

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
Elizabeth Wontor-Leach	Principal	ewontor-lea@cps.edu
Rebeka Barrera	AP	rethomas@cps.edu
Mikie Paige	Parent	mikiepaige2017@gmail.com
Kelley Baum	Other [Type In] Interventionist	klbaum@cps.edu
Alison Ortony	Other [Resident Principal]	Alortony1@cps.edu
Smitha Chandran	Teacher Leader	schandran@cps.edu
Adam McCord	Teacher Leader	atmccord@cps.edu
Elizabeth Williams	Teacher Leader	edwilliams15@cps.edu
Libby Roberson	Teacher Leader	lrobertson@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	3/30/23	3/30/23
Reflection: Curriculum & Instruction (Instructional Core)	5/1/23	6/30/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/1/23	6/30/23
Reflection: Connectedness & Wellbeing	5/1/23	6/30/23
Reflection: Postsecondary Success	5/1/23	6/30/23
Reflection: Partnerships & Engagement	5/1/23	6/30/23
Priorities	6/30/23	7/21/23
Root Cause	6/30/23	7/21/23
Theory of Action	6/30/23	7/21/23
Implementation Plans	7/27/23	8/18/23
Goals	7/27/23	8/18/23
Fund Compliance	7/27/23	8/18/23
Parent & Family Plan	7/27/23	8/18/23
Approval	8/6/23	8/6/23

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	4-1-24
Quarter 4	6-7-24

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</p> <p>CPS High Quality Curriculum Rubrics</p>	<p>C&I- 1Consistently using skyline - not all grade levels using foundations in lit. Math - universally we use Engage NY. Science- Amplify across the board. Social Studies not so much as the other subject areas. Fine arts feels strongly that this area is a strength. Need culturally responsive foundational skills materials (esp in MS) </p> <p>C&I- 2Social Science Skyline has areas of growth in terms of standards alignment/engagement (5th); Instructional core walks showed varying levels of rigor across classrooms;</p> <p>C&I -3 Some data points: cultivate survey data; how instruction is happening; work on identity is happening in some spaces; focus on urgency to get through curriculum > building strong relationships; under the radar students shared a sense of "being a stranger" in their class;</p>	<p>IAR (Math)</p> <p>IAR (English)</p> <p>Rigor Walk Data (School Level Data)</p>
Partially	<p>Students experience grade-level, standards-aligned instruction.</p> <p>Rigor Walk Rubric</p> <p>Teacher Team Learning Cycle Protocols</p> <p>Quality Indicators Of Specially Designed Instruction</p>	<p>C&I - 4 More work in grade levels; not a lot of observations/deprivatization of practice; not clear what instructional improvement we led to; never led a full-on learning cycle;</p> <p>C&I- 6 Student Focus Groups: "We don't always get specific feedback; sometimes it feels like teachers don't always look at our work"</p>	<p>PSAT (EBRW)</p> <p>PSAT (Math)</p> <p>STAR (Reading)</p>
Partially	<p>Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.</p> <p>Powerful Practices Rubric</p> <p>Learning Conditions</p>	<p>What is the feedback from your stakeholders?</p> <p>C&I- 1Consistently using skyline - not all grade levels using foundations in lit. Math - universally we use Engage NY. Science- Amplify across the board. Social Studies not so much as the other subject areas. Fine arts feels strongly that this area is a strength. Need culturally responsive foundational skills materials (esp in MS) </p>	<p>STAR (Math)</p> <p>iReady (Reading)</p> <p>iReady (Math)</p>
Partially	<p>The ILT leads instructional improvement through distributed leadership.</p> <p>Continuum of ILT Effectiveness</p> <p>Distributed Leadership</p>	<p>C&I- 2Social Science Skyline has areas of growth in terms of standards alignment/engagement (5th); Instructional core walks showed varying levels of rigor across classrooms;</p> <p>C&I -3 Some data points: cultivate survey data; how instruction is happening; work on identity is happening in some spaces; focus on urgency to get through curriculum > building strong relationships; under the radar students shared a sense of "being a stranger" in their class;</p>	<p>Cultivate</p> <p>Grades</p> <p>ACCESS</p>
Partially	<p>School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.</p> <p>Customized Balanced Assessment Plan</p> <p>ES Assessment Plan Development Guide</p> <p>HS Assessment Plan Development</p>	<p>C&I- 6 Student Focus Groups: "We don't always get specific feedback; sometimes it feels like teachers don't always look at our work"</p>	<p>TS Gold</p> <p>Interim Assessment Data</p>
Partially	<p>Evidence-based assessment for learning practices are enacted daily in every classroom.</p> <p>Assessment for Learning Reference Document</p>	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>C&I- 1Consistently using skyline - not all grade levels using foundations in lit. Math - universally we use Engage NY. Science- Amplify across the board. Social Studies not so much as the other subject areas. Fine arts feels strongly that this area is a strength. Need culturally responsive foundational skills materials (esp in MS) </p> <p>C&I- 2Social Science Skyline has areas of growth in terms of standards alignment/engagement (5th); Instructional core walks showed varying levels of rigor across classrooms;</p> <p>C&I -3 Some data points: cultivate survey data; how instruction is happening; work on identity is happening in some spaces; focus on urgency to get through curriculum > building strong relationships; under the radar students shared a sense of "being a stranger" in their class;</p> <p>C&I - 4 More work in grade levels; not a lot of observations/deprivatization of practice; not clear what instructional improvement we led to; never led a full-on learning cycle;</p> <p>C&I- 6 Student Focus Groups: "We don't always get specific feedback; sometimes it feels like teachers don't always look at our work"</p>	
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>			
<p>Students do not receive a consistent instruction planned using culturally responsive research-based strategies. As a result achievement and progress for African American students is significantly behind that of white students. </p>			

