

## 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 
Sherry Pirtle	Principal	sypirtle@cps.edu
Willona Abner-Adkins	AP	wsabner@cps.edu
Kennita Morris	Lead Coach	kmmorris1@cps.edu
Bernice Hall	Interventionist	bycatledge@cps.edu
Omari Kenyatta	Case Manager	orkenyatta@cps.edu
Collette Wafer-Crenshaw	Counselor	crwafer-crenshaw@cps.edu
Taffney Washington	Teacher Leader	ttwashington@cps.edu
Jermaine Gause	Teacher Leader	jlgause@cps.edu
Lisa Wright	STLS Coordinator	ljwright@cps.edu
Kareemah Fitts	Clerk	kafitts1@cps.edu
Betty Jackson	Clerk	bjjackson@cps.edu
Melodie Libby	LSC Member	fjames@cps.edu

## Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date 	Planned Completion Date 
Team & Schedule	6/9/23	7/14/23
Reflection: Curriculum & Instruction (Instructional Core)	7/19/23	7/21/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/19/23	7/21/23
Reflection: Connectedness & Wellbeing	7/19/23	7/21/23
Reflection: Postsecondary Success	7/19/23	7/21/23
Reflection: Partnerships & Engagement	7/19/23	8/11/23
Priorities	7/19/23	9/1/23
Root Cause	7/19/23	9/1/23
Theory of Acton	7/19/23	9/1/23
Implementation Plans	7/19/23	9/1/23
Goals	7/31/23	9/15/23
Fund Compliance	8/15/23	9/15/23
Parent & Family Plan	9/1/23	9/15/23
Approval	9/15/23	9/15/23

## 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	10/27/2023
Quarter 2	12/22/2023
Quarter 3	4/1/2024
Quarter 4	6/7/2024



**Indicators of a Quality CIWP: Reflection on Foundations**

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

**Resources** 

[Reflection on Foundations Protocol](#)

[Return to Top](#) **Curriculum & Instruction**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<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>Takeaways after the review of the metrics reflections show: The Network Rigor Walks shows that the teachers were all using the same core curriculum, the standards were aligned and culturally responsive, great use of technology and student engagement was evident. </p> <p>The Network Rigor Walks also reveals that the teachers need development with the taxonomy DOK questioning, productive struggle, student discourse and more rigorous vocabulary. The takeaways for the students experiencing grade-level, standards-aligned instruction are: The Network Scope &amp; Sequence, Grade level lesson plans, The Curriculum Resources &amp; Scope &amp; Sequence, The Marker Configuration Boards. The feedback from all stakeholders show that the take aways are intentional and public steps to build a foundation of listening that builds bonds of trust, purpose, and shared leadership are exemplified. We should seek, listen to and deeply consider perspectives, especially marginalized voices and/or those in which we disagree. Also, position youth to lead, imagine alternatives, and identify possibilities for problems that impact them.</p>	<p><a href="#">iAR (Math)</a></p> <p><a href="#">iAR (English)</a></p> <p>Rigor Walk Data (School Level Data)</p> <p><a href="#">PSAT (EBRW)</a></p> <p><a href="#">PSAT (Math)</a></p> <p><a href="#">STAR (Reading)</a></p>
Yes	<p>Students experience grade-level, standards-aligned instruction.</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><b>What is the feedback from your stakeholders?</b></p> <p>The feedback from all stakeholders show that the take aways are intentional and public steps to build a foundation of listening that builds bonds of trust, purpose, and shared leadership are exemplified. We should seek, listen to and deeply consider perspectives, especially marginalized voices and/or those in which we disagree. Also, position youth to lead, imagine alternatives, and identify possibilities for problems that impact them. Teachers found that the K-8 cross curriculum (Literacy, Math, Science &amp; Social Science) to be rigorous. Some students need interventions to ensure the practices are meeting the needs of the students. </p>	<p><a href="#">STAR (Math)</a></p> <p><a href="#">iReady (Reading)</a></p> <p><a href="#">iReady (Math)</a></p> <p><a href="#">Cultivate</a></p> <p><a href="#">Grades</a></p>
Yes	<p>The ILT leads instructional improvement through distributed leadership.</p>		

			<a href="#">ACCESS</a>
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>		<a href="#">TS Gold</a>
Yes	<p>Evidence-based assessment for learning practices are enacted daily in every classroom.</p>	<p><b>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?</b></p> <p>Teachers will receive professional development around Bloom's Taxonomy, DOK questioning, strategies to increase productive struggle, student discourse and rigorous vocabulary. The impact for the students should show students more analytical thinking, student growth, and root cause analysis. Tier 2 and Tier 3 students received interventions for core subjects. The impact of the interventions helped identify students who may be eligible for specialized services or are in need of additional support.</p>	<a href="#">Interim Assessment Data</a>
<p><b>What student-centered problems have surfaced during this reflection?</b>                  If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>			
<p>Students are not challenging and questioning each other about content. All students are not working on performance tasks that require students to engage in rich student discourse. Students struggle with the content, but the teacher rescues student quickly and eliminates struggle or the teacher does not provide the level of questioning that provides for productive struggle.</p>			

[Return to Top](#) **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	<p><a href="#">MTSS Integrity Memo</a></p> <p><a href="#">MTSS Continuum</a></p>	<p>Our school Balanced Assessment System that is being implemented across all grade/content levels. Our school has developed an MTSS Team but we need to provide protected time to meet. We will meet monthly on an on-going basis. Also, add additional meetings as needed.</p> <p>MTSS Lead and Team are represented by staff and service</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p><a href="#">MTSS Continuum</a></p>

