CIWP Team & Schedules

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

Resources 🚀

CIWP Team Guidance

Name ✏️	Role ✏️	Email ✏️
Erica Kittle	Principal	efkittle@cps.edu
Terri Kelly	Curriculum & Instruction Lead	tltownes@cps.edu
Anne Weisgerber	Inclusive & Supportive Learning Lead	aweisgerber@cps.edu
JoAnn Moreno	Teacher Leader	jimoreno@cps.edu
Johanna Andrade	Teacher Leader	jgandrade@cps.edu
Grace Morfin	Connectedness & Wellbeing Lead	gkmorfin@cps.edu
Dana Dorais	Teacher Leader	ddorais@cps.edu
Lisa Winans	Teacher Leader	lmroraback@cps.edu
Nina Cali	Teacher Leader	ncal@cps.edu
Olivia Bronson	Teacher Leader	orbronson@cps.edu
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✏️	Planned Completion Date ✏️
Team & Schedule	5/22/23	6/15/23
Reflection: Curriculum & Instruction (Instructional Core)	5/22/23	6/15/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/22/23	6/15/23
Reflection: Connectedness & Wellbeing	5/22/23	6/15/23
Reflection: Postsecondary Success	5/22/23	5/22/23
Reflection: Partnerships & Engagement	5/22/23	5/22/23
Priorities	6/14/23	6/15/23
Root Cause	6/14/23	6/15/23
Theory of Acton	6/14/23	6/15/23
Implementation Plans	6/15/23	8/4/23
Goals	8/1/23	8/4/23
Fund Compliance	8/7/23	8/11/23
Parent & Family Plan	8/28/23	9/1/23
Approval		

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates ✏️	
Quarter 1	10/27/2023
Quarter 2	12/22/2023
Quarter 3	4/1/2024
Quarter 4	6/7/2024

Indicators of a Quality CIWP: Reflection on Foundations

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

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

Stakeholders are consulted for the Reflection of Foundations.

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

Resources 🚀

Reflection on Foundations Protocol

Curriculum & Instruction

Return to Top

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	**Strengths:** ✍️ -Grown in development of an ILT with intentional distributive leadership and decision making. -Grown in both giving and using assessment data to drive instructional choices within classrooms and during Tier 2 and Tier 3 interventions -Clear process and structure to identify and support Tier 2 & Tier 3 students -10/13 HR teachers are Montessori trained -Use of materials in EC classrooms -IAR R- 78% of students either Met expectations or are close (bubble) **Areas of Opportunity:** -Lesson Planning -Collaborative Planning -AR R - Less than half (41.55% Met Expectations (T1) -IAR R Most students are in Tier 2 (40.73%) and (18.15%) are in Tier 3 **Key Data Metrics:** -42% of students met expectations on IAR Reading -Math: 70.5% of all students are not performing on/above grade level by EOY as measured by the IAR. -91.25% of Latinx students are not performing on/above grade level -100% of African American students are not performing on/above grade level	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading) STAR (Math) iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold Interim Assessment Data
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions	**What is the feedback from your stakeholders?** While students are experiencing Instruction that is grounded in the Montessori Model, there seems to be school inconsistancies as it relates to the level of fidelity of the Montessori Model implentation as well as grade level aligned content (CCSS) ✍️ Teachers are focused on the Inner Core, however, school wide there are inconsistancies.	
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development		
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**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?** -We have partnerships with PMI as well as the district Magnet office that support implementation of the Montessori Model and are working to align high quality tasks to the CCSS. We also recieve support from our Network to help with data analysis and alignment based on multiple data points. ✍️ -We have implemented year long lesson studies (inconsistantly) -We have implemented Network Learning Walks that focused on CCSS alignmnt as well as Public Montessori Learning Walks that focused on the implementation of the Montessor Model	

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.

-More efficient teacher feedback would support a growth mindset ✍️
-Opportunities to re-do work and/or re-presentations

Inclusive & Supportive Learning Environment

Return to Top

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey	**Strengths:** ✍️ -Benchmark assessments for 1-8th in ELA & math -Tier 3 interventions with nationally-normed week 0, 3, and 6 progress monitoring (per MTSS cycle) -Using data to decide MTSS next steps: refer, continue, discontinue -MTSS to IEP data handoff improved -Consistent, efficient, outcome-oriented BAIT meetings -ELs **Areas of Opportunity:** -Tier 2 academic interventions in the classroom with regular progress monitoring driving instructional decisions -Teacher implementation of BrMinds -Having KDG take benchmark assessments -SDQ for all students BOY/MOY/EOY (Strengths & Difficulties Questionnaire) -6 week SEL cycles? -Student Feedback -Monthly MTSS newsletter -Writing	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS MTSS Academic Tier Movement
		MTSS Integrity Memo		

