CIWP Team & Schedules

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

Name ✍	Role ✍	Email ✍
KImberly Nelson	Principal	Kjnelson1@cps.edu
Elena Bustos	AP	eokantzioris-bust@cps.edu
Sarah Dobda	LSC Member	sadobda@cps.edu
Sue Reynolds	Curriculum & Instruction Lead	smreyolds@cps.edu
Rogelio Lopez	Postsecondary Lead	rlopez127@cps.edu
Nancy Godina	Teacher Leader	npgodina@cps.edu
Valerie Kirkolis	Teacher Leader	vlkirkolis@cps.edu
Alexandra Pell	Teacher Leader	arpell1@cps.edu
Patricia Villa	Inclusive & Supportive Learning Lead	k.alvarez84@yahoo.com
Diane Reyes	Connectedness & Wellbeing Lead	dreyes@cps.edu
Irma Saldana	Partnerships & Engagement Lead	isaldana8@cps.edu
	Other [Type In]	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	6/12/23	7/10/23
Reflection: Curriculum & Instruction (Instructional Core)	7/10/23	7/14/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/10/23	7/14/23
Reflection: Connectedness & Wellbeing	7/17/23	7/21/23
Reflection: Postsecondary Success	7/24/23	7/28/23
Reflection: Partnerships & Engagement	7/17/23	7/21/23
Priorities	7/24/23	7/28/23
Root Cause	7/31/23	8/4/23
Theory of Acton	7/31/23	8/4/23
Implementation Plans	8/7/23	8/11/23
Goals	8/7/23	8/11/23
Fund Compliance	8/28/23	9/1/23
Parent & Family Plan	8/28/23	9/1/23
Approval	9/4/23	9/8/23

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	10/11/2023
Quarter 2	12/6/2023
Quarter 3	3/20/2024
Quarter 4	5/29/2024

Indicators of a Quality CIWP: Reflection on Foundations

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

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

Stakeholders are consulted for the Reflection of Foundations.

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

Resources 🚀

[Reflection on Foundations Protocol](#)

Curriculum & Instruction

[Return to Top](#)

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	[CPS High Quality Curriculum Rubrics](#)	*IAR scores in Reading from grades 3-8 for Reading were on average, 28% did not meet and 72% partially, approached, met or exceeded expectations. *IAR scores in Math for grade 3-8 were on average , 32% did not meet and 68% partially, approached, met or exceeded expectations. *IReady k-2 scores for Reading- Kindergarten students met, exceeded or approached expectations at a rate of 93%, while only 7% did not meet expectations. First Grade students had the same results as kindergarten for Reading. Second grade students met, exceeded or approached expectations at a rate of 83%, while 17 % did not meet expectations. *IReady k-2 scores for Math Kindergarten students met, exceeded or approached expectations at a rate of 91%, while only 9% did not meet expectations. First Grade students met, exceeded or approached expectations at a rate of 79%, while only 21% did not meet expectations. Second grade students met, exceeded or approached expectations at a rate of 90 %, while 10 % did not meet expectations.	[IAR (Math)](#) [IAR (English)](#) Rigor Walk Data (School Level Data)
		[Rigor Walk Rubric](#)	DL students in 1st grade- Reading partially met, met or exceeded at a rate of 60%, while 40% did not meet expectations. *For reading, the teachers in kindergarten through second grade utilize Wilson, Heggerty, and Senderos. My Perspectives	[PSAT (EBRW)](#)

is used for the upper grades in reading. Novels are also used in the literacy classes.   *For math, teachers at all grade levels are using Into Math.
*Teachers submit weekly lesson plans at all grade levels and for all subjects. Within those plans, the objectives and the grade-level standards must be included, and the instruction must be aligned to those standards. The daily objectives and standards are also posted in the classroom each day.
*The ILT meets bi-weekly to discuss the instructional trends in the school. The problem-solving process is utilized to address areas of concern and to improve existing strengths. The ILT also engages in Instructional Walks during the year to identify the instructional trends in the school. Based on the Instructional Walks from SY23, the following areas were areas of strengths for Gallistel: Positive, Supportive Learning Environment, Use of Supports such as Graphic Organizers, Manipulatives, Rubrics to Support Student Learning, and Evidence of Small Groups. The following areas were areas of growth for Gallistel: Need for Productive Struggle, Need for Explicit Instruction/Modeling for Student Discourse, and Higher Level of taxonomy for Student Work/Increased Rigor.
*Assessments and progress monitoring are used to measure student growth at all grade levels and with all subgroups; however, the use and quality of these assessments are inconsistent. Also, through the Cultivate Survey, students have expressed the need for additional, meaningful feedback to support their academic growth. This will be a priority for SY24.

Yes	Students experience grade-level, standards-aligned instruction.	[Teacher Team Learning Cycle Protocols](#) [Quality Indicators Of Specially Designed Instruction](#)		[PSAT (Math)](#) [STAR (Reading)](#)

What is the feedback from your stakeholders?

*There is a need for additional professional development on progress monitoring and effective assessments.
*Differentiated instruction with meaningful and flexible grouping based on current data needs to be implemented daily in the classrooms.
*Additional professional development on instructional strategies to support our two largest subgroups, EL and DL learners, is needed.
*My View is being considered for kindergarten through fifth grade for this year or moving forward.
*Additional training has been requested to support the co-teaching in the building.
*Student discourse must continue to be a focus in the school across all grade levels and all content areas. *Due to our large bilingual population, vocabulary development also needs to continue to be a focus in the classrooms.

Yes	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](#)		[STAR (Math)](#) [iReady (Reading)](#) [iReady (Math)](#)
Yes	The ILT leads instructional improvement through distributed leadership.	[Continuum of ILT Effectiveness](#) [Distributed Leadership](#)		[Cultivate](#) [Grades](#) [ACCESS](#)
	School teams implement balanced assessment systems	[Customized Balanced Assessment Plan](#)		[TS Gold](#)

Partially	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.	ES Assessment Plan Development Guide HS Assessment Plan Development	Interim Assessment Data

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?

