CIWP Team & Schedules

Resources 🚀

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

CIWP Team Guidance

Name ✍	Role ✍	Email ✍
Toyia Pullum	Principal	tdpullum@cps.edu
Aisha Sharrieff	Connectedness & Wellbeing Lead	ajsharrieff@cps.edu
Lan Huynh, Martashanika Mohead	Curriculum & Instruction Lead	lhuynh2@cps.edu, mnmartin@cps.edu
Unique Woods	Inclusive & Supportive Learning Lead	ulwoods@cps.edu
Mary Guastella	Inclusive & Supportive Learning Lead	mtcaffero@cps.edu
Jasmine Lyles	Partnerships & Engagement Lead	jlyles9@cps.edu
Olivia DeLaCruz	Teacher Leader	omdelacruz@cps.edu
Clenthe Bridges	Teacher Leader	cbridges@cps.edu
Matthew Spafford	Postsecondary Lead	mjspafford@cps.edu
Sokhom Teng	Teacher Leader	steng@cps.edu
Marshea Wright	Connectedness & Wellbeing Lead	mpwright3@cps.edu
Simone Hatchett	Teacher Leader	skhatchett@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	6/14/23	6/14/23
Reflection: Curriculum & Instruction (Instructional Core)	6/14/23	6/14/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/14/23	6/14/23
Reflection: Connectedness & Wellbeing	6/14/23	6/14/23
Reflection: Postsecondary Success	6/14/23	6/14/23
Reflection: Partnerships & Engagement	6/14/23	6/14/23
Priorities	7/11/23	7/11/23
Root Cause	7/11/23	7/18/23
Theory of Acton	7/18/23	7/18/23
Implementation Plans	8/29/23	9/5/23
Goals	8/29/23	9/5/23
Fund Compliance	9/5/23	9/7/23
Parent & Family Plan	9/5/23	9/7/23
Approval	9/11/23	9/11/23

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	10/27/23
Quarter 2	12/22/23
Quarter 3	4/1/23
Quarter 4	6/5/23

Indicators of a Quality CIWP: Reflection on Foundations

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

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

Stakeholders are consulted for the Reflection of Foundations.

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

Resources 🚀

Reflection on Foundations Protocol

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	- IAR: **ELA** - The SY 23 IAR/PARCC data shows that 48% of students are less proficient with informational texts, so it's important to increase exposure to these texts to improve proficiency. **Math** -The PARCCC date for Sy 23 IAR revealed that 61% of students lack proficiency with modeling applications, and 56% struggle with major content. To address this, we need to increase student engagement, encourage discourse, and provide more exploratory challenges. **Star360**: The SY23 Star assessment revealed that 41% of our students need intervention or urgent intervention. The rising 5th graders have a need of 40%, while 6th graders have a need of 45%, and 7th graders have a need of 41%. **Grades:** Our on-track data showed that grades improved in Q3 and Q4 from Sy21-22 to SY22-23 but the number of D's and F's increased from BOY to EOY.	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
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions	**What is the feedback from your stakeholders?** Parents - Teachers can be sure to make parents aware of what is happening in the classroom (curriculum, assessments), the learning progression, and resources. There are inconsistencies in the types of homework given to students with siblings. Students need more homework to increase their skills (not tech-based). Parents would also like more science fairs and other academic contests for the students. Students - Based on the Sy23 5e Survey, students report feeling "neutral" about their level of engagement in learning, as well as the quality of their reading and math instruction. However, they feel "very weak" regarding parental support, trust in their teachers, and the rigor of their classroom environment. Additionally, students report "neutral" scores in the category of classroom instruction rigor. Teachers - Distributive leadership is consistently happening and going well. ILT and master teachers facilitate clusters as well as other professional development opportunities for all staff. Teachers use standards to plan and deliver instruction. We are developing in the area of alignment ensuring that CCSS, instruction, and student tasks meet the rigor demands. Teachers need to use a looking at student work protocol to analyze student work to improve instructional practices. Most times the lesson structures are heavily teacher-led. Students are not always allowed productive struggle opportunities to talk among their peers in order to depend on their pedagogy. All teachers have to have high expectations for the students in their class. There is an imbalance of text genres being used throughout the year. Students need equal exposure to RI and RL (including poetry). Students are not facilitating productive student-to-student discourse that includes providing evidence for and/or modeling their thinking and response.	
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		
Yes	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?** - The ELA teachers are currently developing grade level pacing guides for the upcoming academic year. The objective of this is to ensure that informational texts are introduced early on in the year and that the selected books are both engaging and aligned with our instructional objectives. - Additional math interventionists will support small group instruction and new or struggling teachers. The math team will adjust the scope and sequence to ensure rigor, including writing in multiple-step problems and performance tasks. - PD to increase student to student discourse/engagement will be planned for next year.	

What student-centered problems have surfaced during this reflection?

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

Students are missing the opportunity to discuss and work collaboratively on standard-based content, activities, and multiple-step problems that encompass the standards that play together (ELA) and standard progression (MATH). Teachers need to take the role of facilitator and empower students to manage their behaviors and lead evidence based discussions.