Using the associated references, is this practice consistently implemented?	Practice	References	What are the takeaways after the review of metrics?	Metrics
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.		-writing -communicating Tier 3 strategies with teachers -SEL expectations at every grade level -Implementation of IEP accommodations by GenEd teachers -Additional EL certified teachers in E1 through MS Key Data Metrics: -43% of 5th - 8th grade students report receiving feedback that helps them improve -MTSS students: 15% EL (8% gen pop), low SES 20% (13% gen pop), PoC 64% (52%), receive SEL supports 33% -30% of students demonstrated growth through MTSS and returned to classroom with supports -13 female and 23 males are in LRE1, 3 females and 2 males are in LRE2 -18% of 1st & 2nd grade students were Tier 2 & 3 for reading on iReady (12 of 67 students) -27% of 1st & 2nd grade students are Tier 2 & 3 for math on iReady(18 of 67 total)f -3rd-8th Reading 23% are Tier 2 & 3 (Star360) -3rd-8th Math 24% are Tier 2 & 3 (Star360) -54% of 3rd -8th grade Reading IAR did not meet GL expectations -80% of African American, 66% if LatinX students have not met GL expectationis Rdg IAR 3rd-8th -71% of 3rd - 8th grade students did not meet GL expectations on IAR in Math -100% of African American, 91% of LatiinX did not meet GL expectations on IAR in Math	Annual Evaluation of Compliance (ODLSS)
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page	**What is the feedback from your stakeholders?** *[feedback trends across stakeholders; feedback trends across specific stakeholder groups]* ✏️	Quality Indicators of Specially Designed Curriculum EL Program Review Tool
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual		
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** -2 Interventionists -Counselor/Social-Worker small group pull-out, CICO -Academic referral process -Tier 2 pull-out interventions -SEL referral process -DL Team meetings focused on IEP goals and supporting general education teachers in the implementation of IEPs within the general education setting -EL students receive supports from ELPT -Weekly review of Tier 2 & Tier 3 caseload to ensure equity among subgroups -Systematic meetings with parents of high-needs students (academic & social, emotional) -5 week progress monitoring and review cycle for students receiving pull-out intervention services -Weekly BAIT team meetings to review data and any additional student referrals ✏️	
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.			

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

Tier 1 instruction is inconsistent across classroom teachers
Teachers do not yet have the knowledge and practice of matching instruction with specific, intensified learning targets.
We currently have no process for supporting the learning/coaching of teachers/interventionists to support and monitor their intervention planning and implementation. ✏️

Return to Top

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?	Practice	References	What are the takeaways after the review of metrics?	Metrics
Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment SEL Teaming Structure	-We do not have a Climate and Culture Team, this is a SY23/24 goal. We have a BAIT team that consists of our MTSS and BHT teams. Additionally, we do not have school-wide Tier 1 SEL implementation. A goal for SY23/24 is to use a Tier 1 system school-wide. Strengths: -Grown in development of an ILT with intentional distributive leadership and decision making. -Grown in both giving and using assessment data to drive instructional choices within classrooms and during Tier 2 and Tier 3 interventions -Clear process and structure to identify and support Tier 2 & Tier 3 students ✏️	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST
No	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		-10/13 HR teachers are Montessori trained -Use of materials in EC classrooms -IAR R- 78% of students either Met expectations or are close (bubble) Areas of Opportunity: -Lesson Planning -Collaborative Planning -AR R - Less than half (41.55% Met Expectations (T1) -IAR R Most students are in Tier 2 (40.73%) and (18.15%) are in Tier 3 Key Data Metrics: -42% of students met expectations on IAR Reading	Increase Average Daily Attendance Increased Attendance for Chronically Absent Students
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		**What is the feedback from your stakeholders?** While we do have student-centered enrichment activities, it's not necessarily equitable. We do not currently have a way to address attendance concerns in a consistent manner. ✏️	Reconnected by 20th Day, Reconnected after 8 out of 10 days absent Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data)

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

What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**
-students need more efficient teacher feedback would support a growth mindset ✏️ *-Students need opportunities to re-do work and/or re-presentations*	We have access to a Tier 1 SEL program. A barrier is an understanding of the time required and expectations to implement. ✏️ One improvement effort has been the push for our T1 SEL program. The barriers to implementation of T1 SEL would be that most teachers implement thier own T1 SEL strategies. There is no coherance across the school The BAIT form is an effort to gather information about students that need support. There needs to be clarity around what T1 looks like at every level