		<a href="#">Roots Survey</a>	<p>MTSS Lead and team are represented by staff and service providers with diverse perspectives and background.. We need to add members to our team for the SY24 to represent the primary and intermediate grade levels.</p> <p>MTSS Team includes the Problem Solving Process (PSP) to make data informed, culturally responsive decisions for all students as evident in tier movement. MTSS team members utilize the results of the Root Survey to create goals and benchmarks toward continuous improvement. Our school is partially implementing the Branching Minds platform to document supports, services and interventions in academics and SEL. School personnel are utilizing the Branching Minds platform as a part of the school's continuous improvement work as evident by the Usage Report. Our school is continuously providing to training in Branching Minds to support new teachers and returning teachers to implement with fidelity.</p>	<p><a href="#">Roots Survey</a></p> <p><a href="#">ACCESS</a></p> <p><a href="#">MTSS Academic Tier Movement</a></p> <p><a href="#">Annual Evaluation of Compliance (ODLSS)</a></p>
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.	<a href="#">MTSS Integrity Memo</a>		
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.	<a href="#">LRE Dashboard Page</a>	<p><b>What is the feedback from your stakeholders?</b></p> <p>Our school doe not have a current EL endorsed teacher however, we are in the process of retaining a teacher who is EL endorsed. The stakeholders feedback concerning the EL students are that they are receiving support but not from an EL endorsed teacher. Stalkholders stated that the school is developing an MTSS Team but we need to provide protected time to meet. Also, we will meet monthly on an on-going basis and add additional meetings as needed. Stakeholders suggest that we add members to our team for the SY24 to represent the primary and intermediate grade levels. Stakeholders recommend that we utilize the results of te Root Survey to create goals and benchmarks toward continuous improvement. Our school is partially implementing the Branching Minds platform to document supports, services and interventions in academics and SEL. School personnel are utilizing the Branching Minds platform as a part of the school's continuous improvement work as evident by the Usage Report. Our school is continously providing to training in Branching Minds to support new teachers and returning teachers to implement with fidelity.</p>	<p><a href="#">Quality Indicators of Specially Designed Curriculum</a></p> <p><a href="#">EL Program Review Tool</a></p>
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	<a href="#">IDEA Procedural Manual</a>		
No	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	<p><a href="#">EL Placement Recommendation Tool ES</a></p> <p><a href="#">EL Placement Recommendation Tool HS</a></p>	<p><b>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?</b></p> <p>The improvement efforts that are in progress are: Selecting additional staff to support the MTSS team, creating a protected meeting schedule for MTSS to meet regularly. Teacher(s) are currently enrolled in an accredited college for an EL endorsement. Teachers are receiving a variety of professional development to support the required LRE as</p>	

Yes	<p>There are language objectives (that demonstrate HOW students will use language) across the content.</p>	<p>professional development to support the required EL as indicated in their IEP. Teachers are receiving professional development in Branching Minds &amp; MTSS to maximize the required instructional services. The impact will create structured planning time for the MTSS Team, this will also create a full MTSS Team to provide a greater impact for all stakeholders. We will also have an impact on the EL students by acquiring an endorsed EL teacher. The teachers will be trained in BRM with the most current Professional Development to impact the usage of the program with fidelity thus, providing the MTSS Team with the most accurate data to review.</p>	
<p><b>What student-centered problems have surfaced during this reflection?</b>          If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>			
<p>The problems that have surfaced during this reflection of student centered are: EL are not receiving instruction from an endorsed EL teacher. All students do not have documented interventions in Branching Minds. Students do not receive the full relatable services due to the MTSS team. 📌</p>			

[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	<p><a href="#">BHT Key Component Assessment</a></p> <p><a href="#">SEL Teaming Structure</a></p> <p>Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.</p>	<p>Our school takeaways after the review of the metrics are: Implementing the BHT with full structures in place and functioning with fidelity. The Climate and Culture Team needs to clearly identify &amp; assign the roles of those invested. We will continue to add additional Healing centered supports through further professionally development and identify a restorative practices program. All students do not have access to equitable student centered enrichments and out-of-school-time programs due to the lack of resources. The clerks have daily contact with teacher, parents and each other to check for absences and chronic absenteeism. They walk the school building to verify the physical body of students as well as daily signings for attendance. Teachers can also use our social media platform Snap connect to verify attendance. Mail off the 5 &amp; 10 Day Letters to document student attendance. Create an re-entry plan to justify students with 10 or more chronic unexcused absences. Celebrations that our school utilizes are Quarterly Awards Assemblies, Monthly PBIS events include classroom events and individual incentives with Eagle Store purchases. 📌</p>	<p><a href="#">% of Students receiving Tier 2/3 interventions meeting targets</a></p> <p><a href="#">Reduction in OSS per 100</a></p> <p><a href="#">Reduction in repeated disruptive behaviors (4-6 SCC)</a></p>
Yes	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>		<p><a href="#">Access to OST</a></p> <p><a href="#">Increase Average Daily Attendance</a></p> <p><a href="#">Increased Attendance for Chronically Absent Students</a></p>

Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

**What is the feedback from your stakeholders?**

Our school feedback from the stakeholders is to review and implement the metrics of the BHT. The Climate and Culture Team needs to clearly identify & assign roles and create a universal matrix. We will continue to add additional Healing centered supports through further professional development and identify a restorative practices program. We need to survey the parents and students on equitable student centered enrichments and out-of-school-time programs. The clerks need to mail off the Five and Ten Day Letters to document student attendance. Create an re-entry plan for students with 10 or more chronic unexcused absences. Be more consistent with celebrations at our school.