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

-Efforts are being made to purchase a "high-quality" reading series across all of the grade levels. ✍️
 -Star 360/IAR and IReady/Gold Assessments are being given in both English and Spanish across PK-8.
 -Teachers across all grade levels will administer assessments and provide the students with more timely and specific feedback, as requested by the students in the Cultivate Surveys.
-Increased student discourse will be visible throughout all grade levels, continuing an upward trend, being that was a focus last school year.
-Professional development for additional EL and DL strategies is being researched, so that students of all learning abilities and backgrounds may have the highest possible learning opportunities.

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.

*If effective differentiation is not occurring, the teachers are not addressing the instructional gaps for each student. Also, teachers are not building upon the students' existing strengths.　　　　　　　　　　*If students are not receiving timely, impactful feedback from their instructors, they will not know how to improve upon their work and enhance their skill set. ✍️
*Students need to be active participants in their learning and this cannot be accomplished without the increase of student voice and discourse in the classroom.

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	*A well-established MTSS Team meets bi-weekly for one hour to discuss academic and social-emotional referrals submitted by the teachers. ✍️ *There are over ten people on this team from all grade levels and all content areas. There are representatives on this team for our EL and DL subgroups. An agenda is provided at each meeting and detailed minutes along with action steps are maintained. *The problem-solving process is implemented during the	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey

MTSS meetings; however, the format of the PBIS Process must be followed.

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
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page
Yes	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
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.	

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

*Teachers need to implement effective Tier 2 and Tier 3 interventions in the classroom to address the instructional gaps for their students, track the impact of the interventions with fidelity, and determine the next steps for each student in need of support. ✍

What is the feedback from your stakeholders?

*Classroom academic interventions need to take place in all class settings with consistency.   *Classroom interventions need be targeted to a specific skill with data points and entered into Branching Minds at all times with fidelity. *The progress monitoring of intentions in needs to be updated in Branching Mandi regularly, * Teachers need to review the data ty detmer where the gaps in skills are to determine if reteaching or intervention is necessary. *If/when progress is made, a change to the student's plan needs to be made and documented. ✍

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 MTSS Team has created a new spreadsheet that will be used to complete the Problem Solving Process in SY24. This will be used for every newly identified student needing Tier 2 or Tier 3 supports.   *We are scheduling a training to review Branching Minds with the staff at the start of the year.   *We are in the process of creating an MTSS Toolkit for the staff to use this upcoming year as a resource.   *The MTSS Team has developed a plan to monitor the teachers' progress monitoring of students. ✍

ACCESS

MTSS Academic Tier Movement

Annual Evaluation of Compliance (ODLSS)

Quality Indicators of Specially Designed Curriculum

EL Program Review Tool

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
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	*The BHT, ILT , MTSS, and Grade Level Teams collaborate and provide all students with Tier 1 supports. Later these teams work to determine what students would benefit from more intensive supports, Tier 2 and or Tier 3. The teams make sure the necessary school staff is notified, counselor, clinician, etc. The school's clinicians work to provide the students with the necessary supports. Later if necessary the school's teams can work together with the families to secure outside services for the students, and potentially the families as well. *Students receive instruction in the Second Step SEL curriculum. * Students are supported by a school that supports and teaches restorative practices. *All students have the opportunity to participate in OST programs that foster academic support, SEL support and physical well being. *The Attendance Team supports students who are chronically absent or in danger of becoming chronic absenteeism through individualized plans that support the student in getting to school, on time, every day.	% 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)
Yes	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.		**What is the feedback from your stakeholders?** *The current teaming structures that are in place, including, but not limited to the BHT, ILT, MTSS and Grade Level Teams will continue their collaborative work to make sure that we continue to keep the necessary supports in place for all of our students. We will continue to connect families to outside resources when they are presenting a need.	

other student interests and needs.

need.
* Second Step instruction will continue in order to provide them with the Social emotional Learning they need to connect and thrive in the school community.
*OST funding will continue to be used to support students outside of the regular school day to provide further opportunities to grow in areas of high interest to them.
*The Attendance Team will continue to meet weekly to prevent student from becoming chronic absentees and to put plans in place for students who have had past issues with chronic absenteeism.

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

Enrichment Program Participation: Enrollment & Attendance

Student Voice Infrastructure

Reduction in number of students with dropout codes at EOY

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

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

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

*Some students struggle to maintain their grades or keep up with the workflow of their classmates.
*Some students may be adversely affected by circumstances beyond their control, such as their family's socio-economic circumstances and lack of support due to their family's social emotional well being.

*Personalized plans to support all students who are chronically absent are put in place to help in reducing their absence rate.
* The Attendance team also monitors the students who are at risk of becoming chronic absenteeism.
*This has had a positive impact on the attendance of some of our chronic absentees.

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)](#)	
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](#)	
Yes	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](#)	
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	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	[ECCE Certification List](#)	
	There is an active Postsecondary Leadership Team (PLT)	[PLT Assessment Rubric](#)	

Our middle school students on track rates, specifically in regards to attendance, are directly aligned to postsecondary knowledge. Those individuals consistently attending school and are exposed to postsecondary curriculum understand the importance of education and postsecondary readiness. One example is 100% of 8th graders, currently listed as on-track, were able to identify a career as a pathway for their postsecondary plans, where only 50% of that same grade level, listed as off-track, were able to do the same. This metric helps to highlight the importance of attendance and the need to support this population of students. ✍️

What is the feedback from your stakeholders?