Enrichment Program Participation: Enrollment & Attendance

Student Voice Infrastructure

Reduction in number of students with dropout codes at EOY

Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	**References**	**What are the takeaways after the review of metrics?**	**Metrics**
Select Rating An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	Strengths: ✏️ -Grown in development of an ILT with intentional distributive leadership and decision making. -Grown in both giving and using assessment data to drive instructional choices within classrooms and during Tier 2 and Tier 3 interventions -Clear process and structure to identify and support Tier 2 & Tier 3 students -10/13 HR teachers are Montessori trained -Use of materials in EC classrooms -IAR R- 78% of students either Met expectations or are close (bubble) Areas of Opportunity: -Lesson Planning -Collaborative Planning -AR R - Less than half (41.55% Met Expectations (T1) -IAR R Most students are in Tier 2 (40.73%) and (18.15%) are in Tier 3 Key Data Metrics: -42% of students met expectations on IAR Reading	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate
Select Rating Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		
Select Rating Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit	**What is the feedback from your stakeholders?** *[feedback trends across stakeholders; feedback trends across specific stakeholder groups]* ✏️	9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
Select Rating 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).			
Select Rating Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
Select Rating There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** *[impact on most students; impact on specific student groups]* ✏️	
Select Rating Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager		

What 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.

[problems experienced by most students; problems experienced by specific student groups] ✏️

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Select Rating	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	[takeaways reflecting most students; takeaways reflecting specific student groups] ✍	Cultivate

5 Essentials Parent Participation Rate

5E: Involved Families

5E: Supportive Environment

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

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

Formal and informal family and community feedback received locally. (School Level Data) |
| *Select Rating* | Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate. | Reimagining With Community Toolkit | | |
| *Select Rating* | School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP). | Student Voice Infrastructure Rubric | **What is the feedback from your stakeholders?**
[feedback trends across stakeholders; feedback trends across specific stakeholder groups] ✍ | |

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.

[problems experienced by most students; problems experienced by specific student groups] ✍

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

[impact on most students; impact on specific student groups] ✍

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

Curriculum & Instruction

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.
Partially	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.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

Strengths:
-Grown in development of an ILT with intentional distributive leadership and decision making.
-Grown in both giving and using assessment data to drive instructional choices within classrooms and during Tier 2 and Tier 3 interventions
-Clear process and structure to identify and support Tier 2 & Tier 3 students

-10/13 HR teachers are Montessori trained
-Use of materials in EC classrooms
-IAR R- 78% of students either Met expectations or are close (bubble)

Areas of Opportunity:
-Lesson Planning
-Collaborative Planning
-AR R - Less than half (41.55% Met Expectations (T1)
-IAR R Most students are in Tier 2 (40.73%) and (18.15%) are in Tier 3

Key Data Metrics:
-42% of students met expectations on IAR Reading
-Math: 70.5% of all students are not performing on/above grade level by EOY as measured by the IAR.
-91.25% of Latinx students are not performing on/above grade level
-100% of African American students are not performing on/above grade level

What is the feedback from your stakeholders?

While students are experiencing Instruction that is grounded in the Montessori Model, there seems to be school inconsistancies as it relates to the level of fidelity of the Montessori Model implentation as well as grade level aligned content (CCSS)

Teachers are focused on the Inner Core, however, school wide there are inconsistancies.

What student-centered problems have surfaced during this reflection?

-More efficient teacher feedback would support a growth mindset
-Opportunities to re-do work and/or re-presentations

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?

-We have partnerships with PMI as well as the district Magnet office that support implementation of the Montessori Model and are working to align high quality tasks to the CCSS. We also recieve support from our Network to help with data analysis and alignment based on multiple data points.

-We have implemented year long lesson studies (inconsistantly)

-We have implemented Network Learning Walks that focused on CCSS alignmnt as well as Public Montessori Learning Walks that focused on the implementation of the Montessor Model

---

Return to Top   **Determine Priorities**

Resources: 🚀

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

[Determine Priorities Protocol]

Students...

Math - 70.5% of all students are not performing on/above grade level by EOY as measured by the IAR. 91.25% of Latinx students are not performing on/above grade level and 100% of African American students are not performing on/above grade level.

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...

must collaboratively make use of a Montessori-driven common scope/curriculum map and sequence aligned to the common core (IAR).

must create a system in place for supporting the learning/coaching of teachers to support and monitor their planning and implementation of CCSS aligned instruction or the Montessori Model.