[Reconnected by 20th Day, Reconnected after 8 out of 10 days absent](#)

[Cultivate \(Belonging & Identity\)](#)

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

[Enrichment Program Participation: Enrollment & Attendance](#)

[Student Voice Infrastructure](#)

[Reduction in number of students with dropout codes at EOY](#)

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

The student centered problems that have surface during this reflection are: Students who

**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?**

Our school has created a behavioral Health Team Referral form to identify students in need of behavioral support. The impact will provide tiered invention for all students. The Climate and Culture Team will clearly identify/assign roles and create a universal matrix which will allow for consistency across both school buildings. We will continue to provide Healing centered supports throughout the SY24 to strengthen the school community. We need to create a survey for the parents and students on equitable student centered enrichments and out-of-school-time programs. The survey will provide equity of voice the school community. The clerks need to mail off the Five and Ten Day Letters to document student attendance. Create an re-entry plan for students with 10 or more chronic unexcused absences. This will allow for ownership and accountability for student attendance and improvement toward academic progress. Be more consistent with celebrations at our school. This will create a positive environment, improvement attendance and behavior.

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## Postsecondary Success

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

**Using the associated references, is this practice consistently implemented?** (If your school does not serve any grade level listed, please select N/A)

### References

### What are the takeaways after the review of metrics?

### Metrics

<p>Yes</p>	<p>An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).</p>	<p><a href="#">College and Career Competency Curriculum (C4)</a></p>	<p>Annual Plan was developed and implemented for Success Bound in grade 6-8th. Students were exposed to postsecondary career readiness. ILPs were embedded but not fully implemented due to staff planning time and access to documents. 📌</p>	<p><a href="#">Graduation Rate</a></p> <p><a href="#">Program Inquiry: Programs/participation/attainment rates of % of ECCE</a></p> <p><a href="#">3 - 8 On Track</a></p> <p><a href="#">Learn, Plan, Succeed</a></p> <p><a href="#">% of KPIs Completed (12th Grade)</a></p> <p><a href="#">College Enrollment and Persistence Rate</a></p>
<p>Partially</p>	<p>Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).</p>	<p><a href="#">Individualized Learning Plans</a></p>		<p><a href="#">9th and 10th Grade On Track</a></p>
<p>Yes</p>	<p>Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).</p>	<p><a href="#">Work Based Learning Toolkit</a></p>	<p><b>What is the feedback from your stakeholders?</b> 📌</p> <p>Success Bound provided a well developed plan to be executed if executed properly. Students need to learn how to access the Success Bound platform leading up to full implementation. School hosted Career Fair to deepen knowledge of different profession and postsecondary options.</p>	<p><a href="#">Cultivate (Relevance to the Future)</a></p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
<p>N/A</p>	<p>Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).</p>			
	<p>Industry Recognized Certification Attainment is</p>	<p><a href="#">ECCE Certification List</a></p>		



N/A	Industry recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	<a href="#">PLT Assessment Rubric</a>
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).	<a href="#">Alumni Support Initiative One Pager</a>

**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?**

SchoolLinks and C4 will be the new platform for Success Bound so additional training with the use and knowledge would be beneficial for staff development and presentation. This would lead to better understanding for staff thus leading to a better experience for the students. Proper planning time will allow for better execution of ILPs. 🙌

**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 experienced difficulty with logging into the platform in 6th grade as well as students new to CPS. Students would benefit from having a lesson embedded on logging in and out of the system before they are expected to navigate the system and complete ILPs. Students accounts should be linked directly to their CPS email accounts which would assist in the students abilities to properly access the platform without any problems. Platform should be placed in student portal for better access. 🙌

[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	<a href="#">Spectrum of Inclusive Partnerships</a>	The take aways after the review of metrics shows various partnerships that have been developed throughout the school year that help contribute to the school's goals. Here is a list of active community engagement that foster relationships: The Back to School Jam, Open House, Family Literacy Night, Academic Scholars Afterschool Program, and YMCA Enrichment Program. Teacher-Parent communications include: Snap Connect, Classroom News Letters, Emails, Google Meet, In-Person Conferences, Phone Calls and home visits. School teams need to develop a student voice infrastructure to build youth-adult partnerships in the decision making, student perspectives, and leadership. 🙌	<a href="#">Cultivate</a>  <a href="#">5 Essentials Parent Participation Rate</a>  <a href="#">5E: Involved Families</a>

<p>Yes</p>	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p> <p><a href="#">Reimagining With Community Toolkit</a></p>		<p><a href="#">5E: Supportive Environment</a></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>
<p>Partially</p>	<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 &amp; CIWP).</p> <p><a href="#">Student Voice Infrastructure Rubric</a></p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>The feedback from the stakeholders suggest that the leadership teams need to create a space for students to co-create ideas and suggestions for improvement of targeted priority areas. Also, student-generated ideas and solutions for school improvement should be included in the process. 📌</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p><b>What student-centered problems have surfaced during this reflection?</b></p> <p>If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>Problems that have occurred during this reflection are: Student leadership opportunities. 📌</p>		<p><b>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?</b></p> <p>The related improvement efforts that are in progress are: finding a student to represent student leadership on the LSC. Build an infrastructure to engage students in the Student Council to represent student voice. 📌</p>	

Jump to...

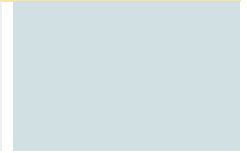
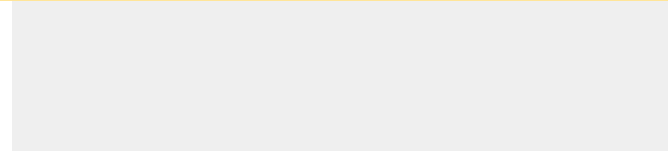
[Curriculum & Instruction](#)

[Inclusive & Supportive Learning](#)

[Connectedness & Wellbeing](#)

[Postsecondary](#)

[Partnerships & Engagement](#)



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.
No	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?