Middle school teachers have expressed our students' interest in college and career interests. These same teachers have shared student conversations around identified career interests and high school readiness. Parents have reached out to inquire on how they can assist in preparing their child for life after high school while they are still in middle school. Parents are interested in how they can help mold the postsecondary culture of the school. Students have taken on small and large group discussions around the idea of the right "match and fit" for college and career and the importance of identifying this now; while they are still in middle school. Finally, administration has supported the need for a more postsecondary mindset culture in the school by allocating dedicated time for our school post secondary curriculum. The administration has shared their approval with all stakeholders of our student's trajectory, when it comes to college and career interests. ✍️

[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](#)

[9th and 10th Grade On Track](#)

[Cultivate (Relevance to the Future)](#)

Freshmen Connection Programs Offered (School Level Data)

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

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

Improvements include creating a one-pager for parents and students to help see student curriculum completion. This visual will help keep all stakeholders informed of specific student progress and help support the importance of school attendance and on-track. This effort will require parental training with modern technology and organizational skills to help support the students at home, helping to support this identified obstacle for our current parents.

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.

Most students share the lack of parental postsecondary knowledge; this hence creates difficulty to have conversations around specific college and career readiness preparations. Some Hispanic students share that their parents did not graduate high school and mostly work in careers that do not require a postsecondary education while some Black (non-Hispanic) students share they live in single-parent homes with no knowledge on how they will pay for their postsecondary plans.

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**
Yes	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 existing parent groups in the school are the BAC, PAC, PTA, LSC, and the Community Schools Advisory Committee. Each of these groups except for the Community Schools Advisory Committee have elected officers each year. The elections for the new officers occur at the start of each school year, and the officers are in place for the duration of the year. The officers for these groups organize and facilitate each of the monthly meetings, which enhances their leadership skills. At these meetings, the officers arrange for guest speakers who share information with the parents and community according to Gallistel's CIWP Goals and the needs of the students. *Based on the 5Essentials data from SY23, Gallistel scored a 58 (Neutral) for 'Involved Families.' 'Parent Influence on Decision making in Schools' received a score of 70 (Strong), and 'Teacher-Parent Trust' received a score of 61 (Strong). The lowest measure for 'Involved Families' was 'Parent Involvement in School.' Gallistel received a score of 43 (Neutral). There is a need to develop additional strategies to increase the parent involvement in the school.	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment
		Reimagining With Community Toolkit		

*Communication with families occurs in both Spanish and English due to our large bilingual population. We now ensure that we provide translation of our documents in Hindi and Russian for families who have recently enrolled. Information related to the school is shared with the school community through our weekly newsletters, marquee announcements, phone blasts, monthly school calendars, and daily memos about events and activities at the school. Information is also shared with parents at monthly parent committee meetings, Coffee with the Principal, assemblies, concerts, plays, etc. Parents are provided opportunities to provide input regarding Gallistel through the organized parent committee meetings, Coffee with the Principal, individual parent meetings as well as via the school website Contact Form and email.

Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.		Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)

*Since 2019, we have had the benefit of the CTU Parent Mentor Program, through which parents apply to serve as parent mentors in our primary classrooms for four days a week from October until May. The parents receive a stipend from an outside organization for their work. On Fridays, they attend professional development to enhance their leadership skills. There is a graduation in May for all parents who complete this program.
*There is an organized Student Voice Committee at Gallistel, which provides input for school improvement to the administration and the ILT; however, these participants are mainly from seventh and eighth grade. There is a need to increase student voice schoolwide. A structure and process needs to be developed for this.

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

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

What is the feedback from your stakeholders?

*Based on the 5Essentials Survey, the teachers indicate the we ✏️ have involved families in the school; however, there is a need to increase that involvement for the benefit of the students. Teachers have articulated that they often have the same parents assisting in the classroom as opposed to a variety of parents. This issue has also been noted at the monthly parent committee meetings.
*Teachers have expressed at grade level meetings and through internal surveys the positive impact of the Parent Mentor Program at the school. There is high interest in maintaining this program.

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.

*Research indicates that students who have their parents involved in the school have better attendance, improved behavior, achieve higher grades/scores, demonstrate better social skills, and adapt well to school. Thus, it is detrimental to our students if our parents are NOT involved and engaged with the school. Student growth both academically, socially, and emotionally will increase if we can effectively increase student engagement. That is our goal in SY24.

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

*We are continuing to develop and explore new ways to increase parent participation within the school.
*Additionally, we are focusing on enhancing the leadership skills of the parents of Gallistel students.
*Lastly, we are always attempting to share beneficial information with our parents that will have a direct and positive impact on our students. For instance in the past, we have had teachers share different reading strategies with the parents at a parent meeting, so that the parents can practice these reading strategies with their children at home having a direct impact on their children's fluency and comprehension skills.   *If we are successful in increasing the parent involvement in the school, we believe that this will have a positive impact on all students in the school including our subgroups.