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....

cycles of teaching and learning to implement an instructional program that aligns Montessori presentations and Common COre Standards with relevant connection to student identity, culture and relationships

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....

teachers collaboratively lesson planning, delivering grade-level instruction and using data to ✏️
adjust, differentiate and connect learning with all students' academic, social, emotional and
behavioral needs

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...

75% of all students performing on/above grade level on IAR. ✏️
Black Students: 0% Met Expectations in Math, 20% Reading
Hispanic Students: 34% Met Expectations in Math, 9% in Reading
Overall: 30% Met Expectation in math, 42% in Reading

Return to Top   **Implementation Plan**

Resources: 🚀

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

Team/Individual Responsible for Implementation Plan ✏️

Inteructional Leadership Team		

Dates for Progress Monitoring Check Ins

Q1	10/27/2023	Q3	4/1/2024
Q2	12/22/2023	Q4	6/7/2024

	SY24 Implementation Milestones & Action Steps ✏️	Who ✏️	By When ✏️	Progress Monitoring
Implementation Milestone 1	Teachers will engage in a regular cycle of learning that will support lesson planning and progress monitoring for all students	Teachers	Weekly	Not Started
Action Step 1	Needs Assessment: Assess the current state of Montessori instruction, alignment with Common Core Standards, and student performance on the IAR. Identify the specific areas that need improvement.	Teachers	Weekly	Not Started
Action Step 2	Teachers will engage in student work analysis/reflection	Teachers	Bi-Weekly	Not Started
Action Step 3	Teachers will engage in progress monitoring check in (student goals, TA Check in T2, Students receiving interventions	Teachers	5-Week	Not Started
Action Step 4	Teachers will engage in data anaysis	Teachers and ILT	BOY, MOY, EOY	Not Started
Action Step 5	Teachers will engage in peer observations	Teachers and ILT	Monthly	Not Started
Implementation Milestone 2	Montessori and Common Core Alignment: Ensure that Montessori instruction is aligned with grade-level Common Core State Standards. This may involve revising curriculum and instructional materials.	Teachers		Not Started
Action Step 1	Professional Development: Provide professional development for teachers to enhance their understanding of Montessori instruction and the Common Core Standards. This training should help them integrate these two approaches effectively.	ILT	9/1/2023	In Progress
Action Step 2	Collaborative Planning: Encourage and facilitate collaborative lesson planning among teachers. This collaborative approach should help ensure that grade-level instruction is delivered effectively.	Teachers	Weekly	Not Started
Action Step 3		Teachers		Not Started
Action Step 4		Admin		Not Started
Action Step 5				Select Status
Implementation Milestone 3	Data Collection and Analysis: Implement a system for data collection and analysis to track student performance and identify areas of improvement or intervention.			Select Status
Action Step 1	Differentiation Strategies: Develop and implement differentiation strategies that allow teachers to adjust instruction based on individual student needs. This might include tiered lessons and small-group instruction.			Select Status
Action Step 2	Data-Informed Instruction: Train teachers to use the collected data to inform their instructional decisions. This includes identifying students who may need additional support and adjusting teaching methods accordingly.			Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Not Started
Action Step 1				Completed
Action Step 2				Completed
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Monitoring and Evaluation: Continuously monitor and evaluate the implementation of Montessori instruction, Common Core alignment, collaborative planning, and data use. Adjust strategies and actions as needed based on ongoing assessment. Progress Communication: Keep parents and other stakeholders informed about student progress, the Montessori program, and the alignment with Common Core Standards. Review and Goal Adjustment: Periodically review the goal to assess progress and adjust strategies and actions as necessary to achieve the 75% target.	✏️
SY26 Anticipated Milestones	IAR Data Analysis: Analyze the results of the IAR assessments to track progress and identify areas for further improvement. Annual Goal Assessment: Assess progress toward the annual goal of 75% of all students performing on or above grade level on the IAR.	✏️
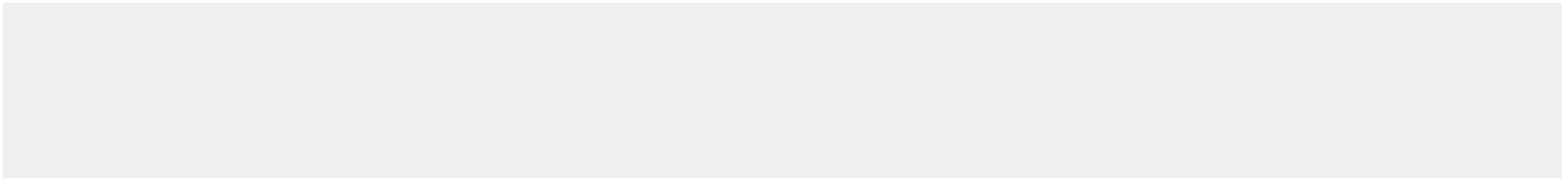
Goal Setting