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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**

Jump to...	Curriculum & Instruction	Inclusive & Supportive Learning	Connectedness & Wellbeing	Postsecondary	Partnerships & Engagement
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	I&S- 1 We have a reading interventionist Lexia & IXL & Espark No MTSS Team (per se) Mid-year - compliant with Branching Minds (eventually got there EOY) MTSS Check-Ins MTSS Coach Math Explorers I&S-2 Potential academic focused This was about using the tool (which often felt adult/technical focused) Esp focused on 2nd, 5th, and 8th grade (promotion grades) I&S- 3 95% of students in Resource Classroom for Math and/or ELA A little more inclusion in MS Not clear parameters on how to support LRE (needs to be named more clearly) Likely currently too restrictive (esp in two subjects) I&S- 4 Historically we are up against the clock with referrals Calendaring might need additional support Better than other contexts More clear protocol referral would be helpful/beneficial I&S- 5 Often higher need in K (with support) Not in compliance (with a compliance standpoint) 12 students in the school I&S -6 No one currently puts language objectives into their plans (WIDA)		Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS) Quality Indicators of Specially Designed Curriculum
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo			EL Program Review Tool
No	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page			
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual			
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS			
No	There are language objectives (that demonstrate HOW students will use language) across the content.				

What is the feedback from your stakeholders?

I&S- 1 We have a reading interventionist Lexia & IXL & Espark
No MTSS Team (per se)
Mid-year - compliant with Branching Minds (eventually got there EOY)
MTSS Check-Ins
MTSS Coach
Math Explorers
I&S-2 Potential academic focused
This was about using the tool (which often felt adult/technical focused)
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Not clear parameters on how to support LRE (needs to be named more clearly)
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I&S- 4 Historically we are up against the clock with referrals
Calendaring might need additional support
Better than other contexts
More clear protocol referral would be helpful/beneficial
I&S- 5 Often higher need in K (with support)
Not in compliance (with a compliance standpoint)
12 students in the school
I&S -6 No one currently puts language objectives into their plans (WIDA)

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]

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 do not all have access to effective standards aligned grade level instruction and MTSS support. Tier 1 instruction needs to be strengthened using common instructional strategies to ensure all students have access to strong tier 1 instruction. Students do not have in classroom tier 2 interventions to help them when they are struggling to catch up. Tier 3 interventions are inconsistent. This may also be a root cause of exclusionary LRE practice.

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	BHT Key Component Assessment SEL Teaming Structure	C&W1: -ILT merged with Climate and Culture -We have an active BHT -We have consistent GLM -Always room to grow -Next year splitting out ILT & Culture and Climate (didn't live anywhere) C&W2 -Hit or miss (classroom to classroom) -Missing consistency -Sometimes people were doing things but didn't realize it was SEL -Missing consistency with philosophy (what are we aligning our tools too)	 % of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC)