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

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

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?		What are the takeaways after the review of metrics?
Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	*IAR scores in Reading from grades 3-8 for Reading were on average, 28% did not meet and 72% partially, approached, met or exceeded expectations. *IAR scores in Math for grade 3-8 were on average , 32% did not meet and 68% partially, approached, met or exceeded expectations. *IReady k-2 scores for Reading- Kindergarten students met, exceeded or approached expectations at a rate of 93%, while only 7% did not meet expectations. First Grade students had the same results as kindergarten for Reading. Second grade students met, exceeded or approached expectations at a rate of 83%, while 17 % did not meet expectations. *IReady k-2 scores for Math Kindergarten students met, exceeded or approached expectations at a rate of 91%, while only 9% did not meet expectations. First Grade students met, exceeded or approached expectations at a rate of 79%, while only 21% did not meet expectations. Second grade students met, exceeded or approached expectations at a rate of 90 %, while 10 % did not meet expectations.
Yes	Students experience grade-level, standards-aligned instruction.	DL students in 1st grade- Reading partially met, met or exceeded at a rate of 60%, while 40% did not meet expectations. *For reading, the teachers in kindergarten through second grade utilize Wilson, Heggerty, and Senderos. My Perspectives is used for the upper grades in reading. Novels are also used in the literacy classes. *For math, teachers at all grade levels are using Into Math. *Teachers submit weekly lesson plans at all grade levels and for all subjects. Within those plans, the objectives and the grade-level standards must be included, and the instruction must be aligned to those standards. The daily objectives and standards are also posted in the classroom each day. *The ILT meets bi-weekly to discuss the instructional trends in the school. The problem-solving process is utilized to address areas of concern and to improve existing strengths. The ILT also engages in Instructional Walks during the year to identify the instructional trends in the school. Based on the Instructional Walks from SY23, the following areas were areas of strengths for Gallistel: Positive, Supportive Learning Environment, Use of Supports such as Graphic Organizers, Manipulatives, Rubrics to Support Student Learning, and Evidence of Small Groups. The following areas were areas of growth for Gallistel: Need for Productive Struggle, Need for Explicit Instruction/Modeling for Student Discourse, and Higher Level of taxonomy for Student Work/Increased Rigor.
Yes	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.	*Assessments and progress monitoring are used to measure student growth at all grade levels and with all subgroups; however, the use and quality of these assessments are inconsistent. Also, through the Cultivate Survey, students have expressed the need for additional, meaningful feedback to support their academic growth. This will be a priority for SY24.

Curriculum & Instruction

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

What is the feedback from your stakeholders?

*There is a need for additional professional development on progress monitoring and effective assessments. *Differentiated instruction with meaningful and flexible grouping based on current data needs to be implemented daily in the classrooms.
*Additional professional development on instructional strategies to support our two largest subgroups, EL and DL learners, is needed.
*My View is being considered for kindergarten through fifth grade for this year or moving forward.   *Additional training has been requested to support the co-teaching in the building.   *Student discourse must continue to be a focus in the school across all grade levels and all content areas. *Due to our large bilingual population, vocabulary development also needs to continue to be a focus in the classrooms.

What student-centered problems have surfaced during this reflection?

*If effective differentiation is not occurring, the teachers are not addressing the instructional gaps for each student. Also, teachers are not building upon the students' existing strengths.   *If students are not receiving timely, impactful feedback from their instructors, they will not know how to improve upon their work and enhance their skill set.
*Students need to be active participants in their learning and this cannot be accomplished without the increase of student voice and discourse in the classroom.

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?

-Efforts are being made to purchase a "high-quality" reading series across all of the grade levels.
 -Star 360/IAR and IReady/Gold Assessments are being given in both English and Spanish across PK-8.
 -Teachers across all grade levels will administer assessments and provide the students with more timely and specific feedback, as requested by the students in the Cultivate Surveys.
-Increased student discourse will be visible throughout all grade levels, continuing an upward trend, being that was a focus last school year.
-Professional development for additional EL and DL strategies is being researched, so that students of all learning abilities and backgrounds may have the highest possible learning opportunities.

Return to Top | **Determine Priorities**

Resources: 🚀

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

Determine Priorities Protocol

Students...

need to receive standards-aligned, grade-level instruction with differentiation through the use of high-quality instructional materials to advance their academic growth at all grade levels and all content areas.

✏️

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 additional high quality resources for Tier 1 instruction as well as differentiated instruction for our students at Tier 2 and Tier 3;
*Need additional professional development on co-teaching, effective instructional strategies, and differentiated instruction to support all students including our EL and DL subgroups;
*Need to provide timely, meaningful feedback to our students to support their academic growth.
*Need additional staff to provide additional services to EL students to help them acquire their new language.

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....

provide effective Tier 1 instruction using high quality curricula and resources paired with research-based instructional practices,

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

then we see....

students engaging in meaningful core instruction at all grade levels and across all content areas with active participation in student-centered classrooms,

which leads to...

all students demonstrating academic progress on their benchmark assessments such as the iReady Assessment (K-2), Star 360 Assessment/IAR (3-8), ACCESS, Alternate ACCESS and DLM.

Implementation Plan

Return to Top

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, Administrators, All Teachers, GLTs, Exemplar Teachers , Teacher Observers

Dates for Progress Monitoring Check Ins

Q1	10/11/2023	Q3	3/20/2024
Q2	12/6/2023	Q4	5/29/2024

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	All teachers will plan student-centered, culturally-responsive weekly lesson plans for their content area (Tier 1).	All Teachers, ILT	May, 15, 2024	In Progress
Action Step 1	All teachers will align high-quality curricula and supplemental materials to the scope and sequence for all content areas.	All Teachers, ILT	August 21, 2023-June 6, 2024	In Progress
Action Step 2	All teachers will ensure that the weekly lessons are aligned to the grade-level standards.	All Teachers, ILT	August 21, 2023-June 6, 2024	In Progress
Action Step 3	All teachers will develop student-friendly objectives that align with both the curriculum and grade-level standards.	All Teachers, ILT	August 21, 2023-June 6, 2024	In Progress
Action Step 4	All teachers will develop meaningful formative assessments to prepare students for end-of-unit summative assessments.	All Teachers, ILT	August 21, 2023-June 6, 2024	In Progress
Action Step 5	All teachers will plan for student-led, small group activities providing opportunities for student discourse.	All Teachers, ILT	August 21, 2023-June 6, 2024	In Progress
Implementation Milestone 2	All teachers will implement high-quality curricula and effective strategies for all content areas and at all grade levels, daily with fidelity, to provide impactful Tier 1 instruction for all students.	All Teachers, ILT, Adminstrators, Exemplar Teachers, Teacher Observers, GLTs	May, 15, 2024	In Progress