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

					Numerical Targets [Optional] ✍		
Specify the Goal ✍	**Can this metric be frequently monitored?**	**Metric**	**Student Groups (Select 1-2)**	**Baseline** ✍	**SY24**	**SY25**	**SY26**
60% of AA and 70% of Latinx performing at or above	Yes	IAR (Math)	African American	0			
			Latinx	34			
75% of All Students performing at or above	Yes	IAR (Math)	Overall	30			
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍	**Specify your practice goal and identify how you will measure progress towards this goal.** ✍		
	SY24	**SY25**	**SY26**
C&I:2 Students experience grade-level, standards-aligned instruction.	Teachers are competent in aligning grade-level standards to Montessori Materials.	Teachers are competent in creating challenging follow-up work aligned to grade-level standards	Teachers are competent in creating differentiated follow-up work for students
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.	Teahcers will align CCSS to a common Montessori scope & sequence.	Teachers create and/or identify common, grade-level assessments.	Teachers utilize common, grade-level aligned assessments to differentiate instructions for all children.

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**
60% of AA and 70% of Latinx performing at or above	IAR (Math)	African American	0		Select Status	Select Status	Select Status	Select Status
		Latinx	34		Select Status	Select Status	Select Status	Select Status
75% of All Students performing at or above	IAR (Math)	Overall	30		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

		Progress Monitoring			
Identified Practices	**SY24**	**Quarter 1**	**Quarter 2**	**Quarter 3**	**Quarter 4**
C&I:2 Students experience grade-level, standards-aligned instruction.	Teachers are competent in aligning grade-level standards to Montessori Materials.	Select Status	Select Status	Select Status	Select Status

C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Teahcers will align CCSS to a common Montessori scope & sequence.	*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Select Status	*Select Status*	*Select Status*	*Select Status*

C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Teahcers will align CCSS to a common Montessori scope & sequence.	*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Select Status	*Select Status*	*Select Status*	*Select Status*

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

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?	
Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

Strengths:
-Benchmark assessments for 1-8th in ELA & math
-Tier 3 interventions with nationally-normed week 0, 3, and 6 progress monitoring (per MTSS cycle)
-Using data to decide MTSS next steps: refer, continue, discontinue
-MTSS to IEP data handoff improved
-Consistent, efficient, outcome-oriented BAIT meetings
-ELs

Areas of Opportunity:
-Tier 2 academic interventions in the classroom with regular progress monitoring driving instructional decisions
-Teacher implementation of BrMinds
-Having KDG take benchmark assessments
-SDQ for all students BOY/MOY/EOY (Strengths & Difficulties Questionnaire)
-6 week SEL cycles?
-Student Feedback
-Monthly MTSS newsletter
-Writing
-communicating Tier 3 strategies with teachers
-SEL expectations at every grade level
-Implementation of IEP accommodations by GenEd teachers
-Additional EL certified teachers in E1 through MS

Key Data Metrics:
-43% of 5th - 8th grade students report receiving feedback that helps them improve
-MTSS students: 15% EL (8% gen pop), low SES 20% (13% gen pop), PoC 64% (52%), receive SEL supports 33%
-30% of students demonstrated growth through MTSS and returned to classroom with supports
-13 female and 23 males are in LRE1, 3 females and 2 males are in LRE2
-18% of 1st & 2nd grade students were Tier 2 & 3 for reading on iReady (12 of 67 students)
-27% of 1st & 2nd grade students are Tier 2 & 3 for math on iReady(18 of 67 total)f
-3rd-8th Reading 23% are Tier 2 & 3 (Star360)
-3rd-8th Math 24% are TIer 2 & 3 (Star360)
-54% of 3rd -8th grade Reading IAR did not meet GL expectations
-80% of African American, 66% if LatinX students have not met GL expectationis Rdg IAR 3rd-8th
-71% of 3rd - 8th grade students did not meet GL expectations on IAR in Math
-100% of African American, 91% of LatiinX did not meet GL expectations on IAR in Math

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder 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?**
Tier 1 instruction is inconsistent across classroom teachers Teachers do not yet have the knowledge and practice of matching instruction with specific, intensified learning targets. We currently have no process for supporting the learning/coaching of teachers/interventionists to support and monitor their intervention planning and implementation.	-2 Interventionists -Counselor/Social-Worker small group pull-out, CICO -Academic referral process -Tier 2 pull-out interventions -SEL referral process -DL Team meetings focused on IEP goals and supporting general education teachers in the implementation of IEPs within the general education setting -EL students receive supports from ELPT -Weekly review of Tier 2 & Tier 3 caseload to ensure equity among subgroups -Systematic meetings with parents of high-needs students (academic & social, emotional) -5 week progress monitoring and review cycle for students receiving pull-out intervention services -Weekly BAIT team meetings to review data and any additional student referrals

Determine Priorities

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

Resources: 🚀

Determine Priorities Protocol

Students...