Partially	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>	<p>-Different teachers have different definitions of what it mean</p> <p>C&W3</p> <ul style="list-style-type: none"> -OST is taken advantage of by people who know about it -May miss opportunities to create OST programs -Hard to get staff on board with doing after school things -Doesn't just have to be just academics -Hurdles - magnet school; -Sports has been especially huge -Are we offering enough options that they want -Attendance 83.9% -Participation: 57% -Priority Group: 60% -41% of IEPS of -30% of Low-Income -49% of our Black/Latinx Males Participate -Small Group Opportunities (during intervention blocks) <p>C&W4</p> <ul style="list-style-type: none"> -Brought down by chronic attendance (no team currently exists it) -20-40 students (89% or below attendance) -Calls/home visits - A team is needed -Tardy line in the morning 	<p>Access to OST</p> <p>Increase Average Daily Attendance</p> <p>Increased Attendance for Chronically Absent Students</p>
Yes	<p>All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.</p>	<p>What is the feedback from your stakeholders?</p> <p>C&W1:</p> <ul style="list-style-type: none"> -ILT merged with Climate and Culture -We have an active BHT -We have consistent GLM -Always room to grow -Next year splitting out ILT & Culture and Climate (didn't live anywhere) <p>C&W2</p> <ul style="list-style-type: none"> -Hit or miss (classroom to classroom) -Missing consistency -Sometimes people were doing things but didn't realize it was SEL -Missing consistency with philosophy (what are we aligning our tools too) -Different teachers have different definitions of what it mean <p>C&W3</p> <ul style="list-style-type: none"> -OST is taken advantage of by people who know about it -May miss opportunities to create OST programs -Hard to get staff on board with doing after school things -Doesn't just have to be just academics -Hurdles - magnet school; -Sports has been especially huge -Are we offering enough options that they want -Attendance 83.9% -Participation: 57% -Priority Group: 60% -41% of IEPS of -30% of Low-Income -49% of our Black/Latinx Males Participate -Small Group Opportunities (during intervention blocks) <p>C&W4</p> <ul style="list-style-type: none"> -Brought down by chronic attendance (no team currently exists it) -20-40 students (89% or below attendance) -Calls/home visits - A team is needed -Tardy line in the morning 	<p>Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</p> <p>Cultivate (Belonging & Identity)</p> <p>Staff trained on alternatives to exclusionary discipline (School Level Data)</p>
No	<p>Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.</p>	<p>C&W1:</p> <ul style="list-style-type: none"> -ILT merged with Climate and Culture -We have an active BHT -We have consistent GLM -Always room to grow -Next year splitting out ILT & Culture and Climate (didn't live anywhere) <p>C&W2</p> <ul style="list-style-type: none"> -Hit or miss (classroom to classroom) -Missing consistency -Sometimes people were doing things but didn't realize it was SEL -Missing consistency with philosophy (what are we aligning our tools too) -Different teachers have different definitions of what it mean <p>C&W3</p> <ul style="list-style-type: none"> -OST is taken advantage of by people who know about it -May miss opportunities to create OST programs -Hard to get staff on board with doing after school things -Doesn't just have to be just academics -Hurdles - magnet school; -Sports has been especially huge -Are we offering enough options that they want -Attendance 83.9% -Participation: 57% -Priority Group: 60% -41% of IEPS of -30% of Low-Income -49% of our Black/Latinx Males Participate -Small Group Opportunities (during intervention blocks) <p>C&W4</p> <ul style="list-style-type: none"> -Brought down by chronic attendance (no team currently exists it) -20-40 students (89% or below attendance) -Calls/home visits - A team is needed -Tardy line in the morning 	<p>Enrichment Program Participation: Enrollment & Attendance</p> <p>Student Voice Infrastructure</p> <p>Reduction in number of students with dropout codes at EOY</p>

What student-centered problems have surfaced during this reflection?

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

Tier 1 SEL curriculum is not consistently applied throughout the school resulting in unequal access to SEL

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?

C&W1:

- ILT merged with Climate and Culture
- We have an active BHT
- We have consistent GLM
- Always room to grow
- Next year splitting out ILT & Culture and Climate (didn't live anywhere)

C&W2

- Hit or miss (classroom to classroom)
- Missing consistency
- Sometimes people were doing things but didn't realize it was SEL
- Missing consistency with philosophy (what are we aligning our tools too)
- Different teachers have different definitions of what it mean

C&W3

- OST is taken advantage of by people who know about it
- May miss opportunities to create OST programs
- Hard to get staff on board with doing after school things
- Doesn't just have to be just academics
- Hurdles - magnet school;
- Sports has been especially huge
- Are we offering enough options that they want
- Attendance 83.9%
- Participation: 57%
- Priority Group: 60%
- 41% of IEPS of
- 30% of Low-Income
- 49% of our Black/Latinx Males Participate
- Small Group Opportunities (during intervention blocks)

C&W4


- Brought down by chronic attendance (no team currently exists it)
- 20-40 students (89% or below attendance)
- Calls/home visits
- A team is needed
- Tardy line in the morning

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
No	College and Career Competency Curriculum (C4) An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	PSS -1 Libby did Pathways the past two years (8th grade); Some components exist but likely not an annual plan PSS- 2 Not really sure what this is... Regardless, it's a no. PSS- 3 no- PSS 4-7 is not applicable	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
No	Individualized Learning Plans Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).		9th and 10th Grade On Track
No	Work Based Learning Toolkit Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	<p>What is the feedback from your stakeholders?</p> PSS -1 Libby did Pathways the past two years (8th grade); Some components exist but likely not an annual plan PSS- 2 Not really sure what this is... Regardless, it's a no. PSS- 3 no- PSS 4-7 is not applicable	Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
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).		
N/A	ECCE Certification List Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		
N/A	PLT Assessment Rubric There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).		
N/A	Alumni Support Initiative One Pager Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> [impact on most students; impact on specific student 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.

College, career, and citizenship is not currently apparent in the curriculum. 

