following year.	Case manager, DL teachers, admin	6/10 PD day	Select Status
Action Step 3	EL-Continued support for EL teachers and Gen Ed teachers with strategies and planning for staff PD, showcase top tier Disney EL teachers to share best practice strategies and lesson planning.	ELPT, EL Resource teachers, Admin	Quarter 4	Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones




SY25 Anticipated Milestones	100% of teachers using data: -MTSS: to inform Tier 2/3 interventions and strategically grouping students for student growth -DL: to train new staff and continuing to improve implementation/adjustments of strategies for 504/IEP accommodations and modifications -EL: Teachers are trained in how to use ACCESS scores and proficiency levels (PL), Can-Do descriptors, creating language objectives and are trained in ESL strategies to determine appropriate tasks in every class. anticipate working towards, in SY25, to fully achieve our Theory of Action?]	
SY26 Anticipated Milestones	100% of teachers observed using data: -MTSS: to inform Tier 2/3 interventions and strategically grouping students for upward growth -DL: to train new staff and continuing to improve implementation/adjustments of strategies for 504/IEP accommodations and modifications -EL: WIDA "Can-Do" descriptors, academic and language objectives are used with fidelity in lesson planning in every class, teachers use ESL strategies to determine appropriate tasks in every class.	

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 on applicable baselines and trend data).
Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).
Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#).
There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.
Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.
Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

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

Performance Goals

Specify the Goal 	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 	Numerical Targets [Optional] 		
					SY24	SY25	SY26
MTSS- Through small group interventions, both classroom and pull out, students will show academic growth- students in Tier 3 will move to Tier 1 or 2; Tier 2 students will move to Tier 1; Tier 1 students will stay in Tier 1 with higher percentile/scale score	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Tier 2/3 Students	EOY23 Read: Tier 3: 8% Tier 2: 11% EOY 23 Math: Tier 3: 7% Tier 2: 11%	EOY24 Read: Tier 3: 7% Tier 2: 10% EOY 24 Math: Tier 3: 6% Tier 2: 10%		
			NA				

EL/DL: In first semester (BOY23), students will increase RP grades by 2-3% in reading and math in comparison from the previous semester (EOY23).	Yes	Grades	English Learners	EOY 23 73% A's; 17% B's; 8% C's; 2% D/F's	EOY 24 75% A's; 20% B's; 5% C's; 0% D/F's		
			Students with an IEP	EOY 23 52% A's; 21% B's; 22% C's; 5% D/F's	EOY 24 60% A's; 25% B's; 15% C's; 0% D/F's		

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.	100% of teachers and interventionists, including TAs are trained and involved in implementing MTSS interventions and progress monitoring biweekly	100% of teachers using data to inform MTSS interventions and strategically grouping students for student growth	100% of teachers observed using data to inform MTSS interventions and strategically grouping students for upward growth
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	100% of teachers and interventionists, including TAs are trained and involved in implementing Reading, understanding, and implementing/adjusting strategies for 504/IEP accommodations and modifications.	100% of teachers using data to train new staff and continuing to improve implementation/adjustments of strategies for 504/IEP accommodations and modifications	100% of teachers observed using data to train new staff and continuing to improve implementation/adjustments of strategies for 504/IEP accommodations and modifications
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	100% of teachers and interventionists, including TAs are trained and involved in implementing WIDA "Can-Do" descriptors in lessons for all ELs, and Writing and Utilizing Language Objectives in every content area for all Proficiency levels.	100% of teachers use data are trained on how to use ACCESS scores and proficiency levels (PL), Can-Do descriptors, creating language objectives and are trained in ESL strategies to determine appropriate tasks in every class.	100% of teachers observed using WIDA "Can-Do" descriptors, academic and language objectives are used with fidelity in lesson planning in every class, teachers use ESL strategies to determine appropriate tasks in every class.

[Return to Top](#) SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
MTSS- Through small group interventions, both classroom and pull out, students will show academic growth- students in Tier 3 will move to Tier 1 or 2; Tier 2 students will move to Tier 1; Tier 1 students will stay in Tier 1 with higher percentile/scale score	% of Students receiving Tier 2/3 interventions meeting targets	Tier 2/3 Students	EOY23 Read: Tier 3: 8% Tier 2: 11% EOY 23 Math: Tier 3: 7% Tier 2: 11%	EOY24 Read: Tier 3: 7% Tier 2: 10% EOY 24 Math: Tier 3: 6% Tier 2: 10%	Select Status	Select Status	Select Status	Select Status
		NA			Select Status	Select Status	Select Status	Select Status
EL/DL: In first semester (BOY23), students will increase RP grades by 2-3% in reading and math in comparison from the previous semester (EOY23).	Grades	English Learners	EOY 23 73% A's; 17% B's; 8% C's; 2% D/F's	EOY 24 75% A's; 20% B's; 5% C's; 0% D/F's	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	EOY 23 52% A's; 21% B's; 22% C's; 5% D/F's	EOY 24 60% A's; 25% B's; 15% C's; 0% D/F's	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.	100% of teachers and interventionists, including TAs are trained and involved in implementing MTSS interventions and progress monitoring biweekly	Select Status	Select Status	Select Status	Select Status
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	100% of teachers and interventionists, including TAs are trained and involved in implementing Reading, understanding, and implementing/adjusting strategies for 504/IEP accommodations and modifications.	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.	100% of teachers and interventionists, including TAs are trained and involved in implementing WIDA "Can-Do" descriptors in lessons for all ELs, and Writing and Utilizing Language Objectives in every content area for all Proficiency levels.	Select Status	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.

We will use funds to support the family goals of our CIWP, which are centered around improvement on Math. Looking at the CIWP, you can see the direct goals related to supporting families and playing a role on boosting Math 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