Students need equitable access to Tier 1 instruction.
Students only receive Tier 2 academic interventions in pull-out setting and are not receiving Tier 2 supports within the classroom.

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

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

Resources: 🚀

5 Why's Root Cause Protocol

As adults in the building, we...

See 18% of 1st & 2nd grade students were Tier 2 & 3 for reading on iReady (12 of 67 students)
27% of 1st & 2nd grade students are Tier 2 & 3 for math on iReady(18 of 67 total)f
3rd-8th Reading 23% are Tier 2 & 3 (Star360)
3rd-8th Math 24% are TIer 2 & 3 (Star360)
54% of 3rd -8th grade Reading IAR did not meet GL expectations
80% of African American, 66% if LatinX students have not met GL expectationis Rdg IAR 3rd-8th
71% of 3rd - 8th grade students did not meet GL expectations on IAR in Math
100% of African American, 91% of LatiinX did not meet GL expectations on IAR in Math

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

What is your Theory of Action?

If we....

utilize predictable cycles of high quality, research-based interventions that match instructional methods with the students' specific learning needs, timely nationally-normed progress monitoring probes, and progress documented in Branching Minds ✍

then we see....

90% of teachers and teaching assistants providing academic interventions within the general education classroom ✍

which leads to...

a 9% increase by EOY SY25-26 of students reaching at or above the 40th percentile on Star-360 or i-ready (3% growth annually) and 90% proficiency towards their individual intervention goals, set each cycle, as documented in Branching Minds ✍

**EOY SY22-23 i-ready Reading=82% i-ready Math=73% Star-360 Reading=77% Star-360 Math=76%

Return to Top | **Implementation Plan**

Team/Individual Responsible for Implementation Plan ✍

Dates for Progress Monitoring Check Ins

Q1	10/27/2023	Q3	4/1/2024
Q2	12/22/2023	Q4	6/7/2024

	SY24 Implementation Milestones & Action Steps ✍	Who ✍	By When ✍	Progress Monitoring
Implementation Milestone 1	Assessment and Baseline Data: Assess the current state of Tier 2 academic interventions and student performance at Drummond. Establish baseline data.	Teaching Assistants	SY2024	Select Status
Action Step 1	Identify Needs and Goals: Determine the specific learning needs of students and identify the desired target growth rate. In this case, it's a 9% increase in students reaching the 40th percentile by the end of the 2025-2026 school year.			Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Train teachers and teaching assistants in Tier 2 academic interventions. This training should include strategies for identifying students' specific learning needs and implementing effective interventions.			Select Status
Action Step 1	Coaching Program Development: Develop a coaching program that provides teachers and teaching assistants with the necessary training and resources for Tier 2 academic interventions.			Select Status
Action Step 2	Integration into General Education Classroom: Integrate Tier 2 interventions seamlessly into the general education classroom to ensure that they align with regular classroom instruction.			Select Status
Action Step 3	Progress Monitoring: Implement a system for timely progress monitoring using nationally-normed progress monitoring probes. This will allow you to track student growth accurately.			Select Status
Action Step 4	Branching Minds Implementation: Ensure that teachers and teaching assistants document student progress in Branching Minds, a data management tool or software designed for this purpose.			Select Status
Action Step 5				Select Status
Implementation Milestone 3	Data Analysis: Analyze the data regularly to track student progress. Identify areas of success and areas that need improvement.			Select Status
Action Step 1	Intervention Adjustment: Based on data analysis, adjust interventions as needed to ensure they match students' specific learning needs effectively.			Select Status
Action Step 2	Feedback Loop: Establish a feedback loop between coaches, teachers, and teaching assistants to gather insights and continuously improve intervention strategies.			Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	Annual Goal Assessment: Assess progress toward the annual goal of a 3% increase in students reaching at or above the 40th percentile on Star-360 or i-Ready.			Select Status
Action Step 1	Continuous Improvement: Continuously assess and improve the coaching program, interventions, and data monitoring systems to ensure they remain effective.			Select Status
Action Step 2	Review and Goal Adjustment: Periodically review the goal to assess progress and adjust strategies and actions as necessary to achieve the 9% increase by the end of the 2025-2026 school year.			Select Status
Action Step 3				Select Status

Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Annual Goal Assessment: Assess progress toward the annual goal of a 3% increase in students reaching at or above the 40th percentile on Star-360 or i-Ready.	✎
SY26 Anticipated Milestones	Continuously assess and improve the coaching program, interventions, and data monitoring systems to ensure they remain effective.	✎

Goal Setting

Return to Top

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data).

Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).

Goals seek to address priorities and opportunity gaps by embracing the principles of Targeted Universalism.

There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.

Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.

Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

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

Performance Goals

Numerical Targets [Optional] ✎

Specify the Goal ✎	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✎	SY24	SY25	SY26
Decrease the number of students receiving Tier 3 interventions.	Yes	MTSS Academic Tier Movement	Overall				
			Select Group or Overall				
Decrease the number of students receiving Tier 2 interventions.	Yes	MTSS Academic Tier Movement	Overall				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✎	Specify your practice goal and identify how you will measure progress towards this goal. ✎		
	SY24	SY25	SY26
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	Teachers identify research-based interventions.	Teachers and staff implement research-based interventions	
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Teachers and teaching assistants learn how to navigate Branching Minds to read and input student data.	Teachers use Branching Minds to progress-monitor Tier 2 interventions.	Teachers and Teaching Assistants use Branching Minds in predictable cycles of high quality, research-based interventions and progress monitoring.
Select a Practice			

SY24 Progress Monitoring

Return to Top

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
Decrease the number of students receiving Tier 3 interventions.	MTSS Academic Tier Movement	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Decrease the number of students	MTSS Academic Tier	Overall			Select Status	Select Status	Select Status	Select Status

receiving Tier 2 interventions.	Movement	Select Group or Overall			Select Status	Select Status	Select Status	Select Status

<div align="center">

Practice Goals

</div>

		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.	Teachers identify research-based interventions.	Select Status	Select Status	Select Status	Select Status
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Teachers and teaching assistants learn how to navigate Branching Minds to read and input student data.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Connectedness & Wellbeing

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially — Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.

No — Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.

Partially — All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.

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

What are the takeaways after the review of metrics?

-We do not have a Climate and Culture Team, this is a SY23/24 goal. We have a BAIT team that consists of our MTSS and BHT teams. Additionally, we do not have school-wide Tier 1 SEL implementation. A goal for SY23/24 is to use a Tier 1 system school-wide.

Strengths:
-Grown in development of an ILT with intentional distributive leadership and decision making.
-Grown in both giving and using assessment data to drive instructional choices within classrooms and during Tier 2 and Tier 3 interventions
-Clear process and structure to identify and support Tier 2 & Tier 3 students

-10/13 HR teachers are Montessori trained
-Use of materials in EC classrooms
-IAR R- 78% of students either Met expectations or are close (bubble)

Areas of Opportunity:
-Lesson Planning
-Collaborative Planning
-AR R - Less than half (41.55% Met Expectations (T1)
-IAR R Most students are in Tier 2 (40.73%) and (18.15%) are in Tier 3

Key Data Metrics:
-42% of students met expectations on IAR Reading

What is the feedback from your stakeholders?

While we do have student-centered enrichment activities, it's not necessarily equitable. We do not currently have a way to address attendance concerns in a consistent manner.

What student-centered problems have surfaced during this reflection?

-students need more efficient teacher feedback would support a growth mindset
-Students need opportunities to re-do work and/or re-presentations

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?

We have access to a Tier 1 SEL program. A barrier is an understanding of the time required and expectations to implement.

One improvement effort has been the push for our T1 SEL program. The barriers to implementation of T1 SEL would be that most teachers implement thier own T1 SEL strategies. There is no coherance across the school
The BAIT form is an effort to gather information about students that need support. There needs to be clarity around what T1 looks like at every level

Determine Priorities

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

Students...

Students need equitable access to Tier 1 social & emotional instruction

Resources: 🚀
Determine Priorities Protocol

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

Root Cause

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

As adults in the building, we...

Resources: 🚀
5 Why's Root Cause Protocol

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

Theory of Action

What is your Theory of Action?