Curriculum & Instruction

Action Step 1	All staff will receive professional development around effective Tier 1 instruction at all grade levels on August 16, August 17, and September 22 (BOY Training).	ILT, Administrators	September 22, 2023	In Progress
Action Step 2	The administrators will review lesson plans to ensure the use of high-quality material and effective strategies providing feedback to individual teachers, as needed.	Administrators	August 21 2023-June 6, 2024	In Progress
Action Step 3	ILT will identify exemplar teachers whose Tier 1 classroom practices and strategies will be observed by their collegues.	ILT	October, 30, 2023	Not Started
Action Step 4	Exemplar Teachers' Tier 1 instruction will be observed by their colleagues followed by a collaborative work session to identify next steps.	Exemplar Teachers, Teacher Observers	October 30, 2023-June 6, 2024	Not Started
Action Step 5	ILT will conduct Schoolwide Rigor Walks bi-monthly focusing on Tier 1 instruction for the purpose of collecting data on instructional implementation, identifying schoolwide trends, and providing actionable feedback at grade-level meetings .	ILT, GLTs	August 21 2023-June 6, 2024	Not Started
Implementation Milestone 3	All teachers will utilize both formative and summative assessments in all content areas and at all grade levels in order to provide feedback for student growth.	All Teachers, GLTs	May, 15, 2024	In Progress
Action Step 1	All teachers will provide feedback to students in a timely manner, identifying strengths and areas for improvement.	All Teachers	August 21 2023-June 6, 2024	In Progress
Action Step 2	All teachers will analyze the data after each progress monitoring assessment and discuss at grade-level meetings.	All Teachers, GLTs	October 30, 2023	Not Started
Action Step 3	All teachers will conduct student conferences to review the students' current scores and develop a plan for students to meet their growth targets.	All Teachers	October 30-November 3, 2023	Not Started
Action Step 4	All teachers will use formative and summative assessment data to restructure student groups on an ongoing basis.	All Teachers	August 21 2023-June 6, 2024	In Progress
Action Step 5				*Select Status*
Implementation Milestone 4	All teachers will engage in a professional learning cycle twice a year in an effort to identify their instructional strengths and struggles to determine necessary shifts in the classroom.	All Teachers, ILT	December 8, 2023-June 6, 2024	Not Started
Action Step 1	The ILT will create student surveys simliar to the Cultivate Survey to be issued at the end of the first and second semester to gather student input in regard to their experiences in their classrooms.	ILT	December 6, 2023 and May 20, 2024	Not Started
Action Step 2	The ILT will create teacher surveys to be issued at the end of the first and second semester to gather teacher input in regard to their instructional practices and possible adjustments to address students' needs.	ILT	December 6, 2023 and May 20, 2024	Not Started
Action Step 3	The ILT will analyze both surveys and prepare the presentation for the grade-level meetings.	ILT	December 6, 2023 and May 20, 2024	Not Started
Action Step 4	The ILT members will share the information from the surveys at the grade-level meetings.	ILT, GLTs	December 6, 2023 and May 20, 2024	Not Started

Curriculum & Instruction

Action Step 5	All teachers will adjust their practices based on the feedback from both surveys.	All Teachers, ILT	January 8-June 6, 2024	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Determine additional action steps to deepen the work for the 4 Identified Milestones. 100% of teachers will be implementing effective Tier 1 instruction using high quality curricula/material in all content areas and at all grade levels. 100% of teachers will use formative and summative assessments to create fluid groups in the classroom in order to provide differentiated instruction. 100% of teachers will use their formative and summative assessment to facilitate regular student conferences and to provide actionable feedback to students for improvement.	✍️
SY26 Anticipated Milestones	Gallistel teachers will collaborate with teacher teams from neighboring schools. There will be vertical collaboration with the neighboring high school and horizontal collaboration with neighboring elementary schools.	✍️

Return to Top

Goal Setting

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

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

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

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
60% of all students will meet their EOY Growth Targets on I-Ready/Star 360	Yes	Other	Overall	DNA	60%	65%	70%

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

Curriculum & Instruction

			Group or Overall				
Growth Targets on I-Ready/Star 360 for Reading and Math.	Yes	Other	*Select Group or Overall*	DNA	DNA	DNA	DNA
80% of the all students will receive a C or better for their final grades in all core content areas and all grade levels.	Yes	Grades	Overall	DNA	80%	82%	85%
			Select Group or Overall	DNA	DNA	DNA	DNA

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍️	Specify your practice goal and identify how you will measure progress towards this goal. ✍️		
	SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	All teachers will utilize high-quality materials for their Tier 1 instruction in all content areas and at all grade levels. This will be measured through the following: 1. Lesson Plan Reviews; 2. Rigor Walks using the Established Rubric; 3. Classroom Observations through Reach.	All teachers will utilize high-quality materials for their Tier 1 instruction in all content areas and at all grade levels. This will be measured through the following: 1. Lesson Plan Reviews; 2. Rigor Walks using the Established Rubric; 3. Classroom Observations through Reach.	All teachers will utilize high-quality materials for their Tier 1 instruction in all content areas and at all grade levels. This will be measured through the following: 1. Lesson Plan Reviews; 2. Rigor Walks using the Established Rubric; 3. Classroom Observations using the Established Rubric.
C&I:2 Students experience grade-level, standards-aligned instruction.	All teachers will ensure that their instruction is aligned to the grade-level standards for their content area. This will be measured through the following: 1. Lesson Plan Reviews; 2. Rigor Walks using the Established Rubric; 3. Classroom Observations through Reach.	All teachers will ensure that their instruction is aligned to the grade-level standards for their content area. This will be measured through the following: 1. Lesson Plan Reviews; 2. Rigor Walks using the Established Rubric; 3. Classroom Observations through Reach.	All teachers will ensure that their instruction is aligned to the grade-level standards for their content area. This will be measured through the following: 1. Lesson Plan Reviews; 2. Rigor Walks using the Established Rubric; 3. Classroom Observations through each Reach.
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	All teachers will utilize formative/summative assessments to determine their students' strengths and struggles in order to develop a plan to address each student's deficits. This will be measured through the following: 1. Lesson Plan Reviews; 2. Rigor Walks/Classroom Observations; 3. Student Work Review at GLT Meetings.	All teachers will utilize formative/summative assessments daily to determine their students' strengths and struggles in order to develop a plan to address each student's deficits. This will be measured through the following: 1. Lesson Plan Reviews; 2. Rigor Walks/Classroom Observations; 3. Student Work Review at GLT Meetings.	All teachers will utilize formative/summative assessments daily to determine their students' strengths and struggles in order to develop a plan to address each student's deficits. This will be measured through the following: 1. Lesson Plan Reviews; 2. Rigor Walks/Classroom Observations; 3. Student Work Review at GLM.