Our school Balanced Assessment System that is being implemented across all grade/content levels. Our school has developed an MTSS Team but we need to provide protected time to meet. We will meet monthly on an on-going basis. Also, add additional meetings as needed.

MTSS Lead and Team are represented by staff and service providers with diverse perspectives and background.. We need to add members to our team for the SY24 to represent the primary and intermediate grade levels. MTSS Team includes the Problem Solving Process (PSP) to make data informed, culturally responsive decisions for all students as evident in tier movement. MTSS team members utilize the results of the Root Survey to create goals and benchmarks toward continuous improvement. Our school is partially implementing the Branching Minds platform to document supports, services and interventions in academics and SEL. School personnel are utilizing the Branching Minds platform as a part of the school's continuous improvement work as evident by the Usage Report. Our school is continuously providing to training in Branching Minds to support new teachers and returning teachers to implement with fidelity.

What is the feedback from your stakeholders?

Our school doe not have a current EL endorsed teacher however, we are in the process of retaining a teacher who is EL endorsed. The stakeholders feedback concerning the EL students are that they are receiving support but not from an EL endorsed teacher. Stalkholders stated that the school is developing an MTSS Team but we need to provide protected time to meet. Also, we will meet monthly on an on-going basis and add additional meetings as needed. Stakeholders suggest that we add members to our team for the SY24 to represent the primary and intermediate grade levels. Stakeholders recommend that we utilize the results of te Root Survey to create goals and benchmarks toward continuous improvement. Our school is partially implementing the Branching Minds platform to document supports, services and interventions in academics and SEL. School personnel are utilizing the Branching Minds platform as a part of the school's continuous improvement work as evident by the Usage Report. Our school is continuously providing to training in Branching Minds to support new teachers and returning teachers to implement with fidelity.

What student-centered problems have surfaced during this reflection?

The problems that have surfaced during this reflection of student centered are: EL are not receiving instruction from an endorsed EL teacher. All students do not have documented interventions in Branching Minds. Students do not receive the full relatable services due to the MTSS team.

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 improvement efforts that are in progress are: Selecting additional staff to support the MTSS team, creating a protected meeting schedule for MTSS to meet regularly. Teacher(s) are currently enrolled in an accredited college for an EL endorsement. Teachers are receiving a variety of professional development to support the required LRE as indicated in their IEP. Teachers are receiving professional development in Branching MInds & MTSS to maximize the required instructional services. The impact will create structured planning time for the MTSS Team, this will also create a full MTSS Team to provide a greater impact for all stakeholders. We will also have an impact on the EL students by acquiring an endorsed EL teacher. The

## Inclusive & Supportive Learning Environment

teachers will be trained in BRM with the most current Professional Development to impact the usage of the program with fidelity thus, providing the MTSS Team with the most accurate data to review.

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

Resources: 

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

[Determine Priorities Protocol](#)

Students...

may benefit from support that is specifically designed to meet their individual needs. Some students with disabilities have characteristics that make connecting with peers and teachers more difficult.



**Indicators of a Quality CIWP: Determine Priorities**

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.

Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).

For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.

Priorities are determined by impact on students' daily experiences.

### [Return to Top](#) Root Cause

Resources: 

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

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

As adults in the building, we...

must be conscience that students with disabilities may have characteristics that make connecting with peers and teachers more difficult.



**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...

Resources: 

# Inclusive & Supportive Learning Environment

Build an Inclusive environment that will recognize the diversity, interests, preferences, abilities, and learning styles of all children



## 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 sense of belonging in a school community that foster positive social relationships



which leads to...  
an increase of children's learning, development, and engagement



## 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**

ILT/BHT/MTSS

**Dates for Progress Monitoring Check Ins**

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

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	By the end of September 2023, Tier 1 Core Curriculum and Tier 2 Interventions will be utalized within each general education and special education classroom.	Admin/Instructional Coach/ILT/Interventionist/MTS S	9/2023	Completed


<a href="#">Jump to...</a>	<a href="#">Priority</a>	<a href="#">TOA</a>	<a href="#">Goal Setting</a>	<a href="#">Progress Monitoring</a>	Select the Priority Foundation to pull over your Reflections here =>
<a href="#">Reflection</a>	<a href="#">Root Cause</a>	<a href="#">Implementation Plan</a>			