[Return to Top](#) **Partnership & Engagement**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	Spectrum of Inclusive Partnerships The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	P&E1: -Potentially varies amongst grade levels -More pre-pandemic engagement than we're seeing currently - A need for free - low cost, easy to go to events -Not as many academic opportunities to engage -Consider better voting procedures (flex hours) -Need to clarify room parent role (and other options for involvement) -FOF needs to reshare how they operate (online only) -Parents feel like they get asked from money frequently P&E2: -Weekly communication was well received (from teachers) -More clear template from teachers -Repetitive information -Consider more separation between e-mails -Consider investigating Remind - is it worth it? P&E3:	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment
	Reimagining With Community Toolkit		

Partially	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>	<p>-Student ambassador program -Needs to be restructured; Liz does not have enough time to facilitate the way she did this school year -Peer Jury Program is something we'd like to consider</p>	<p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
Partially	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p> <p style="text-align: right;">Student Voice Infrastructure Rubric</p>	<p style="text-align: center;">What is the feedback from your stakeholders?</p> <p>P&E1:  -Potentially varies amongst grade levels -More pre-pandemic engagement than we're seeing currently - A need for free - low cost, easy to go to events -Not as many academic opportunities to engage -Consider better voting procedures (flex hours) -Need to clarify room parent role (and other options for involvement) -FOF needs to reshare how they operate (online only) -Parents feel like they get asked from money frequently</p> <p>P&E2: -Weekly communication was well received (from teachers) -More clear template from teachers -Repetitive information -Consider more separation between e-mails -Consider investigating Remind - is it worth it?</p> <p>P&E3: -Student ambassador program -Needs to be restructured; Liz does not have enough time to facilitate the way she did this school year -Peer Jury Program is something we'd like to consider</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p style="text-align: center;">What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>Some consistence in communication expectations is needed to ensure that all parents recieve high quality and meaningful communication from teachers. </p>		<p style="text-align: center;">What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>P&E1:  -Potentially varies amongst grade levels -More pre-pandemic engagement than we're seeing currently - A need for free - low cost, easy to go to events -Not as many academic opportunities to engage -Consider better voting procedures (flex hours) -Need to clarify room parent role (and other options for involvement) -FOF needs to reshare how they operate (online only) -Parents feel like they get asked from money frequently</p> <p>P&E2: -Weekly communication was well received (from teachers) -More clear template from teachers -Repetitive information -Consider more separation between e-mails -Consider investigating Remind - is it worth it?</p> <p>P&E3: -Student ambassador program -Needs to be restructured; Liz does not have enough time to facilitate the way she did this school year -Peer Jury Program is something we'd like to consider</p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of metrics?

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
No	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
No	There are language objectives (that demonstrate HOW students will use language) across the content.

I&S- 1	We have a reading interventionist Lexia & IXL & Espark No MTSS Team (per se) Mid-year - compliant with Branching Minds (eventually got there EOY) MTSS Check-Ins MTSS Coach Math Explorers
I&S- 2	Potential academic focused This was about using the tool (which often felt adult/technical focused) Esp focused on 2nd, 5th, and 8th grade (promotion grades) A little more inclusion in MS Not clear parameters on how to support LRE (needs to be named more clearly) Likely currently too restrictive (esp in two subjects) we are up against the clock with referrals Calendaring might need additional support Better than other contexts More clear protocol referral would be helpful/beneficial need in K (with support) Not in compliance (with a compliance standpoint) 12 students in the school currently puts language objectives into their plans (WIDA)
I&S- 3	95% of students in Resource Classroom for Math and/or ELA
I&S- 4	Historically
I&S- 5	Often higher
I&S- 6	No one

What is the feedback from your stakeholders?

I&S- 1	We have a reading interventionist Lexia & IXL & Espark No MTSS Team (per se) Mid-year - compliant with Branching Minds (eventually got there EOY) MTSS Check-Ins MTSS Coach Math Explorers
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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?

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

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

Resources:

Students...

are scoring below grade level on STAR360 and IReady in both English and Math at a rate of 47-61% with Black students scoring lower. Students in the lowest achievement groups are not making significant progress according to STAR260 and Iready with Black students starting in lowest tier showing lower levels of progress than white students. According to 5E survey, a significant number of students did not feel that teachers knew when they were struggling and did not feel academics were modified to meet their learning needs. In addition, a significant number of students did not feel challenged by classes with a larger number of Black students indicating a lack of challenge. There is also an over-representation of Black students in Special Education.

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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

Return to Top Root Cause

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

Resources:

As adults in the building, we...

have not implemented MTSS structures and support with fidelity schoolwide. Lesson plan analysis shows lack of differentiation at all grade levels. MTSS groups were static last year with lack of data analysis to determine when students should have moved between groups. Due to the lack of support students in the lowest achievement groups are not making progress to catch up to grade level standards. In addition, there is racial disparity between students identified for acceleration and special education. Teachers do not currently have a common language or expectation around effective instructional practices. Systems and supports for MTSS are not codified and implemented with fidelity.

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

Indicators of a Quality CIWP: Root Cause Analysis

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

[Return to Top](#) **Theory of Action**

What is your Theory of Action?

If we....
focus on strengthening our instructional practices, starting with tier 1 then moving towards tier 2-3,

then we see....
an increase in the implementation of research-based instructional strategies, student engagement, and student ability to identify and develop their own personal strengths

which leads to...
an overall increase of students who are designated as "on-track," who are meeting/exceeding grade level expectations on state assessments, and who are meeting their personal goals for entry into a high school of choice.