SY24 Progress Monitoring

Return to Top

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
60% of all students will meet their EOY Growth Targets on I-Ready/Star 360 for Reading and Math.	Other	Overall	DNA	60%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall	DNA	DNA	Select Status	Select Status	Select Status	Select Status
80% of the all students will receive a C or better for their final grades in all core content areas and all grade levels.	Grades	Overall	DNA	80%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall	DNA	DNA	Select Status	Select Status	Select Status	Select Status

Practice Goals

Identified Practices	SY24	Progress Monitoring			
		Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	All teachers will utilize high-quality materials for their Tier 1 instruction in all content areas and at all grade levels. This will be measured through the following: 1. Lesson Plan Reviews; 2. Rigor Walks using the Established Rubric; 3. Classroom Observations through Reach.	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	All teachers will ensure that their instruction is aligned to the grade-level standards for their content area. This will be measured through the following: 1. Lesson Plan Reviews; 2. Rigor Walks using the Established Rubric; 3. Classroom Observations through Reach.	Select Status	Select Status	Select Status	Select Status

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

Curriculum & Instruction

C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.

All teachers will utilize formative/summative assessments to determine their students' strengths and struggles in order to develop a plan to address each student's deficits. This will be measured through the following: 1. Lesson Plan Reviews; 2. Rigor Walks/Classroom Observations; 3. Student Work Review at GLT Meetings.

Select Status   *Select Status*   *Select Status*   *Select Status*

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

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Yes	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.
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

*A well-established MTSS Team meets bi-weekly for one hour to discuss academic and social-emotional referrals submitted by the teachers.
*There are over ten people on this team from all grade levels and all content areas. There are representatives on this team for our EL and DL subgroups. An agenda is provided at each meeting and detailed minutes along with action steps are maintained.
*The problem-solving process is implemented during the MTSS meetings; however, the format of the PBIS Process must be followed.

What is the feedback from your stakeholders?

*Classroom academic interventions need to take place in all class settings with consistency. *Classroom interventions need be targeted to a specific skill with data points and entered into Branching Minds at all times with fidelity. *The progress monitoring of intentions in needs to be updated in Branching Mandi regularly, * Teachers need to review the data ty detmer where the gaps in skills are to determine if reteaching or intervention is necessary. *If/when progress is made, a change to the student's plan needs to be made and documented.

What student-centered problems have surfaced during this reflection?

*Teachers need to implement effective Tier 2 and Tier 3 interventions in the classroom to address the instructional gaps for their students, track the impact of the interventions with fidelity, and determine the next steps for each student in need of support.

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 MTSS Team has created a new spreadsheet that will be used to complete the Problem Solving Process in SY24. This will be used for every newly identified student needing Tier 2 or Tier 3 supports.   *We are scheduling a training to review Branching Minds with the staff at the start of the year.   *We are in the process of creating an MTSS Toolkit for the staff to use this upcoming year as a resource.
*The MTSS Team has developed a plan to monitor the teachers' progress monitoring of students.

Inclusive & Supportive Learning Environment

Determine Priorities

Resources: 🚀

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

Determine Priorities Protocol

Students...

need to receive research-based, effective interventions for Tier 2 and Tier 3 support, in order to address instructional gaps in the students' learning. The implementation plan for these interventions must be documented with fidelity to track progress or lack of progress, in order to determine the next steps for support. ✍️

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

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 additional training to provide Tier 1 instruction to all students in the classroom;
*Need additional training to group students effectively for differentiated instruction and to provide Tier 2 and Tier 3 instructional strategies to address the gaps in students' knowledge and understanding.
*Currently, teachers are providing an abundance of whole group instruction and, as a result, strategic planning is not being utilized to address individual students' needs.
*Need to track interventions in Branching Minds to help students meet their benchmarks, or determine the next steps for support. ✍️

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?

Resources: 🚀

If we....

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

Inclusive & Supportive Learning Environment

provide high-quality instruction, paired with social-emotional school-wide supports, to help ✏️
bridge the gap for all students including our EL and DL population,

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....

students engaged during instruction with a more positive mindset, through the use of ✏️
effective strategies to provide differentiated instruction for all students,

which leads to...

more opportunities for students at Tier 2 and Tier 3 to meet their benchmarks in Branching ✏️
Minds and an increase in all students' progress in meeting grade-level and age-appropriate
expectations.