## Inclusive & Supportive Learning Environment

<b>Action Step 1</b>	Review and provide feedback on teachers lesson plans to ensure use of the core curriculum.	Admin/Instructional Coach/ILT/Interventionist	9/2023	In Progress
<b>Action Step 2</b>	The ILT will participate in ongoing leadership training geared towards supporting instructional practice that lead to higher student outcomes and equitable learning experiences.	Admin/Instructional Coach/ILT/Interventionist	10/2023	In Progress
<b>Action Step 3</b>	The Teachers will participate in ongoing leadership training geared towards supporting SEL practice that lead to a decrease in student misbehavior and increase in student's receiving needed supports.	Admin/Instructional Coach/ILT/Interventionist	12/22/23	In Progress
<b>Action Step 4</b>	Funding will be used to purchase supplemental Reading & Math digital platforms to support our MTSS Initiatives at which will provide us with progress monitoring data through the Branching Minds system.	Admin/Instructional Coach/ILT/Interventionist	9/4/23	Completed
<b>Action Step 5</b>	Utilize Tutor Corps as part of our MTSS resources, where students are receiving tutoring and progress monitoring during the literacy and math blocks.	Admin/Instructional Coach/ILT/Interventionist	10/23/23	In Progress
<b>Implementation Milestone 2</b>	By May 2024, opportunities for students to improve their interpersonal skills, such as problem-solving, conflict resolution, self-control, communication, negotiation, and sharing will be demonstrated.	ILT/Counselor/Teachers/Support Staff	6/3/2024	In Progress
<b>Action Step 1</b>	Facilitate student town hall meetings to gauge student interests and to give voice to students in shaping the school environment.	Admin/Instructional Coach/ILT/Interventionist	9/4/2023	In Progress
<b>Action Step 2</b>	Incorporate a classroom management plans school-wide in each classroom, where each room should have a relection/calm corner where restorative conversations can occur	Teachers	9/4/2023	In Progress
<b>Action Step 3</b>	Create clear communication to all staff regarding plans, expectations, reviewing needs, re-engagement, and any policies.	Admin/Instructional Coach/ILT/Interventionist	9/4/2023	In Progress
<b>Action Step 4</b>	Administer student surveys each semester to inform teacher practice and approach to student's SEL needs.	Instructional Coach/ILT/Interventionist/Teachers	10/27/2023	In Progress
<b>Action Step 5</b>	Monitor for changes in behavior. Utilize the ABC form to determine needed supports for students experiencing patterns of undesired behaviors.	Interventionist/Teachers/BHT	9/4/23	In Progress
<b>Implementation Milestone 3</b>	By the end of January 2024, Provide professional development and support for teachers and other school staff to enable them to meet the diverse cognitive, emotional, and social needs of children and adolescents.	Instructional Coach/Interventionist/ILT/MTSS Team	1/31/24	In Progress
<b>Action Step 1</b>	Incorporate a Tier 1 SEL program in PreK - 8th Grade Classrooms.	Teachers	1/31/24	In Progress
<b>Action Step 2</b>	Provide Check In Check Out, Rainbows & Silverlings, Anger Coping Group PD to Counselor and Social Worker.	Admin/District	1/31/24	In Progress
<b>Action Step 3</b>	Identify, and help students identify, applications that can be used for meditation, calm breathing, and relaxation.	Admin/BHT	1/31/24	In Progress

<b>Action Step 4</b>	Create a menu of interventions that can be offered to students at the local school level and publish to staff.	BHT/MTSS/Interventionist	1/31/24	In Progress
<b>Action Step 5</b>	Create a referral process for students showing a need for Tier 2 intervention.	BHT/MTSS/Interventionist	1/31/24	In Progress
<b>Implementation Milestone 4</b>	Communicate regularly with the school community (i.e., announcements, emails, online meetings, video messages, office hours) and encourage the use of student support staff to also reach out to students and families to promote a sense of community and belonging	Admin/Teachers/Office Staff/LSC	9/4/23	In Progress
<b>Action Step 1</b>	Haley Herald Weekly Newsletter will be used to disseminate information to the school community.	Admin/Instructional Coach/ILT/Interventionist	9/4/23	In Progress
<b>Action Step 2</b>	Blackboard Connect reminders and updates regarding school happenings will be communicated through this method periodically throughout the school year.	Admin	9/4/23	In Progress
<b>Action Step 3</b>	Posters with PBIS events that will occur throughout the year is visible in the halls and posted on the school's website.	Admin/Instructional Coach/ILT/Interventionist	9/4/23	In Progress
<b>Action Step 4</b>	Weekly Staff Huddles, with use of Conscious Discipline strategies to create staff camaraderie	Admin/ILT	9/4/23	In Progress
<b>Action Step 5</b>	Regular meetings/check ins with key staff members to plan and develop action steps around problem areas.	Admin/ILT	9/4/23	In Progress


**SY25-SY26 Implementation Milestones**

**SY25 Anticipated Milestones**  In SY25 we anticipate working towards having a solid instructional program in all core subject areas in which 70% of students are working towards their specific, data based goals. 90% of the staff will use Tier 1 SEL curricular materials. 90% of the interventions used are documented and monitored within the Branching Minds Platform. 90% of the teachers regularly progress monitor and implementing actions in the Branching Minds System.

**SY26 Anticipated Milestones**  In SY26 we anticipate working towards having a solid instructional program in all core subject areas in which 80% of students are working towards their specific, data based goals. 95% of the staff will use Tier 1 SEL curricular materials. 95% of the interventions used are documented and monitored within the Branching Minds Platform. 95% of the teachers regularly progress monitor and implementing actions in the Branching Minds System.

[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).

**Resources:**   
[IL-EMPOWER Goal Requirements](#)  
 For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:



## Inclusive & Supportive Learning Environment

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.

-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
School teams will develop an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process that would ensure that students are placed in the correct tier and receiving the appropriate amount support needed to be academically successful in an effort to decrease the number of students requiring Tier 2 and 3 support.	Yes	MTSS Academic Tier Movement	Overall	Tier 2: 23% Tier 3: 47%	Tier 2: 23% Tier 3: 40%	Tier 2: 20% Tier 3: 33%	Tier 2: 17% Tier 3: 26%
			<i>Select Group or Overall</i>				
Diverse Learners and English Language Learners will have access to Tier 1 curriculum as well as additional resources in an effort to maximize access to required Tier I instructional services.	Yes	Other	Students with an IEP	Tier 2: 6% Tier 3: 87%	Tier 2: 12% Tier 3: 81%	Tier 17: % Tier 3: 76%	Tier 2: 20% Tier 3: 73%
			English Learners	Tier 2: 0% Tier 3: 100%	Tier 2: 10% Tier 3: 90%	Tier 2: 20% Tier 3: 80%	Tier 2: 30% Tier 3: 70%