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey	We are making progress in building a strong MTSS team to monitor the effectiveness of our implementation. Our next steps include developing a scope and sequence for the upcoming school year, establishing a schedule for regular meetings, and completing the MTSS Continuum. According to the SY23 BranchingMinds data, 67% of Tier 1, 63% of Tier 2, and 70% of Tier 3 students received their interventions with fidelity. These actions mentioned above will help us measure our team's growth and ensure that we are on track to achieve our goals through BranchingMinds interventions. Currently, 6% of students are in LRE 1, 68% are in LRE 2, and 26% are in other LRE 3 environments. It is important to note that the Least	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS
		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. | | In other LRE'S environments. It is important to note that the Least Restrictive Environment (LRE) is determined based on each student's unique needs, not their disability. The appropriate LRE setting varies for each student, but general education classrooms with supplementary aids and services should be the first option considered at every IEP meeting. However, we do require all students to receive exposure to our general educatioin core curriculum with the appropriate accomodations. | MTSS Academic Tier Movement |

Right sidebar metrics:
- MTSS Academic Tier Movement
- Annual Evaluation of Compliance (ODLSS)
- Quality Indicators of Specially Designed Curriculum
- EL Program Review Tool

| 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 |

What is the feedback from your stakeholders?

Parents - Parents expressed the need to better understand diagnostic testing and track their child's academic growth during open house and parent-teacher conferences.

Students – The students were not given the opportunity to provide their input on this matter. Currenlty students do know what their goals are and if they don't kno they can't be successful.

Teachers – Teachers have expressed the desire for additional training on data tools, along with an adequate amount of time and space to accurately enter data.

| 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?

To improve student performance, the first step is to establish an effective MTSS team that meets regularly. The team should work collaboratively to analyze classroom and assessment data to identify students who need targeted academic interventions. Once identified, the team should monitor teacher-student logs in BranchingMinds to ensure the interventions are effective.

Ensuring students set goals and take ownership of their learning is crucial.

| No | There are language objectives (that demonstrate HOW students will use language) across the content. |

During the IEP process, the general education and diverse learning teachers will collaborate and ponder upon the following questions:
- Is it feasible for the student to receive their individually determined services in a general education classroom?
- Can the student's needs be accommodated through supplementary aids and services in the general education class?
- With the use of supplementary aids and services, is it possible for the student to achieve their IEP goals within the general education classroom?

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.

1) Many students struggle with setting goals and making a plan to achieve them, as they lack a clear understanding of their current learning and behavior data.
2) To take ownership of their learning, students require soft skills that need to be taught explicitly.
3) Teachers have a crucial role in facilitating student progress. By keeping data tools and grades updated, they enable students to track their progress and identify areas for

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Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	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	1) Our school has Universal teaming structures in place as a means to support student connectedness through bi-weekly BHT meeting and a cohesive Climate and Culture Team to address both student and staff social and emotional needs.	% of Students receiving Tier 2/3 interventions meeting targets

2) Students have access to Tier 1 SEL through classroom instruction and Tier 2 receives restorative practices (peace circles and individual and group counseling). However our Tier 1 SEL struggles with an cohesive SEL curriculum and using common SEL language.

Metrics column (right sidebar):
- % of Students receiving Tier 2/3 interventions meeting targets
- Reduction in OSS per 100
- Reduction in repeated disruptive behaviors (4-6 SCC)
- Access to OST
- Increase Average Daily Attendance
- Increased Attendance for Chronically Absent Students
- Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
- Cultivate (Belonging & Identity)
- Staff trained on alternatives to exclusionary discipline (School Level Data)
- Enrichment Program Participation: Enrollment & Attendance

| Partially | Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices. |

What is the feedback from your stakeholders?

Stakeholder Feedback

The 5 Essential Survey data demonstrates the following for students and teachers:

Students felt a great disconnect to school belongingnesss ranking Dulles as weak in the supportive environment category and very weak in supplemental measures.r student data also indicates that students are neutral about ambitious instruction.

The teacher survey data shows that teachers ranked Dulles as weak unsupportive environment category. Nevertheless, the teacher data demonstrates that both teachers and students at Dulles agree that

| 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. |

| No | Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment. | | the instruction is ambitious. Parents feel that students need strategies to help them be intrinsically motivated to learn and manage behaviors. This leads to better preparedness and overall success. | Student Voice Infrastructure Reduction in number of students with dropout codes at EOY |

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

1. Sense of belonging/Connectedness
2. Trust
3. Lack of inclusion in decision-making
4. Physical Safety
5. Emotional Safety
6. Attendance
* Absenteeism
* Tardiness
7. Peer Pressure
8. Inadequate emotional intelligence
9. Lack of Parental Involvement
10. Parental Supervision

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?

Dulles is currently preparing a parent scope and sequence to aide with increasing parental participation and support. The increase of parental support and participation will aide in addressing disciplinary and attendance barriers that may occur. School wide SEL practices ie (Kindness Week, New Roots training for Staff, SEL field trips, Parent and Student Counseling (TOW), Second Step (SEL Curriculum), and SEL Assemblies)