Resources:

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

[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

Instructional Leadership Team and Diversity, Equity, Inclusion Committee

Dates for Progress Monitoring Check Ins

Q1	10-27-23	Q3	4-1-24
Q2	12-22-23	Q4	6-7-24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Implementation of Schoolwide Model of Instruction based on Marzano's Strategies in 90% of Middle school classes as measured by classroom observations.	Admin Team	Q1-4	In Progress
Action Step 1	Pilot Marzano's Strategies and PD, The New Art and Science of Teaching workshops to build internal capacity around evidence-based instructional practice.	middle school and fine arts teachers	Q1,2,3,4	In Progress
Action Step 2	Develop and implement schoolwide learning cycles around Marzano's strategies	ILT develops and implements with all FFAC educators.	SY24-25	Not Started
Action Step 3	Engage in schoolwide professional development for small group instruction.	All FFAC educators	SY24-25	Not Started
Action Step 4	Develop, refine, and implement "Schoolwide Model of Instruction" focusing on evidence-based, differentiated, small group instructional strategies.	Admin and ILT	SY24-25	Not Started
Action Step 5	Develop, refine, and implement school wide scope-sequence and aligned assessments using competency-based and standards-aligned assessments.	All FFAC educators supported by the ILT	SY25-26	Not Started
Implementation Milestone 2	Implementation of MTSS 80% of needed tier 2 and tier 3 interventions for identified students on 6 week cycle as measured by lesson plans / observations.	Admin Team	Q1-4	In Progress
Action Step 1	Define the entry and exit criteria for equitable intervention and acceleration/enrichment schoolwide.	Case Manager/MTSS Coach and MTSS Team	Q1, Q2	In Progress
Action Step 2	Develop and implement a common intervention menu and options.	Case Manager/MTSS Coach and MTSS Team	Q1-4	In Progress
Action Step 3	Develop common progress monitoring and data collection strategies/forms, focusing on intermediate and middle school	Case Manager/MTSS Coach and MTSS Team	Q1-4	Not Started
Action Step 4	Ensure there is common dedicated time for interventions	Schedulers and admin team	ongoing	In Progress
Action Step 5	Develop timeline for small group development, data entry, and protocol for selecting students for intervention.	MTSS Team, interventionist, case manager/MTSS coach	Q2,3	Not Started
Implementation Milestone 3	Increase in coteaching models between gen-ed and (dI/SECA) to 70% of the co-teaching classes as measured by classroom observations.	Admin team	SY24-25	In Progress
Action Step 1	Define equitable and inclusive program focus, mission, and vision.	DL Team	Q3-Q4	Not Started

Inclusive & Supportive Learning Environment

Action Step 2	Implement professional development focusing on co-teaching model.	DL team, math, science, social studies, ELA, and fine arts teachers	SY24-25	Not Started
Action Step 3	Implement professional learning and accountability systems for data-driven instruction.	DL team, math, science, social studies, ELA, and fine arts teachers	SY24-25	Not Started
Action Step 4	Connect SECA team with professional development focused on data-collection, instructional, and behavioral strategies.	Paraprofessional team	Q1,2,3,4	In Progress
Action Step 5				Select Status
Implementation Milestone 4	Attendance team will develop and implement attendance plans for 100% of students who are in the top 5% of unexcused absences.	Admin team and clerk	Q2,3,4	In Progress
Action Step 1	Develop Attendance Team with meeting structures and data analysis protocol.	Admin team and clerk	Q2,3,4	In Progress
Action Step 2	Implement attendance intervention plans	Admin team and clerk	Q2,3,4	Not Started
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Implementation of Schoolwide Model of Instruction based on Marzano's Strategies in 60% of all classes as measured by classroom observations. Implementation of MTSS 85% of needed tier 2 and tier 3 interventions for identified students on 6 week cycle as measured by lesson plans / observation Increase in coteaching models between gen-ed and (d/SECA) to 75% of the co-teaching classes as measured by classroom observations. Attendance team will develop and implement attendance plans for 100% of students who are in the top 10% of unexcused absences.	
SY26 Anticipated Milestones	Implementation of Schoolwide Model of Instruction based on Marzano's Strategies in 70% of all classes as measured by classroom observations. Implementation of MTSS 90% of needed tier 2 and tier 3 interventions for identified students on 6 week cycle as measured by lesson plans / observation Increase in coteaching models between gen-ed and (d/SECA) to 80% of the co-teaching classes as measured by classroom observations. Attendance team will develop and implement attendance plans for 100% of students who are in the top 15% of unexcused absences.	

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Goal Setting

Resources:

Indicators of a Quality CIWP: Goal Setting

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

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Percentage of K-2 students Meeting/Exceeding grade level standards by the EOY testing cycle on iReady ELA	Yes	iReady (Reading)	Overall	56%	64%	72%	80%
			African American	43%	55	67	80%
Percentage of K-2 Meeting/Exceeding grade level standards by the EOY testing cycle on iReady Math	Yes	iReady (Math)	Overall	47%	55%	63%	71%
			African American	31%	44	57	71%

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.	MTSS team is in place and meeting with structures and systems.	The team is further refining systems and practices and starting to distribute leadership to teachers.	The team is fully functioning with teacher leadership and starting to innovate.
C&I:2 Students experience grade-level, standards-aligned instruction.	Middle School teachers are consistently implementing 3 of the Marzano practices.	ILT is developing leading cycles for school wide adoption of these strategies.	All teachers are consistently implementing at least 3-5 of the strategies including proficiency scales and there is a clear model of instruction articulated.