### 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 will develop a problem solving protocol that will evaluate student progress every 5 weeks in an effort to place students in the appropriate Tier of support in an effort to decrease Tier 2 and 3 support quarterly. Decreasing Tier 2 and 3 by 7%	MTSS Team will implement problem solving protocol that will evaluate student progress every 5 weeks in an effort to place students in the appropriate Tier of support in an effort to decrease Tier 2 and 3 support quarterly. Decreasing Tier 2 and 3 by 7%	MTSS Team will implement problem solving protocol that will evaluate student progress every 5 weeks in an effort to place students in the appropriate Tier of support in an effort to decrease Tier 2 and 3 support quarterly. Decreasing Tier 2 and 3 by 7%

<a href="#">Jump to...</a>	<a href="#">Priority</a>	<a href="#">TOA</a>	<a href="#">Goal Setting</a>	<a href="#">Progress Monitoring</a>	Select the Priority Foundation to pull over your Reflections here =>
<a href="#">Reflection</a>	<a href="#">Root Cause</a>	<a href="#">Implementation Plan</a>			

## Inclusive & Supportive Learning Environment

I&S:3 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.	Diverse Learner Teachers will provide diverse learner students with access to Tier 1 instruction at their grade level and continue to implement resources and progress monitor students progress in and effort to decrease the amount of diverse learner students in Tier 3 by 6% annually.	Diverse Learner Teachers will provide diverse learner students with access to Tier 1 instruction at their grade level and continue to implement resources and progress monitor students progress in and effort to decrease the amount of diverse learner students in Tier 3 by 6% annually.	Diverse Learner Teachers will provide diverse learner students with access to Tier 1 instruction at their grade level and continue to implement resources and progress monitor students progress in and effort to decrease the amount of diverse learner students in Tier 3 by 6% annually.
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.	English Language Learners will be exposed to curriculum in their native language in an effort to increase their access to Tier 1 instructional resources decreasing Tier 3 by 10% annually.	English Language Learners will be exposed to curriculum in their native language in an effort to increase their access to Tier 1 instructional resources decreasing Tier 3 by 10% annually.	English Language Learners will be exposed to curriculum in their native language in an effort to increase their access to Tier 1 instructional resources decreasing Tier 3 by 10% annually.

[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
School teams will develop an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process that would ensure that students are placed in the correct tier and receiving the appropriate amount support needed to be academically successful in an effort to decrease the number of students requiring Tier 2 and 3 support.	MTSS Academic Tier Movement	Overall	Tier 2: 23% Tier 3: 47%	Tier 2: 23% Tier 3: 40%	No Progress	No Progress	No Progress	No Progress
		Select Group or Overall			No Progress	No Progress	No Progress	No Progress

<a href="#">Jump to...</a>	<a href="#">Priority</a>	<a href="#">TOA</a>	<a href="#">Goal Setting</a>	<a href="#">Progress Monitoring</a>	Select the Priority Foundation to pull over your Reflections here =>
<a href="#">Reflection</a>	<a href="#">Root Cause</a>	<a href="#">Implementation Plan</a>			

## Inclusive & Supportive Learning Environment

Diverse Learners and English Language Learners will have access to Tier 1 curriculum as well as additional resources in an effort to maximize access to required Tier 1 instructional services.	Other	Students with an IEP	Tier 2: 6% Tier 3: 87%	Tier 2: 12% Tier 3: 81%	No Progress	No Progress	No Progress	No Progress
		English Learners	Tier 2: 0% Tier 3: 100%	Tier 2: 10% Tier 3: 90%	No Progress	No Progress	No Progress	No Progress

### 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 will develop a problem solving protocol that will evaluate student progress every 5 weeks in an effort to place students in the appropriate Tier of support in an effort to decrease Tier 2 and 3 support quarterly. Decreasing Tier 2 and 3 by 7%	No Progress	No Progress	No Progress	No Progress
I&S:3 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.	Diverse Learner Teachers will provide diverse learner students with access to Tier 1 instruction at their grade level and continue to implement resources and progress monitor students progress in and effort to decrease the amount of diverse learner students in Tier 3 by 6% annually.	No Progress	No Progress	No Progress	No Progress
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.	English Language Learners will be exposed to curriculum in their native language in an effort to increase their access to Tier 1 instructional resources decreasing Tier 3 by 10% annually.	No Progress	No Progress	No Progress	No Progress

**Reflection on Foundation**

**Using the associated documents, is this practice consistently implemented?**

Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

**What are the takeaways after the review of metrics?**

Our school takeaways after the review of the metrics are: Implementing the BHT with full structures in place and functioning with fidelity. The Climate and Culture Team needs to clearly identify & assign the roles of those invested. We will continue to add additional Healing centered supports through further professional development and identify a restorative practices program. All students do not have access to equitable student centered enrichments and out-of-school-time programs due to the lack of resources. The clerks have daily contact with teacher, parents and each other to check for absences and chronic absenteeism. They walk the school building to verify the physical body of students as well as daily signings for attendance. Teachers can also use our social media platform Snap connect to verify attendance. Mail off the 5 & 10 Day Letters to document student attendance. Create an re-entry plan to justify students with 10 or more chronic unexcused absences. Celebrations that our school utilizes are Quarterly Awards Assemblies, Monthly PBIS events include classroom events and individual incentives with Eagle Store purchases.

**What is the feedback from your stakeholders?**

Our school feedback from the stakeholders is to review and implement the metrics of the BHT. The Climate and Culture Team needs to clearly identify & assign roles and create a universal matrix. We will continue to add additional Healing centered supports through further professional development and identify a restorative practices program. We need to survey the parents and students on equitable student centered enrichments and out-of-school-time programs. The clerks need to mail off the Five and Ten Day Letters to document student attendance. Create an re-entry plan for students with 10 or more chronic unexcused absences. Be more consistent with celebrations at our school.