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Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	**References**	**What are the takeaways after the review of metrics?**	**Metrics**
Yes — 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)	All students who activated and completed their GoCPS applications have been accounted for. Out of all the enrolled students, 27% attend schools that are in Good Standing (Level 1+ - 2+), while 34% attend schools with Provisional Support (Level 2). Only five students are currently attending Selective Enrollment schools. Additionally, all 8th-grade students, 95.8% of 7th-grade students, and all 6th-grade students have completed their Individualized Learning Plans for Q1, Q2, and Q3 in Naviance.	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track
Yes — 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		Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate
Partially — Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit	**What is the feedback from your stakeholders?**	9th and 10th Grade On Track Cultivate (Relevance to the Future)
N/A — 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).		*[feedback trends across stakeholders; feedback trends across specific stakeholder groups]* *Parents - During open house and parent-teacher conferences, parents expressed wanting to understand the GoCPS process and understanding of how student academic data correlates with postsecondary options.*	Freshmen Connection Programs Offered (School Level Data)
N/A — Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List	*Students - 5 Essentials Survey Data - I'm included in lots of activities at school (18% of students Strongly Agree, 46% of students Agree). Anecdotally, 7th and 8th grade students provided the following suggestions for future postsecondary programming: 1) Provide career exploration experiences to all students and not separate experiences to boys and girls. 2) Provide more visit opportunities to a variety of high school and colleges for students.*	
N/A — There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric	*Teachers - 5 Essentials Survey Data - Involves parents in the development of programs aimed at improving students' academic outcomes (56% responded the school does this a great deal, 21% resonded somewhat)* **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?**	
N/A — 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	Teachers will use universal screeners at the beginning, middle, and end of the year to guide conversations with students about goal-setting and high school opportunities. Eighth-grade students will receive tutoring opportunities for the high school placement exam.	

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

Students are not understanding the correlation between the test scores and their qualification for schools in Good standing or selective enrollment schools.

73% of 8th grade students do not meet the criteria for a high school in good standing.

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	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	The survey findings indicate that a mere 30% of students perceive that they are given opportunities to exercise their choices in the classroom and school environment. Moreover, the 5 Essential data reveals that only about half of the parents attend request conferences, and a negligible fraction of them volunteer their time to support the school ✏️	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)
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		
No	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?** Parents - ✏️ Students - According the 5E survey, 54% students felt a lack of parent involvement and support and a lack of respect amongst each other. Students felt human and social resources were a lack in the community. Teachers - The survey data from Sy23 5 Essentials revealed that while teachers felt parent involvement was weak, their influence on decision making in the school was strong. Additionally, teacher-to-parent trust was neutral.	

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.

It is evident that improving student and parent engagement and incorporating their feedback into school decision-making processes is crucial and requires immediate attention. ✏️

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?

A student serves on the LSC to represent the school body. LSC meets monthly with all stakeholders. PAC conducts parent workshops based on parent needs. ✏️

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	Students experience grade-level, standards-aligned instruction.
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.
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

- IAR:
ELA - The SY 23 IAR/PARCC data shows that 48% of students are less proficient with informational texts, so it's important to increase exposure to these texts to improve proficiency.

Math -The PARCCC date for Sy 23 IAR revealed that 61% of students lack proficiency with modeling applications, and 56% struggle with major content. To address this, we need to increase student engagement, encourage discourse, and provide more exploratory challenges.

Star360: The SY23 Star assessment revealed that 41% of our students need intervention or urgent intervention. The rising 5th graders have a need of 40%, while 6th graders have a need of 45%, and 7th graders have a need of 41%.

Grades: Our on-track data showed that grades improved in Q3 and Q4 from Sy21-22 to SY22-23 but the number of D's and F's increased from BOY to EOY.

What is the feedback from your stakeholders?

Parents - Teachers can be sure to make parents aware of what is happening in the classroom (curriculum, assessments), the learning progression, and resources. There are inconsistencies in the types of homework given to students with siblings. Students need more homework to increase their skills (not tech-based). Parents would also like more science fairs and other academic contests for the students.

Students - Based on the Sy23 5e Survey, students report feeling "neutral" about their level of engagement in learning, as well as the quality of their reading and math instruction. However, they feel "very weak" regarding parental support, trust in their teachers, and the rigor of their classroom environment. Additionally, students report "neutral" scores in the category of classroom instruction rigor.

Teachers - Distributive leadership is consistently happening and going well. ILT and master teachers facilitate clusters as well as other professional development opportunities for all

What student-centered problems have surfaced during this reflection?

Students are missing the opportunity to discuss and work collaboratively on standard-based content, activities, and multiple-step problems that encompass the standards that play together (ELA) and standard progression (MATH). Teachers need to take the role of facilitator and empower students to manage their behaviors and lead evidence based discussions.

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 ELA teachers are currently developing grade level pacing guides for the upcoming academic year. The objective of this is to ensure that informational texts are introduced early on in the year and that the selected books are both engaging and aligned with our instructional objectives.

- Additional math interventionists will support small group instruction and new or struggling teachers. The math team will adjust the scope and sequence to ensure rigor, including writing in multiple-step problems and performance tasks.

- PD to increase student to student discourse/engagement will be planned for next year.

Determine Priorities

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Resources: 🚀

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

[Determine Priorities Protocol]

Students...

Students should to engage in discussions and collaborative work related to on-grade-level standard-based content, authentic tasks, and multi-step problems.

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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Resources: 🚀

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

[5 Why's Root Cause Protocol]

As adults in the building, we...

Our role as adults in the building is to guide and support students in managing their behavior, engaging in evidence-based discussions, and collaborating on authentic tasks.

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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What is your Theory of Action?

Resources: 🚀

If we....

If we foster a culture within the classroom that showcases learning and hard work, setting high expectations for all students, aligning all tasks with the Common Core Standards,

Indicators of a Quality CIWP: Theory of Action

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

Curriculum & Instruction

establish clear learning objectives, and pose challenging questions that inspire students to think and learn.

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

then we see....

Students finding it is important to take responsibility for producing high-quality work. They will persevere through challenging, on-grade-level content and clearly explain what they are learning and why. They will also engage in constructive debate by defending their answers using standards-based language and evidence while asking questions to deepen their understanding.