C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Middle School teachers have used a proficiency scale at least two times..	All teachers have used a proficiency scale at least two times..	All teachers have developed and are using at least one proficiency scale per quarter.
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SY24 Progress Monitoring

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Percentage of K-2 students Meeting/Exceeding grade level standards by the EOY testing cycle on iReady ELA	iReady (Reading)	Overall	56%	64%	Select Status	Select Status	Select Status	Select Status
		African American	43%	55	Select Status	Select Status	Select Status	Select Status
Percentage of K-2 Meeting/Exceeding grade level standards by the EOY testing cycle on iReady Math	iReady (Math)	Overall	47%	55%	Select Status	Select Status	Select Status	Select Status
		African American	31%	44	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.	MTSS team is in place and meeting with structures and systems.	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Middle School teachers are consistently implementing 3 of the Marzano practices.	Select Status	Select Status	Select Status	Select Status
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Middle School teachers have used a proficiency scale at least two times..	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
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.
Partially	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

C&I- 1Consistently using skyline - not all grade levels using foundations in lit. Math - universally we use Engage NY. Science- Amplify across the board. Social Studies not so much as the other subject areas. Fine arts feels strongly that this area is a strength. Need culturally responsive foundational skills materials (esp in MS)

C&I- 2Social Science Skyline has areas of growth in terms of standards alignment/engagement (5th); Instructional core walks showed varying levels of rigor across classrooms;

C&I -3 Some data points: cultivate survey data; how instruction is happening; work on identity is happening in some spaces; focus on urgency to get through curriculum > building strong relationships; under the radar students shared a sense of "being a stranger" in their class;

C&I - 4 More work in grade levels; not a lot of observations/deprivatization of practice; not clear what instructional improvement we led to; never led a full-on learning cycle;

C&I- 6 Student Focus Groups: "We don't always get specific feedback; sometimes it feels like teachers don't always look at our work"

What is the feedback from your stakeholders?

C&I- 1Consistently using skyline - not all grade levels using foundations in lit. Math - universally we use Engage NY. Science- Amplify across the board. Social Studies not so much as the other subject areas. Fine arts feels strongly that this area is a strength. Need culturally responsive foundational skills materials (esp in MS)

C&I- 2Social Science Skyline has areas of growth in terms of standards alignment/engagement (5th); Instructional core walks showed varying levels of rigor across classrooms;

C&I -3 Some data points: cultivate survey data; how instruction is happening; work on identity is happening in some spaces; focus on urgency to get through curriculum > building strong relationships; under the radar students shared a sense of "being a stranger" in their class;

C&I - 4 More work in grade levels; not a lot of observations/deprivatization of practice; not clear what instructional improvement we led to; never led a full-on learning cycle;

C&I- 6 Student Focus Groups: "We don't always get specific feedback; sometimes it feels like teachers don't always look at our work"

What student-centered problems have surfaced during this reflection?

Students do not receive a consistent instruction planned using culturally responsive research-based strategies. As a result achievement and progress for African American students is significantly behind that of white students.

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?

C&I- 1Consistently using skyline - not all grade levels using foundations in lit. Math - universally we use Engage NY. Science- Amplify across the board. Social Studies not so much as the other subject areas. Fine arts feels strongly that this area is a strength. Need culturally responsive foundational skills materials (esp in MS)

C&I- 2Social Science Skyline has areas of growth in terms of standards alignment/engagement (5th); Instructional core walks showed varying levels of rigor across classrooms;

C&I -3 Some data points: cultivate survey data; how instruction is happening; work on identity is happening in some spaces; focus on urgency to get through curriculum > building strong relationships; under the radar students shared a sense of "being a stranger" in their class;

C&I - 4 More work in grade levels; not a lot of observations/deprivatization of practice; not clear what instructional improvement we led to; never led a full-on learning cycle;

C&I- 6 Student Focus Groups: "We don't always get specific feedback; sometimes it feels like teachers don't always look at our work"

Determine Priorities

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

Students...

Students are being removed from class for office referrals with a majority of these referrals for low level issues which should be handled in the classroom. There is a disproportionate number of referrals for Black students. According to 5E survey students rated student-teacher trust as week. In addition, students indicated on the 5E that emotional health was week with Black students rating it very week and white students rating it neutral.

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...
 have to reflect on the racial disparity evident in the office referrals and 5E student emotional health ratings. In addition, we need to understand why student-teacher trust is week on 5E.

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....
focus on building educator knowledge, behaviors, attitudes, and skills in culturally responsive research-based instructional strategies in all academic areas including fine arts

then we see....
more inclusive practices, improved sense of student and staff belonging, and greater cultural awareness

which leads to...
positive academic outcomes for all of our students including historically marginalized populations.