**What student-centered problems have surfaced during this reflection?**

The student centered problems that have surface during this reflection are: Students who are chronically absences are impacting the attendance rate. The issue is that students who have behavioral problems do not receive tiered intervention due to the lack of BHT support. Students across all grade bands do not receive equitable student centered enrichments and out-of-school-time programs.

**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?**

Our school has created a behavioral Health Team Referral form to identify students in need of behavioral support. The impact will provide tiered invention for all students. The Climate and Culture Team will clearly identify/assign roles and create a universal matrix which will allow for consistency across both school buildings. We will continue to provide Healing centered supports throughout the SY24 to strengthen the school community. We need to create a survey for the parents and students on equitable student centered enrichments and out-of-school-time programs. The survey will provide equity of voice the school community. The clerks need to mail off the Five and Ten Day Letters to document student attendance. Create

an re-entry plan for students with 10 or more chronic unexcused absences. This will allow for ownership and accountability for student attendance and improvement toward academic progress. Be more consistent with celebrations at our school. This will create a positive environment, improvement attendance and behavior.

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## Determine Priorities

Resources: 

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

[Determine Priorities Protocol](#)

Students...

behavior and attendance, lack of exposure and availability to student-centered enrichment, and limited accessibility to school programs resulted in minimal improvements to student academic outcomes.



**Indicators of a Quality CIWP: Determine Priorities**

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.

Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).

For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.

Priorities are determined by impact on students' daily experiences.

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## Root Cause

Resources: 

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

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

As adults in the building, we...

have not created a supportive and fulfilling environment with high expectations, teaching and learning conditions that meet the needs of all students and their families.



**Indicators of a Quality CIWP: Root Cause Analysis**

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.

The root cause is based on evidence found when examining the student-centered problem.

Root causes are specific statements about adult practice.

Root causes are within the school's control.

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## Theory of Action

**What is your Theory of Action?**

If we....

Resources: 

strategically incorporate data systems, classroom morning meetings, protocols and menus of intervention; and build the infrastructure such as the BHT, MTSS and PBIS teams to ensure that every student has access to high quality tier 1 core SEL instruction along with any needed targeted tier 2 and 3 support/interventions

then we see....

a culture and climate that supports risk taking and students engaged in interactive learning experiences

which leads to...

improved overall quality of SEL instruction and student outcomes for all learners school-wide. This will also then lead to an increase in student's sense of belonging, enhanced positive student experience, safety, and academic performance. Finally, this will also lead to an increase in students at or above grade level on the i-Ready Reading and Mathematics assessments by the end of SY26.

**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** 

ILT/BHT/MTSS

**Dates for Progress Monitoring Check Ins**

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

	<b>SY24 Implementation Milestones &amp; Action Steps</b> 	<b>Who</b> 	<b>By When</b> 	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	By the end of May 2024, develop a decision-making processes that facilitate student, family, and community engagement; academic achievement; and staff empowerment.	Admin/Instructional Coach/ILT/Interventionist/Teachers	5/31/2024	In Progress

Jump to...	<a href="#">Priority</a>	<a href="#">TOA</a>	<a href="#">Goal Setting</a>	<a href="#">Progress</a>	Select the Priority Foundation to pull over your Reflections here =>
<a href="#">Reflection</a>	<a href="#">Root Cause</a>	<a href="#">Implementation Plan</a>	<a href="#">Monitoring</a>		

## Connectedness & Wellbeing

<b>Action Step 1</b>	Lead the school community in a process to develop a shared vision of high standards for learning and behavior.	Admin/Instructional Coach/ILT	5/31/2024	In Progress
<b>Action Step 2</b>	Solicit teacher and staff input and involvement in all efforts to improve the school climate and students' sense of connectedness to school.	Admin/Instructional Coach/ILT	6/1/2024	In Progress
<b>Action Step 3</b>	Engage students, parents, school staff, and community members in teams to develop school policies and plan school-wide activities.	Admin/Instructional Coach/ILT	6/2/2024	In Progress
<b>Action Step 4</b>	Encourage teachers who lead committees appropriate decision-making authority over resources, including people, time, and funds.	Admin/Instructional Coach/ILT	9/8/2023	Completed
<b>Action Step 5</b>	Work with students, faculty, staff, and parents to identify simple changes or modifications that would make the school's physical environment more pleasant.	Admin/Instructional Coach/ILT	6/4/2024	In Progress
<b>Implementation Milestone 2</b>	By the end of May 2024, provide educational opportunities to enable families to be actively involved in their children's academic and school life.	Instructional Coach/ILT/Interventionist/Teachers	5/31/2024	In Progress
<b>Action Step 1</b>	Implement training workshops that provide parents with skills to better manage their children's behavior. Skills will include identifying desirable and undesirable behaviors, communication strategies, conflict resolution, listening skills, setting expectations for behaviors, and appropriate praise. Parents will also learn about how to teach their children self-restraint and problem-solving.	Admin/Instructional Coach/ILT	5/31/2024	In Progress
<b>Action Step 2</b>	Communicate the school's behavioral and academic expectations to families, and encourage them to reinforce those expectations at home. Expectations will be communicated through newsletters, parent-teacher-student conferences, and school website.	Admin/Instructional Coach/ILT	6/1/2024	In Progress
<b>Action Step 3</b>	Through Success Bound, establish regular meetings with teachers, 6th - 8th grade students, and parents to discuss their children's behavior, grades, and accomplishments.	Admin/Instructional Coach/ILT	6/2/2024	In Progress
<b>Action Step 4</b>	Translate materials into languages spoken most commonly in students' homes. Provide bilingual interpreters to assist non-English-speaking families at school events.	Admin/Instructional Coach/ILT	6/3/2024	In Progress
<b>Action Step 5</b>	Administer Cultivate Surveys to students twice a year and consider their feedback in future instructional and social initiatives.	Admin/Instructional Coach/ILT	6/4/2024	In Progress
<b>Implementation Milestone 3</b>	By the end of January 2024, provide students with the academic, emotional, and social skills necessary to be actively engaged in school.	Instructional Coach/ILT/Interventionist/Teachers	5/31/2024	In Progress
<b>Action Step 1</b>	Implement tutoring programs where small group assistance will be provided to students weekly for academic help in reading and math.	Admin/Instructional Coach/ILT	5/31/2024	In Progress