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...

Cognitive student engagement that is student-centered, leading to increased attainment at 35% in ELA and 31% in math.

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 ✍️

Patterson, Mohead, Huynh, Young, Delacruz

Dates for Progress Monitoring Check Ins

Q1	10/27/23	Q3	4/1/23
Q2	12/22/23	Q4	6/5/23

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	The teacher informs the students about what they will be learning and the reasons behind it.	All	October 31st 22nd, 2023	In Progress
Action Step 1	Staff is trained on Common Core State Standards. They know and understand how standards play together to make meaning (ELA) and the standard progression (Math).	Huynh, Mohead (CPA/Thinking Core)	July, 2nd,3rd, 8th,9th Sept 11-14th cluster	In Progress
Action Step 2	[	Patterson, Mohead, Huynh	September 15th	In Progress
Action Step 3	Teacher clearly communicates standards-based learning objective(s) to students and addresses their relevance to learning.	Network ISL, Mohead, Huynh	October 20, 2023	In Progress
Action Step 4	Teachers create content specific word walls.	Patterson, Mohead, Huynh	September 22nd, 2023	In Progress
Action Step 5	The students can provide a clear explanation of what they are learning and the reasons behind it.	Patterson, Mohead, Huynh	November 10, 2023	Not Started
Implementation Milestone 2	The students participate actively in discussions during all subjects.	All	December 22nd, 2023	In Progress
Action Step 1	100% of teachers establish and post procedures and expectations for discussions and cooperative learning. Habits of Discussions are posted in 100% of rooms.	All	October 2nd, 2023	In Progress
Action Step 2	The teachers uses content specific vocabulary to start, during and to conclude the lesson	All	October 13th, 2023	Not Started
Action Step 3	The teachers are trained in best practices for engaging scholars in student discourse.	Network ISL, Mohead, Huynh	Aug 17th, Sept. 22	In Progress
Action Step 4	The students use content specific vocabulary to respond(verbal and writing)	Patterson, Mohead, Huynh	November 10th, 2023	Not Started
Action Step 5	The students answer questions using various methods (Turn and talk, think pair share, cooperative learning, writing/Exit tickets)	All	December 15th, 2023	In Progress
Implementation Milestone 3	The students engage in questioning and constructive debate.	All	February 16, 2023	Not Started
Action Step 1	The teachers models how to ask clarifying questions.	All	October 13th, 2023	Not Started
Action Step 2	The students ask questions of the teacher and thier peers	Patterson, Mohead, Huynh	October 27th, 2023	Not Started
Action Step 3	The teachers model how to respectfully disagree	All	October 6th, 2023	In Progress
Action Step 4	The students provide evidence for their own thoughts and build on others responses	Patterson, Mohead, Huynh	January 19th, 2024	Not Started
Action Step 5	The students challenges or extends each other's ideas while collaborating on an assigment	All	February 2nd, 2024	Not Started
Implementation Milestone 4	The students provide one another with feedback that is aligned to learning intentions and participation expectations and suggests future improvements.	All	May 10th, 2024	Not Started
Action Step 1	The students reiterate the learning intentions without being prompted by the teacher	Patterson, Mohead, Huynh	February 16th, 2024	Not Started
Action Step 2	The students reiterate Common Core State Standards that play together (ELA) or the steps that must be taken to complete a problem (Math).	Patterson, Mohead, Huynh	March 15th 2024	Not Started

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

Curriculum & Instruction

Action Step 3	The students redirect the conversation and restate the questions during cooperative learning experiences	Patterson, Mohead, Huynh	March 29th 2024	Not Started
Action Step 4	The students use evidence to defend responses verbally and in writing	Patterson, Mohead, Huynh	April 12th, 2024	Not Started
Action Step 5	The students facilitate discussion and cooperative learning experiences by reiterating the procedures and expecations with minimal support from the teacher.	Patterson, Mohead, Huynh	April 30th, 2024	Not Started

SY25-SY26 Implementation Milestones

| SY25 Anticipated Milestones | Students can provide an explanation of what the are learning and the reasons behind it. The students provide one another with feedback that is aligned to learning intentions and participation expectations and suggests future improvements. The students participate actively in discussions and group/partner work during all subjects. | ✍️ |
| SY26 Anticipated Milestones | Students providing a clear explanation of what they are learning and the reasons behind it by engaging in questioning and constructive debate using standards based language. Students initiate, lead or extend discussion of content by challenging others ideas, defending their own thoughts and building upon others perspectives. Teachers receive ongoing professional development on student to student engagement, habits of discussion and accountable talk. | ✍️ |

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
IAR: 35% of students reach attainment.	Yes	IAR (English)	Overall	Att: 5%	15%	25%	35%
IAR: 31% of students reach attainment.	Yes	IAR (Math)	Overall	Att: 1%	Att: 11%	Att: 21%	Att: 31%