Resources:

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

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

Resources:

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

Dates for Progress Monitoring Check Ins

Q1	10-27-23	Q3	4-1-24
Q2	12-22-23	Q4	6-7-24

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	70% of teachers will reflect upon and implement culturally responsive teaching practices as measured by REACH pre and post meetings.	Admin	Q4	Select Status
Action Step 1	Engage in Diversity to Inclusion training and Engage in DEIB self-assessment and 1:1 coaching session	All FFAC Educators in partnership with Diversity 2 Inclusion	SY23-24 Q1,2,3	In Progress
Action Step 2	Engage in culturally responsive book study	All teachers	Q1,2,3	In Progress
Action Step 3	Engage in DEIB self-assessment and 1:1 coaching session	All teachers and Jessica Oladapo	Q1,2,3	Not Started
Action Step 4	Implement Educator SEED group	FFAC Educator	SY23-24, SY25-26	Not Started
Action Step 5	Diversity, Equity, Inclusion committee engages in equity audit to drive planning and focus areas foy SY24-25 & SY25-26	Equity Committee	Semester 1	Not Started
Implementation Milestone 2	80% of teachers will implement culturally responsive curriculum as measured by skyline lesson implementation.	Admin	Q4	Select Status
Action Step 1	Skyline Curriculum: continue to develop common practices for implementing and planning.	Middle School Math teachers, Social Science, ELA Teachers schoolwide	Ongoing through SY23-24, SY25-26	Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3				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	80% of teachers will reflect upon and implement culturally responsive teaching practices as measured by REACH pre and post meetings.	
SY26 Anticipated Milestones	90% of teachers will reflect upon and implement culturally responsive teaching practices as measured by REACH pre and post meetings.	

[Return to Top](#) **Goal Setting**

Indicators of a Quality CIWP: Goal Setting

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

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Overall 3rd-8th grade end of the year on-track index	Yes	3 - 8 On Track	Overall	41.94	43	44	45
			African American	39.28	42	44	45
Student Emotional Health on Cultivate	No	Cultivate	Overall	22	38	50	60
			African American Male	11	30	45	60

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:3 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.	All teachers will use disaggregated data and able to articulate changes in their practice specific to address learning and behavior gaps.	All teachers will use disaggregated data and able to articulate changes in their practice using research based culturally responsive practice specific to address learning and behavior gaps.	All teachers will use disaggregated data and be able to articulate change in their practice using research based culturally responsive practice to specifically address learning and behavior gaps through teacher leadership.
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
Overall 3rd-8th grade end of the year on-track index	3 - 8 On Track	Overall	41.94	43	Select Status	Select Status	Select Status	Select Status
		African American	39.28	42	Select Status	Select Status	Select Status	Select Status
Student Emotional Health on Cultivate	Cultivate	Overall	22	38	Select Status	Select Status	Select Status	Select Status
		African American Male	11	30	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:3 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.	All teachers will use disaggregated data and able to articulate changes in their practice specific to address learning and behavior gaps.	Select Status	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

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of metrics?

Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

<p>C&W1: -ILT merged with Climate and Culture -We have an active BHT -We have consistent GLM -Always room to grow -Next year splitting out ILT & Culture and Climate (didn't live anywhere)</p> <p>C&W2 -Hit or miss (classroom to classroom) -Missing consistency -Sometimes people were doing things but didn't realize it was SEL -Missing consistency with philosophy (what are we aligning our tools too) -Different teachers have different definitions of what it mean</p> <p>C&W3 -OST is taken advantage of by people who know about it -May miss opportunities to create OST programs -Hard to get staff on board with doing after school things -Doesn't just have to be just academics -Hurdles - magnet school; -Sports has been especially huge -Are we offering enough options that they want -Attendance 83.9% -Participation: 57% -Priority Group: 60% -41% of IEPs of -30% of Low-Income -49% of our Black/Latinx Males Participate -Small Group Opportunities (during intervention blocks)</p> <p>C&W4 -Brought down by chronic attendance (no team currently exists it) -20-40 students (89% or below attendance) -Calls/home visits - A team is needed -Tardy line in the morning</p>

What is the feedback from your stakeholders?

<p>C&W1: -ILT merged with Climate and Culture -We have an active BHT -We have consistent GLM -Always room to grow -Next year splitting out ILT & Culture and Climate (didn't live anywhere)</p> <p>C&W2 -Hit or miss (classroom to classroom) -Missing consistency -Sometimes people were doing things but didn't realize it was SEL -Missing consistency with philosophy (what are we aligning our tools too) -Different teachers have different definitions of what it mean</p> <p>C&W3 -OST is taken advantage of by people who know about it -May miss opportunities to create OST programs -Hard to get staff on board with doing after school things -Doesn't just have to be just academics -Hurdles - magnet school; -Sports has been especially huge -Are we offering enough options that they want -Attendance 83.9% -Participation: 57% -Priority Group: 60% -41% of IEPs of -30% of Low-Income -49% of our Black/Latinx Males Participate -Small Group Opportunities (during intervention blocks)</p> <p>C&W4 -Brought down by chronic attendance (no team currently exists it) -20-40 students (89% or below attendance) -Calls/home visits - A team is needed -Tardy line in the morning</p>