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 ✏️

All Teachers, Instructional Leadership Team, GLT, MTSS
Interventionist, MTSS Team, Administrators, Exemplar Teachers,
Teacher Observers, EL Team, DL Team, Case Manager, Bilingual
Coordinator, Network Specialists

Dates for Progress Monitoring Check Ins

Q1	10/11/2023	Q3	3/20/2024
Q2	12/6/2023	Q4	5/29/2024

SY24 Implementation Milestones & Action Steps ✏️	**Who** ✏️	**By When** ✏️	**Progress Monitoring**

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

Inclusive & Supportive Learning Environment

Implementation Milestone 1	All teachers will plan for differentiated instruction using high-quality curricula and effective strategies for all content areas and at all grade levels daily and with fidelity to provide impactful Tier 2 and Tier 3 interventions for identifed students.	All Teachers, GLTs, ILT, MTSS Interventionist	May, 15, 2024	In Progress
Action Step 1	All teachers will align high-quality curricula and supplemental materials to the scope and sequence for all content areas when provding differentiated, small group instruction.	All Teachers, ILT	August 21, 2023-June 6, 2024	In Progress
Action Step 2	All teachers will ensure that the weekly lesson plans for differentiated, small-group instruction are aligned to the grade-level standards.	All Teachers, ILT	August 21, 2023-June 6, 2024	In Progress
Action Step 3	All teachers will develop student-friendly objectives that align with both curriculum and grade-level standards for their differentiated, small-group instruction.	All Teachers, ILT	August 21, 2023-June 6, 2024	In Progress
Action Step 4	All teachers will develop meaningful formative assessments for students in small groups in order to track their progesss on specific skills.	All Teachers, ILT	August 21, 2023-June 6, 2024	In Progress
Action Step 5	Every fourth week of each month, all grade-level teams will focus on students receiving Tier 2 and Tier 3 interventions by sharing effective strategies with team members and reviewing the students' data in Branching Minds.	All Teachers, GLTs, MTSS Interventionist	August 21, 2023-June 6, 2024	In Progress
Implementation Milestone 2	All teachers will implement differentiated instruction using high quality curricula and effective strategies for all content areas and at all grade levels, daily with fidelity, to provide impactful Tier 2 and Tier 3 interventions for identifed students.	All Teachers, ILT, Adminstrators, Exemplar Teachers, Teacher Observers, GLTs	May, 15, 2024	In Progress
Action Step 1	All staff will receive professional development around effective Tier 2 and 3 instruction at all grade levels on August 16, August 17, and September 22 (BOY Training).	ILT	September 22, 2023	In Progress
Action Step 2	The administrators will review lesson plans to ensure the use of high-quality material and effective strategies when planning for differentiated, small group instruction for students.	Administrators	August 21, 2023-June 6, 2024	In Progress
Action Step 3	ILT will identify exemplar teachers who implement effective Tier 2 and Tier 3 interventions when providing differentiated, small group instruction.	ILT, Exemplar Teachers, Teacher Observers	August 21, 2023-June 6, 2024	Not Started
Action Step 4	Exemplar teachers' Tier 2 and Tier 3 instruction will be observed by their colleagues followed by a collaborative work session to identify next steps.	Exemplar Teachers and Observers	August 21, 2023-June 6, 2024	Not Started
Action Step 5	ILT will conduct Schoolwide Rigor Walks bi-monthly focusing on Tier 2 /Tier 3 instruction for the purpose of collecting data on instructional implementation, identifying schoolwide trends, and providing actionable feedback at grade-level meetings .	ILT, GLTs	August 21, 2023-June 6, 2024	Not Started

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

Inclusive & Supportive Learning Environment

Implementation Milestone 3	All teachers will utilize both formative and summative assessments in all content areas and at all grade levels in order to assess their students' progress through the implementation of Tier 2 and Tier 3 interventions.	All Teachers, GLTs, MTSS Team, MTSS Interventionist	May, 15, 2024	In Progress
Action Step 1	All teachers will use formative and summative assessment data to identify students in need of Tier 2 and Tier 3 interventions.	All Teachers	August 21 2023-June 6, 2024	Not Started
Action Step 2	All teachers will analyze the data after each progress monitoring assessment for students receiving Tier 2 and Tier 3 interventions.	All Teachers	August 21 2023-June 6, 2024	In Progress
Action Step 3	All teachers will enter data into Branching Minds to track the academic growth of students receiving Tier 2 and Tier 3 supports weekly.	All Teachers	August 21 2023-June 6, 2024	In Progress
Action Step 4	Every fourth week of the month, all grade-level teams will focus on students receiving Tier 2 and Tier 3 interventions by sharing effective strategies with teams members and will review the data in Branching Minds.	All Teachers, GLTs, MTSS Interventionist	August 21 2023-June 6, 2024	In Progress
Action Step 5	MTSS Meetings will be conducted on a bi-weekly basis to review referrals, complete the Problem-Solving Process for specific students, and determine Student Support Plans for identified students.	MTSS Team, MTSS Interventionist	August 21 2023-June 6, 2024	In Progress
Implementation Milestone 4	All teachers will implement additional supports during instruction, as needed, for our EL and DL Subgroups to ensure that students in these subgroups are meeting their growth targets in all content areas and at all grade levels.	EL Team, DL Team, ILT, Case Manager, Bilingual Coordinator	May, 15, 2024	In Progress
Action Step 1	All EL Teachers will attend monthly EL Team Meetings facilitated by the Bilingual Coordinator to focus on data related to EL students, discuss effective research-based strategies to implement with this subgroup, and determine needed supports for EL students.	EL Team, Bilingual Coordinator	August 21 2023-June 6, 2024	In Progress
Action Step 2	All DL Teachers will attend monthly DL Team Meetings facilitated by the Case Manager to focus on data related to DL students, discuss effective research-based strategies to implement with this subgroup, and determine needed supports for DL students.	DL Team, Case Manager	August 21 2023-June 6, 2024	In Progress
Action Step 3	Teachers will identify EL and DL students for after-school academic support as an intervention to help students meet their growth targets.	Case Manager, Bilingual Coordnator, Specific Teachers	October 2-February 12, 2024	Not Started
Action Step 4	All staff will participate in trainings offered by Network specialists to enhance instructional practices for EL and DL students.	Case Manager, Bilingual Coordnator, Specific Teachers, Network Specialists	August 29-June 6, 2024	In Progress
Action Step 5				*Select Status*

SY25-SY26 Implementation Milestones

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

SY25 Anticipated Milestones	Determine additional action steps to deepen the work for the 4 Identified Milestones. 100% of teachers will be implementing effective Tier 2/Tier 3 instruction using high quality curricula/material in all content areas and at all grade levels. 100% of teachers will use formative and summative assessments to create fluid groups in the classroom in order to provide differentiated instruction. 100% of teachers will use their formative and summative assessment to identify students in need of Tier2/Tier 3 supports.
SY26 Anticipated Milestones	Gallistel teachers will collaborate with teacher teams from other neighboring schools regarding students receiving Tier 2 and Tier 3 interventions. There will be vertical collaboration with the neighboring high school and horizontal collaboration with the neighboring elementary schools.