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:7 There are language objectives (that demonstrate HOW students will use language) across the content.	*During class discussions, 55% of classrooms have students engaging in questioning and constructive debate. They challenge each other's ideas, provide defenses for their own thoughts, and build upon each other's perspectives.	*During class discussions, 65% of classrooms have students engaging in questioning and constructive debate. They challenge each other's ideas, provide defenses for their own thoughts, and build upon each other's perspectives.	*During class discussions, 75% of classrooms with returning teachers have students engaging in questioning and constructive debate. They challenge each other's ideas, provide defenses for their own thoughts, and build upon each other's perspectives.
C&I:2 Students experience grade-level, standards-aligned instruction.	*In 55 % of classrooms, the teacher assigns activities and tasks to the students that are directly aligned to standards-based learning objectives. The objectives and questions challenge students to apply an appropriate range of low and high level thinking skills.	*In 65 % of classrooms, the teacher assigns activities and tasks to the students that are directly aligned to standards-based learning objectives. The objectives and questions challenge students to apply an appropriate range of low and high level thinking skills.	*In 75 % of classrooms with a returning teacher, the teacher assigns activities and tasks to the students that are directly aligned to standards-based learning objectives. The objectives and questions challenge students to apply an appropriate range of low and high level thinking skills.
Select a Practice			

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SY24 Progress Monitoring

Curriculum & Instruction

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
IAR: 35% of students reach attainment.	IAR (English)	Overall	Att: 5%	15%	Select Status	Select Status	Select Status	Select Status
					Select Status	Select Status	Select Status	Select Status
IAR: 31% of students reach attainment.	IAR (Math)	Overall	Att: 1%	Att: 11%	Select Status	Select Status	Select Status	Select Status
					Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	*During class discussions, 55% of classrooms have students engaging in questioning and constructive debate. They challenge each other's ideas, provide defenses for their own thoughts, and build upon each other's perspectives.	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	*In 55 % of classrooms, the teacher assigns activities and tasks to the students that are directly aligned to standards-based learning objectives. The objectives and questions challenge students to apply an appropriate range of low and high level thinking skills.	Select Status	Select Status	Select Status	Select Status
Select a Practice		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.
Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
No	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

We are making progress in building a strong MTSS team to monitor the effectiveness of our implementation. Our next steps include developing a scope and sequence for the upcoming school year, establishing a schedule for regular meetings, and completing the MTSS Continuum.

According to the SY23 BranchingMinds data, 67% of Tier 1, 63% of Tier 2, and 70% of Tier 3 students received their interventions with fidelity. These actions mentioned above will help us measure our team's growth and ensure that we are on track to achieve our goals through BranchingMinds interventions.

Currently, 6% of students are in LRE 1, 68% are in LRE 2, and 26% are in other LRE 3 environments. It is important to note that the Least Restrictive Environment (LRE) is determined based on each student's unique needs, not their disability. The appropriate LRE setting varies for each student, but general education classrooms with supplementary aids and services should be the first option considered at every IEP meeting. However, we do require all students to receive exposure to our general educatioin core curriculum with the appropriate accommodations.

What is the feedback from your stakeholders?

Parents - Parents expressed the need to better understand diagnostic testing and track their child's academic growth during open house and parent-teacher conferences.

Students – The students were not given the opportunity to provide their input on this matter. Currenlty students do know what their goals are and if they don't kno they can't be successful.

Teachers – Teachers have expressed the desire for additional training on data tools, along with an adequate amount of time and space to accurately enter data.

What student-centered problems have surfaced during this reflection?

1) Many students struggle with setting goals and making a plan to achieve them, as they lack a clear understanding of their current learning and behavior data.
2) To take ownership of their learning, students require soft skills that need to be taught explicitly.
3) Teachers have a crucial role in facilitating student progress. By keeping data tools and grades updated, they enable students to track their progress and identify areas for improvement.
4) Case managers and teachers must review both current and new Individualized Education Programs (IEPs) to ensure appropriate selection of Least Restrictive Environment (LRE).

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?

To improve student performance, the first step is to establish an effective MTSS team that meets regularly. The team should work collaboratively to analyze classroom and assessment data to identify students who need targeted academic interventions. Once identified, the team should monitor teacher-student logs in BranchingMinds to ensure the interventions are effective.

Ensuring students set goals and take ownership of their learning is crucial.

During the IEP process, the general education and diverse learning teachers will collaborate and ponder upon the following questions:
- Is it feasible for the student to receive their individually determined services in a general education classroom?
- Can the student's needs be accommodated through supplementary aids and services in the general education class?
- With the use of supplementary aids and services, is it possible for the student to achieve their IEP goals within the general education classroom?

Determine Priorities

Return to Top

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

Students...

Students lack understanding of their learning and behavior data, hindering their ability to set and achieve academic and behavior goals.

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

Return to Top

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

As adults in the building, we...

As adults in the building, we will ensure transparency by regularly updating data tools and grades. Teachers will conduct seasonal goal-setting conversations with students for academics and behavior.

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

Return to Top

What is your Theory of Action?

If we....

Establish a Multi-Tiered System of Support (MTSS) team. This team will train teachers on data tools, oversee progress monitoring, and implementation of interventions. Teachers will

Resources:

Indicators of a Quality CIWP: Theory of Action

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

Inclusive & Supportive Learning Environment

facilitate goal conversations with students and make their academic and behavior data transparent.

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....

Students taking ownership of their learning progress through self-reflection (linking behavior to future outcomes), regulating behavior, and setting new goals each season. ✍️

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

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

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

which leads to...