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 SEL curriculum is not consistently applied throughout the school resulting in unequal access to SEL
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<p>C&W1: -ILT merged with Climate and Culture -We have an active BHT -We have consistent GLM -Always room to grow -Next year splitting out ILT & Culture and Climate (didn't live anywhere)</p> <p>C&W2 -Hit or miss (classroom to classroom) -Missing consistency -Sometimes people were doing things but didn't realize it was SEL -Missing consistency with philosophy (what are we aligning our tools too) -Different teachers have different definitions of what it mean</p> <p>C&W3 -OST is taken advantage of by people who know about it -May miss opportunities to create OST programs -Hard to get staff on board with doing after school things -Doesn't just have to be just academics -Hurdles - magnet school; -Sports has been especially huge -Are we offering enough options that they want -Attendance 83.9%</p>
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-Participation: 57%
 -Priority Group: 60%
 -41% of IEPS of
 -30% of Low-Income
 -49% of our Black/Latinx Males Participate
 -Small Group Opportunities (during intervention blocks)

C&W4
 -Brought down by chronic attendance (no team currently exists it)
 -20-40 students (89% or below attendance)
 -Calls/home visits
 - A team is needed
 -Tardy line in the morning

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

Resources:

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

[Determine Priorities Protocol](#)

Students...

Student attendance is remaining lower than pre-pandemic levels. School wide SEL instruction has not been implemented with fidelity and seems not to be meeting the needs of students and staff. Restorative practice is not yet a consistent feature of discipline.

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...

Need to prioritize student centered relationship building and tier 1 SEL. Reduce the number of office referrals for behaviors that should be managed in the classroom. Implement restorative practices rather than punitive practices of behavior correction.

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?

Resources:

If we....

create consistently implemented routines to social emotional learning and support

Indicators of a Quality CIWP: Theory of Action
 Theory of Action is grounded in research or evidence based practices.
 Theory of Action is an impactful strategy that counters the associated root cause.
 Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.
 Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"
 All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

then we see....

a safe and supportive school culture

which leads to...

students exhibiting authentic leadership, pro-social skills (kindness, empathy, integrity, etc.) in social and academic settings, and a deeper connection to their school community

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

Resources:

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

Team/Individual Responsible for Implementation Plan

Dates for Progress Monitoring Check Ins
 Q1 10-27-23 Q3 4-1-24
 Q2 12-22-23 Q4 6-7-24

Implementation Milestone 1	70% of classes will implement Second Step or Positivity Project curriculum with fidelity as measured by classroom observations during SEL instruction and Lesson plans for SEL instruction.	admin team	May24	In Progress
Action Step 1	Refine schoolwide SEL instructional approach by piloting the positivity project in middle school. Decide on school wide adoption at the end of the school year.	Middle School Teachers and Admin Team	SY23-24	In Progress
Action Step 2	Ensure clear expectations around SEL instruction by conducting common SEL planning time and observations.	Culture and climate team	SY23-24	Select Status
Action Step 3	Develop and implement parent education on Restorative practices.	Culture and climate team	Report Card pickup	Select Status
Action Step 4	Partner with C2K to implement trauma-informed coaching cycles with select educators.	4 middle school educators	SY23-24	Select Status
Action Step 5				Select Status
Implementation Milestone 2	Discipline referrals data will be reviewed by admin quarterly to determine trainings, teacher/student supports are needed to decrease missed instructional time and racial inequities.	admin team	May24	Select Status
Action Step 1	Monitor discipline data and referrals to proactively develop behavior and mental health support tier 2-3 plans.	Culture and climate team/admin team.	SY23-24	Select Status
Action Step 2	Continue to refine our school wide restorative practices by implementing continued PD in restorative mindset and featuring celebrations in the staff digest.	Behavioral health team	ongoing	Select Status
Action Step 3	Partner with Lutheran Social Services to offer 1:1 in-school counseling to students in need.	Behavior Health Team	SY23-24	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3				
Action Step 1				
Action Step 2				
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	<i>[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]</i>	
SY26 Anticipated Milestones	<i>[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]</i>	

Return to Top Goal Setting

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

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Yearly amount of office-managed behaviors classified as level 3-6 in the CPS student code of conduct	Yes	Other	Overall	140 (66)	60	48	38
			African American	104	31	25	19

Yearly attendance percentage	Yes	Increase Average Daily Attendance	Overall	94.1	95	95.5	96
			African American	93.2	94.5	95.4	96

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:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Middle school consistently implements positivity project and can identify their strengths and others.	Whole school will implement a tier 1 social emotional curriculum.	Whole school will implement a tier 1 social emotional curriculum lead by student leaders.
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
Yearly amount of office-managed behaviors classified as level 3-6 in the CPS student code of conduct	Other	Overall	140 (66)	60	Select Status	Select Status	Select Status	Select Status
		African American	104	31	Select Status	Select Status	Select Status	Select Status
Yearly attendance percentage	Increase Average Daily Attendance	Overall	94.1	95	Select Status	Select Status	Select Status	Select Status
		African American	93.2	94.5	Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Middle school consistently implements positivity project and can identify their strengths and others.	Select Status	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

Parent and Family Plan

If Checked:

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



Our school is a Title I school operating a Schoolwide Program

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

If Checked:

No action needed



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