If we....
enact an equitable and proactive approach to social and emotional learning for all students that is tiered, researched-based and provides predictable cycles of intervention to address social and emotional needs,

then we see....
staff members implementing a evidence-based Tier 1 social and emotional curriculum across all classrooms and intensified interventions provided in regular cycles to students in need of

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)"

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

which leads to...

a 20% increase in students feeling safe and a sense of belonging on the Cultivate Survey. 90% ✍️ proficiency towards their individual intervention goals, set each cycle, as documented in Branching Minds

(63% → 83%, 58% → 78%)

Return to Top | **Implementation Plan**

Resources: 🚀

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

Team/Individual Responsible for Implementation Plan ✍️

Culture & Climate Team

Dates for Progress Monitoring Check Ins

Q1	10/27/2023	Q3	4/1/2024
Q2	12/22/2023	Q4	6/7/2024

	SY24 Implementation Milestones & Action Steps ✍️	**Who** ✍️	**By When** ✍️	**Progress Monitoring**
Implementation Milestone 1	Assess: Identify Drummond's current state of social and emotional learning (SEL). Determine what resources and programs are already in place and assess their effectiveness.	ILT		Select Status
Action Step 1	Conduct Staff Survey			Select Status
Action Step 2	Review Cultivate Data			Select Status
Action Step 3	Review 5Essentials Data			Select Status
Action Step 4	Review Attendance			Select Status
Action Step 5				Select Status
Implementation Milestone 2	Research and select a research-based Tier 1 Social Emotional curriculum that aligns with your organization's goals and values. Ensure that the chosen curriculum is evidence-based and suitable for all students.			Select Status
Action Step 1	CCT reviews SEL programs aligned to the needs of school & Montessori Curriculum			Select Status
Action Step 2	CCT presents options to other members of school community			Select Status
Action Step 3	CCT identifies a program (and ensures approval from CPS)			Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Training and Professional Development: Provide training and professional development opportunities for teachers and staff to ensure they are well-equipped to implement the new curriculum effectively.			Select Status
Action Step 1	CCT will present SEL curriculum during cycles meetings			Select Status
Action Step 2	Teacher teams will review SEL curriculum			Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	Curriculum Integration: Integrate the chosen Tier 1 Social Emotional curriculum across all classrooms and cycles within your organization. Ensure that it is implemented consistently and comprehensively.			Select Status
Action Step 1	Teacher teams will begin with Unit 1 and co-facilitate lessons with counselor			Select Status
Action Step 2	Teachers will create Second Step schedule for Quarter 3 and Quarter 4			Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Adjustment and Improvement: Based on the data analysis, make adjustments and improvements to the curriculum and its implementation as needed. Communication and Transparency: Maintain open communication with all stakeholders, sharing progress, challenges, and successes regularly. Celebration and Recognition: Recognize and celebrate achievements and improvements in students' feelings of safety and belonging. Acknowledge the efforts of teachers and staff in implementing the curriculum. Continuous Improvement: Continuously assess and improve the Tier 1 Social Emotional curriculum to ensure it remains effective and responsive to the evolving needs of the students.	✍️
SY26 Anticipated Milestones	Feedback Loop: Establish a feedback loop with teachers, students, and parents to gather insights and make continuous refinements to the program. Review and Goal Assessment: Periodically review the goal to assess progress towards the 20% increase in students' feelings of safety and belonging. Adjust strategies and actions as necessary to stay on track.	✍️

Return to Top | **Goal Setting**

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting
Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on 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).

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

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.

-The CIWP includes a math Performance goal *
-The goals within the reading, math, and any other IL-EMPOWER goals include numerical targets
-Schools designated as Targeted Support identify the student groups named in the designation within the goals above and any other IL-EMPOWER goals

Performance Goals

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍	Numerical Targets [Optional] ✍		
					SY24	SY25	SY26
100 percent of homeroom teachers implementing Tier 1 SEL curriculum by end of SY26	Yes	Cultivate	Overall	15%	60%	80%	100%
			Select Group or Overall				
85% of students will report feeling safe in school on the 5Essentials Survey	Yes	5E: Supportive Environment	Overall	69%	75%	80%	85%
			African American Male	50%	60%	70%	80%

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍	Specify your practice goal and identify how you will measure progress towards this goal. ✍		
	SY24	SY25	SY26
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Develop BHT & Culture & Climate teams along with clear structures	Implement data-based procedures to identify areas and students in need of support	Based on the data analysis and 5Essential Data, make adjustments and improvements to the curriculum and its implementation as needed.
Select a Practice			
Select a Practice			

Return to Top   **SY24 Progress Monitoring**

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
100 percent of homeroom teachers implementing Tier 1 SEL curriculum by end of SY26	Cultivate	Overall	15%	60%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
85% of students will report feeling safe in school on the 5Essentials Survey	5E: Supportive Environment	Overall	69%	75%	Select Status	Select Status	Select Status	Select Status
		African American Male	50%	60%	Select Status	Select Status	Select Status	Select Status

Practice Goals

Identified Practices	SY24	Progress Monitoring			
		Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Develop BHT & Culture & Climate teams along with clear structures	On Track	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status