Students reaching their yearly learning growth target by understanding their current learning and behavior data points and using this knowledge to move benchmarks in BranchingMinds. ✍️

Return to Top   **Implementation Plan**

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍️

MTSS Lead/MTSS Team/Coaches/Case Manager/ILT/DL Team

Dates for Progress Monitoring Check Ins

Q1	10/27/23	Q3	4/1/23
Q2	12/22/23	Q4	6/5/23

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	100% OF ELA teachers are trained on the implementation of utilizing The I-ready diagnostic screener.	Mohead, Woods	September 26, 2023	In Progress
Action Step 1	Train teachers on how to facilitate the I-ready diagonostic screener assessment	I-ready coordinator	September 6, 2023	Completed
Action Step 2	Teach educutors how to utilize the data to group scholars, and begin to personalize instruction.	I-ready coordinator	September 26, 2023	Completed
Action Step 3	Create plans for small group instruction using data	Teachers	November 6, 2023	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	100% of teaching staff trained in utilizing Branching Minds to create groups and plans of intervention.	Coaches	November 6, 2023	Completed
Action Step 1	Provide clusters targeting how to access Branching Minds	Coaches	September 8, 2023	Completed
Action Step 2	Creating groups using diagnostic data, developing plans and interventions in Branching Minds	Teachers, Coaches	September 29, 2023	In Progress
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	100% of teaching staff is progress monitoring biweekly with fidelity.	Teachers, Coaches, MTSS team	Bi-Weekly	In Progress
Action Step 1	Identify Progress Monitoring tools (i,e., I-ready suite, IXL, STAR custom, Freckle,	Teachers, Coaches	September 29, 2023	In Progress
Action Step 2	Identify learning continnuum for each scholar	Teachers, Coaches, Interventionist		Not Started
Action Step 3	Teach in small groups regarding the learning targets for scholar.	Teachers, Interventionist		In Progress
Action Step 4	Assess and track	Teachers, Interventionist		Not Started
Action Step 5	Reteach if bi-weekly is under 70%	Teachers, Interventionsit		Not Started
Implementation Milestone 4	100% of teachers engaging scholars in goal setting conversations.	Teachers, coaches, interventionist	On-going	In Progress
Action Step 1	Teachers are provdied with clusters around best practices in goal-setting	Coaches	October 6, 2023	Not Started
Action Step 2	Using BOY data and bi weekly data to drive goal setting conversations.	Teachers, coaches, interventionist, scholars	October 20, 2023	Not Started
Action Step 3	Using MOY data and bi weekly data to drive goal setting	Teachers, coaches, intervention	February 23, 2024	Not Started
Action Step 4	Using EOY data to monitor learning tracjectory for the year	Teachers, coaches, intervention	May 30, 2024	Not Started
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Creating cadences regarding MTSS Stratigies, Monitoring MTSS and the implementation of Branching MInds, focus of professional develoment for developing high-quality, well documented student support and support plans.	✍️

Inclusive & Supportive Learning Environment

SY26 Anticipated Milestones	Students are aware of their strengths and weaknesses as they develop autonomy to determine resources that will allow them to take ownership of their learning and meet their individual learning needs.

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
80% of students will reach yearly growth goal for ELA.	Yes	iReady	Overall	56%	64%	72%	80%
			Other [K-2 Math]	45%	60%	70%	80%
80% of students will reach yearly growth goal for math.	Yes	STAR (Math)	Overall	41%	60%	70%	80%
			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 use BOY, MOY and EOY data from universal screeners to drive ongoing goal setting conversations with students.	Teachers continue to utilize universal screeners to engage scholars in goal setting conversations, as well as conferencing with scholars about their academic progression bi- quarterly.	Students will collaborate with teachers and use their universal screener data to identify learning objectives to reach their academic goals.
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 use intervention platform such as, Amira, I-Ready suite, Words their Way for reading interventions in grades K -6. IXL , I-Ready Suite for ELA K-8, and Freckle for math for K-8th graders, when appropriate, as measured by Tech platforms usage reports.	Teachers create and implement intervention plans in Branching Minds with fidelity. They evaluate the effectiveness of the interventions by monitoring progress biweekly and updating plans as needed.	Using goal setting tools and stratigies, students will be aware of their strengths and weaknesses as they engage in gaol setting conversations and develop plans that will foster autonomy to determining resources that will allow them to take ownership of their learning and meet their individual learning needs.
Select a Practice			

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
80% of students will reach yearly growth goal for ELA.	iReady	Overall	56%	64%	Select Status	Select Status	Select Status	Select Status
		Other [K-2 Math]	45%	60%	Select Status	Select Status	Select Status	Select Status

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

Inclusive & Supportive Learning Environment

			41%	60%	Select Status	Select Status	Select Status	Select Status
80% of students will reach yearly growth goal for math.	STAR (Math)	Overall						
		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
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 use BOY, MOY and EOY data from universal screeners to	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 use intervention platform such as, Amira, I-Ready suite, V	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

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

Connectedness & Wellbeing

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.
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?

1) Our school has Universal teaming structures in place as a means to support student connectedness through bi-weekly BHT meeting and a cohesive Climate and Culture Team to address both student and staff social and emotional needs.

2) Students have access to Tier 1 SEL through classroom instruction and Tier 2 receives restorative practices (peace circles and individual and group counseling). However our Tier 1 SEL struggles with an cohesive SEL curriculum and using common SEL language.

What is the feedback from your stakeholders?

Stakeholder Feedback

What student-centered problems have surfaced during this reflection?

1. Sense of belonging/Connectedness
2. Trust
3. Lack of inclusion in decision-making
4. Physical Safety
5. Emotional Safety
6. Attendance
* Absenteeism
* Tardiness
7. Peer Pressure
8. Inadequate emotional intelligence
9. Lack of Parental Involvement
10. Parental Supervision

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?