Goal Setting

Return to Top

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

Resources: 🚀

IL-EMPOWER Goal Requirements

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

Performance Goals

Numerical Targets [Optional] ✍

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍	SY24	SY25	SY26
60% of the students receiving Tier 2 or Tier 3 interventions will meet their EOY Growth Targets on I-Ready/Star 360 for Reading and Math.	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall	DNA	60%	62%	65%
			Select Group or Overall	DNA	DNA	DNA	DNA
70% of the students receiving Tier 2 or Tier 3 interventions will receive a C or	Yes	Grades	Overall	DNA	70%	72%	75%

Inclusive & Supportive Learning Environment

better for their final grades in all core content areas and all grade levels.

Yes

Grades

Select Group or Overall

| DNA | DNA | DNA | DNA |

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.	The MTSS Team will meet biweekly following the MTSS Framework to best support students, teachers, and parents. This will be measured through the following: 1. MTSS Survey Continuum ; 2. Parent Communication Log; 3. Problem-Solving Process for Specified Students.	The MTSS Team will meet biweekly following the MTSS Framework to best support students, teachers, and parents. This will be measured through the following: 1. MTSS Survey Continuum ; 2. Parent Communication Log; 3. Problem-Solving Process for Specified Students.	The MTSS Team will meet biweekly following the MTSS Framework to best support students, teachers, and parents. This will be measured through the following: 1. MTSS Survey Continuum ; 2. Parent Communication Log; 3. Problem-Solving Process for Specified Students.
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.	All teachers will utilize Branching Minds to log Tier 2 and Tier 3 interventions. This will be measured through the following: 1. Branching Minds Reports; 2. Grade-Level Team Minutes.	All teachers will utilize Branching Minds to log Tier 2 and Tier 3 interventions. This will be measured through the following: 1. Branching Minds Reports; 2. Grade-Level Team Minutes.	All teachers will utilize Branching Minds to log Tier 2 and Tier 3 interventions. This will be measured through the following: 1. Branching Minds Reports; 2. Grade-Level Team Minutes.
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	All bilingual teachers and all 4th-8th grade teachers will post and utilize the WIDA Standards in their lessons and in the classrooms. This will be measured through the following : 1. Lesson Plans; 2. Classroom Observations.	All bilingual teachers and all 4th-8th grade teachers will post and utilize the WIDA Standards in their lessons and in the classrooms. This will be measured through the following : 1. Lesson Plans; 2. Classroom Observations.	All bilingual teachers and all 4th-8th grade teachers will post and utilize the WIDA Standards in their lessons and in the classrooms. This will be measured through the following : 1. Lesson Plans; 2. Classroom Observations.

SY24 Progress Monitoring

Resources: 🚀

Below are the goals for this Theory of Action that were created

Jump to...	Priority	TOA	Goal Setting	Progress
Reflection	Root Cause	Implementation Plan		Monitoring

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

Inclusive & Supportive Learning Environment

above. CIWP Teams will use this section to progress monitor the goals on a quarterly basis.

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
60% of the students receiving Tier 2 or Tier 3 interventions will meet their EOY Growth Targets on I-Ready/Star 360 for Reading and Math.	% of Students receiving Tier 2/3 interventions meeting targets	Overall	DNA	60%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall	DNA	DNA	Select Status	Select Status	Select Status	Select Status
70% of the students receiving Tier 2 or Tier 3 interventions will receive a C or better for their final grades in all core content areas and all grade levels.	Grades	Overall	DNA	70%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall	DNA	DNA	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.	The MTSS Team will meet biweekly following the MTSS Framework to best support students, teachers, and parents. This will be measured through the following: 1. MTSS Survey Continuum ; 2. Parent Communication Log; 3. Problem-Solving Process for Specified Students.	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.	All teachers will utilize Branching Minds to log Tier 2 and Tier 3 interventions. This will be measured through the following: 1. Branching Minds Reports; 2. Grade-Level Team Minutes.	Select Status	Select Status	Select Status	Select Status
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	All bilingual teachers and all 4th-8th grade teachers will post and utilize the WIDA Standards in their lessons and in the classrooms. This will be measured through the following : 1. Lesson Plans; 2. Classroom Observations.	Select Status	Select Status	Select Status	Select Status

If Checked: Complete IL-Empower Section below	☐	**Our school receives school improvement funding through Title I, Part A, 1003 (IL-Empower)** This CIWP serves as your School Improvement Plan, which is required for schools in school improvement status (comprehensive or targeted) as identified by the Illinois State Board of Education (ISBE). The following section, "IL-Empower," addresses grant requirements, assurances, and alignment across your CIWP, grant budget, and state designation.
If Checked: No action needed	☑	**Our school DOES NOT receive school improvement funding through Title I, Part A, 1003 (IL-Empower). (Continue to Parent & Family Plan)**

		Select a Goal					
		Select a Goal					
		Select a Goal					

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 following priorities will be a focus for the upcoming school year:
*EL Supports
*DL Supports
*Social-Emotional Resources   **Math Instructional Strategies*
*Reading Instructional Strategies   **High School and*
Career Readiness

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