Dulles is currently preparing a parent scope and sequence to aide with increasing parental participation and support. The increase of parental support and participation will aide in addressing disciplinary and attendance barriers that may occur. School wide SEL practices ie (Kindness Week, New Roots training for Staff, SEL field trips, Parent and Student Counseling (TOW), Second Step (SEL Curriculum), and SEL Assemblies)

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Determine Priorities

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

Students...

Students lack a sense of connectedness to the school community. Students do not demonstrate social emotional intelligence skills in and outside the classroom which leads to behavior infractions causing low attendance, students being off-track.

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.

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Root Cause

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

As adults in the building, we...

As Adults In The Building, we must be consistent with our interpretation and implementation of our school-wide expectations and restorative practices. Schoolwide decisions and programming must explicitly incorporate student voice.

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.

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Theory of Action

What is your Theory of Action?

If we....

Set clear schoolwide expectations, implement restorative practices, and encourage student voice through quarterly surveys and clubs.

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

Connectedness & Wellbeing

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....

Students using stratigies to self-regulate and solve problems, taking an active role in promoting respect and rapport, and aware of available school opportunities. 🖌

which leads to...

Increased civility within the school community which will reduce behavior infractions, improve attendance, and keep students on-track. 🖌

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 🖌

Behavioral Health Team/Dr. William Johnson, Marshea Wright, Whitney Bates, Aisha Sharrieff

Dates for Progress Monitoring Check Ins

Q1	10/27/23	Q3	4/1/23
Q2	12/22/23	Q4	6/5/23

	SY24 Implementation Milestones & Action Steps 🖌	**Who** 🖌	**By When** 🖌	**Progress Monitoring**
Implementation Milestone 1	Teachers will administer Quarterly Student voice surveys to at least 90% of Prek - 8 students; and, provide an explanation for the importance of student voice in climate and culture.	**Teachers Grades 4 - 8**	10/27/2023	In Progress
Action Step 1	Collect data and analyze student voice data as a means to provide students with clubs and leadership organization to encourage school connectedness.		12/22/2023	Not Started
Action Step 2	Empower students to use Local School Council and Student Ambassadors as a platform to promote student voice.	**Dr. William Johnson**	04/01/2023	Not Started
Action Step 3	Elected student representatives will display leadership skills by organizing and carrying out school activities and service projects."	**Dr. William Johnson**	06/05/2023	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	80% of Students responding to schoolwide and classroom SEL/BMC Plan.	School Wide Stakeholders	11/12/2023	In Progress
Action Step 1	Utilize staff institute day to develop baseline knowledge in planning and preparation of restorative practices for classroom and schoolwide systems and structures, BMC, and discipline practices, that will allow students to feel connectedness, belonging and well-being.	Coaches, ILT, Counselors, BHT, Deans, and Teachers	08/18/2023	In Progress
Action Step 2	Monthly clusters provided for continuity of learning restorative practices for classroom an	Coaches, ILT, Counselors, BHT, Deans, and Teachers	05/30/2024	In Progress
Action Step 3	Staff will establish a classroom and school wide culture that develops relationships indicat	Coaches, ILT, Counselors, BHT, Deans, and Teachers	09/15/2023	In Progress
Action Step 4	Model and teach norms that govern the interactions among all stakeholders; and, develop and track standards of conduct that are clear to all stakeholders.	School-wide Stakeholders	On-Going	In Progress
Action Step 5	Embed CRT and Casel Framework in the execution of and teaching lessons, r	Teachers	06/05/2024	In Progress
Implementation Milestone 3				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

| SY25 Anticipated Milestones | Survey data collected from student voice surveys will establish and guide youth-adult partnerships (LSC, Student Ambassadors) to increase school connectedness and community. |
| SY26 Anticipated Milestones | Students are empowered to advocate for leadership roles and student voice in making school wide policy, procedures, and decisions through Local School Council and Student Ambassadors. |

Goal Setting

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Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

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 ✏️	SY24	SY25	SY26
Administered pre-post student voice survey responses with engagement of 90% of scholars in grades 4th -8th	Yes	Other	Overall	54.4 % Completed 5 Essentials data	65% of scholars completing 5e and Student	75% of scholars completing 5e d Student Voi Survey	90% of scholars completing 5E and Student Voice Surveys with fidelity.
			Students with an IEP				
4th - 8th student responses will demonstrate an increase in school rating from weak to strong in Supportive Environment (5e)	No	5E: Supportive Environment	Overall	Weak (26)	Neutral (40)	Strong (60)	Strong (60)
			Select Group or Overall				

Numerical Targets [Optional] ✏️

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).	If we implement quarterly student voice surveys to 4th - 8th grade scholars then we should see an increase of students engaged in expressing student voice and making school wide decisions.	If we utilize survey data to establish and guide youth-adult partnerships (LSC, Student Ambassadors) then students will be empowered to make school wide decisions.	If students are taking increased leadership roles in youth-adult partnerships, then we should see an increase in student voice and involvement in schoolwide decision making.
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.	If we use an evidence-based family engagement framework to invite families to share priorities, concerns, and feedback on quarterly surveys and town hall forums(in person and virtual options); then we should see an increase of family trust, communication, and participation in school events, conferences, committees and volunteering.	If we analyze the previous year's data for the compilation of conducting intentional bi-annual, district-wide family surveys that will allow us to elevate family voices and experiences; then, we will effectively , provide opportunities for involvement, in decision-making, providing resources and support, fostering cultural competence, and collaborating with community partners..	If we promote a strong sense of trust, connectedness, and well being through an evidence-based family engagement framework; then, there will be an increase in parental leadership roles within the Local School and Parent Advisory Councils. , as well as participation from all community stakeholders.
Select a Practice			

SY24 Progress Monitoring

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

Connectedness & Wellbeing

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Administered pre-post student voice survey responses with engagement of 90% of scholars in grades 4th -8th	Other	Overall	54.4 % Completed 5	65% of scholars completin	Select Status	Select Status	Select Status	Select Status
		Students with an IEP			Select Status	Select Status	Select Status	Select Status
4th - 8th student responses will demonstrate an increase in school rating from weak to strong in Supportive Environment (5e)	5E: Supportive Environment	Overall	Weak (26)	Neutral (40)	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).	If we implement quarterly student voice surveys to 4th - 8th grade s	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.	If we use an evidence-based family engagement framework to invite	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

If Checked:

Complete
IL-Empower
Section below

This CIWP serves as your School Improvement Plan, which is required for schools in school improvement status (comprehensive or targeted) as identified by the Illinois State Board of Education (ISBE). The following section, "IL-Empower," addresses grant requirements, assurances, and alignment across your CIWP, grant budget, and state designation.

If Checked:

No action needed

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

IL-Empower

IL-EMPOWER GRANT ASSURANCES

By checking the boxes below, you indicate that your school understands and complies with each of the grant assurances listed.

☑ The purpose of the IL-Empower grant funds, authorized under Title I, Part A, Section 1003 School Improvement of the Elementary and Secondary Education Act, is to support local education agencies (LEAs), via the Statewide System of Technical Assistance and Support (IL-EMPOWER) to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities. The goal is to provide all children significant opportunity to receive a fair, equitable, and high-quality education by providing adequate resources to substantially raise the achievement of students in lowest and underperforming schools, as defined by the Illinois State Board of Education (ISBE).

☑ The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status.

☑ Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:
a) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
b) Contracting for professional services from State-Approved Learning Partners
c) Conducting school-level needs assessments
d) Analyzing data
e) Identifying resource inequities
f) Researching and implementing evidence-based interventions
g) Purchasing standards-aligned curriculum and materials
h) Purchasing and administering local assessments for progress monitoring

☑ Supplement, not supplant is in effect. Schools and LEAs shall use IL-Empower grant funds only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.

☑ Schools designated for comprehensive or targeted support can expect four years of continuation funding from the initial summative designation. Improvement status defines the up-to four-year term that runs concurrently with the IL-EMPOWER grant program. Status and funding begin with an initial summative designation of comprehensive or targeted and continue through the remaining part of the first year in the planning phase of the grant and are followed by three consecutive years of implementation. School Improvement funding is awarded concurrently with improvement status. Improvement status and grant funding continue concurrently for up to four years regardless of positive changes in annual summative designations because IL-EMPOWER is structured to support local efforts with scaffolded support of sufficient size and longevity to improve outcomes for students and exit improvement status within a four-year grant term.

☑ School Improvement Reports (SIR) are due on a triannual basis.

☑ Schools in comprehensive improvement status must work with a State-Approved Learning Partner to address areas identified in the respective school improvement plans. Schools in targeted improvement status may or may not elect to work with a State-Approved Learning Partner. Approved Learning Partners are contracted by ISBE and are authorized to provide direct professional learning services in evidence-based practices to LEAs and comprehensive and targeted schools. Only vendors selected for an executed contract with ISBE may provide services to IL-Empower districts and schools (both comprehensive and targeted) using Title I, Part A, Section 1003 School Improvement funds, and likewise only those subcontractors included in either the executed contract or subsequent written approval by ISBE may provide services to IL-EMPOWER districts and schools.

☑ As a grant recipient, you may be required to participate in program evaluation activities, site monitoring visits, and audit protocols.

☑ As part of annual grant application and amendment processes, you may be asked to submit additional information regarding budget requests and alignment of budget allocations to CIWP.

IL-EMPOWER SMART GOALS

Of the goals developed earlier in this CIWP, please choose at least 2, and up to 3, that will be your focus areas for IL-Empower. These goals should be in alignment with your ISBE designation and reference specific student groups, as applicable. As part of the annual grant application and amendment processes, please be prepared to outline how your IL-Empower grant budgets will support the chosen goal(s).

IL-Empower Goals Must have a Numerical Target	**Select a Goal Below**	**Student Groups**	**Baseline**	**SY24**	**SY25**	**SY26**
		Overall	0.41	0.6	0.7	0.8
Required Math Goal	STAR (Math): 80% of students will reach yearly growth goal for math.	**Select Group or Overall**				
		#REF!	Att: 5			
Required Reading Goal	IAR (English): IAR: 35% of students reach attainment.					
		Overall	Weak (26)	Neutral (40)	Strong (6	Strong (60)
Optional Goal	5E: Supportive Environment: 4th - 8th student responses will demonstrat...	**Select Group or Overall**				

| If Checked:

Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections | ☑ | **Our school is a Title I school operating a Schoolwide Program**
This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs. |
| If Checked:

No action needed | ☐ | **Our school is a non-Title I school that does not receive any Title I funds.**
(Continue to Approval) |

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.

> *The allocation of funds towards parental engagement initiatives is expected to enhance the awareness of academic progress, core curriculum, interventions, and social-emotional learning among parents.*

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