Jump to...	Priority	TOA	Goal Setting	Progress	Select the Priority Foundation to pull over your Reflections here =>		Connectedness & Wellbeing
Reflection	Root Cause	Implementation Plan		Monitoring			
<b>Action Step 2</b>	Support positive academic competitions within and amongst classrooms by establishing interscholastic teams in academic subjects.				Admin/Instructional Coach/ILT	6/1/2024	In Progress
<b>Action Step 3</b>	Offer extended learning opportunities for all students to improve academic and social skills.				Admin/Instructional Coach/ILT	6/2/2024	In Progress
<b>Action Step 4</b>	Foster pro-social behavior by engaging students in helping activities such as service learning, peer tutoring, classroom chores, and teacher assistance.				Admin/Instructional Coach/ILT	6/3/2024	In Progress
<b>Action Step 5</b>	Use classroom activities and lessons to explore and discuss empathy, personal strengths, fairness, kindness, and social responsibility.				Admin/Instructional Coach/ILT	6/4/2024	In Progress
<b>Implementation Milestone 4</b>	Use effective classroom management and teaching methods to foster a positive learning environment				Instructional Coach/ILT/Interventionist/Teachers	5/31/2024	In Progress
<b>Action Step 1</b>	Communicate clear expectations for learning and behavior. Ensure that expectations are developmentally appropriate and that all students are held to the same expectations.				Admin/Instructional Coach/ILT	5/31/2024	In Progress
<b>Action Step 2</b>	Ensure that lessons are linked to standards and are sequential to ensure that students' learning builds upon prior lessons.				Admin/Instructional Coach/ILT	6/1/2024	In Progress
<b>Action Step 3</b>	Use interactive and experiential activities, such as group discussions, problem solving, and role playing, to engage students in learning and help them personalize the information.				Admin/Instructional Coach/ILT	6/2/2024	In Progress
<b>Action Step 4</b>	Apply a variety of classroom management strategies and teaching methods that are conducive to the diverse needs and learning styles of students. Examples of strategies include assessing student knowledge before teaching, teaching to explicit learning objectives, involving students in small cooperative learning groups, and organizing and structuring the classroom in ways that prevent discipline problems from occurring.				Admin/Instructional Coach/ILT	6/3/2024	In Progress
<b>Action Step 5</b>	Engage students in appropriate leadership positions in the classroom and provide avenues for their voices and opinions to be heard. For example, include students in the decision-making process for setting classroom rules and consequences for breaking the rules.				Admin/Instructional Coach/ILT	6/4/2024	In Progress

### SY25-SY26 Implementation Milestones

#### SY25 Anticipated Milestones

In SY25 we anticipate working towards having a solid BHT in which 70% of students are working towards their specific, data based goals. There will be an 80% decrease in student discipline infractions and 10% increase in the school's overall attendance rate.





**SY26 Anticipated Milestones** In SY26 we anticipate working towards having a solid BHT in which 80% of students are working towards their specific, data based goals. There will be a 90% decrease in student discipline infractions and 12% increase in the school's overall attendance rate. 📌

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

**Indicators of a Quality CIWP: Goal Setting**

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

**Resources:** 🚀

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

**Performance Goals**

Specify the Goal 📌	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 📌	Numerical Targets [Optional] 📌		
					SY24	SY25	SY26
BHT will review disciplinary reports and other documents in an effort to ensure that students are receiving well rounded support in all areas. A student prepsective survey will also be created to assess students needs.	Yes	Cultivate	Overall				
			Select Group or Overall				
School will conduct outreach attempts to students with extended absences or chronic absenteeism in and effort to provide necessary support to encourage school attendace and create an intentional re-entry plan that facilitates attendance and continued enrollment.	Yes	Increased Attendance for Chronically Absent Students	Overall				
			Select Group or Overall				

### Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 🚀

Specify your practice goal and identify how you will measure progress towards this goal. 🚀

	SY24	SY25	SY26
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Attendance Team will conduct outreaches with extended and chronic absent families and assess what supports are needed for students to attend school consistently in and effort to increase schoolwide attendance rate		
P&E:3 School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	BHT Team will review data and conduct student surveys twice yearly to assess student needs as well as allow for students to have a voice in the school culture.		
Select a Practice			

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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
BHT will review disciplinary reports and other documents in an effort to ensure that students are receiving		Overall			Select Status	Select Status	Select Status	Select Status

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Connectedness & Wellbeing							
Reflection	Root Cause	Implementation Plan			Select the Priority Foundation to pull over your Reflections here =>							
ensure that students are receiving well rounded support in all areas. A student prepective survey will also be created to assess students needs.		Cultivate							Select Status	Select Status	Select Status	Select Status
School will conduct outreach attempts to students with extended absences or chronic absenteeism in and effort to provide necessary support to encourage school attendance and create an intentional re-entry plan that facilitates attendance and continued enrollment.		Increased Attendance for Chronically Absent Students	Overall						Select Status	Select Status	Select Status	Select Status
			Select Group or Overall						Select Status	Select Status	Select Status	Select Status

**Practice Goals**

**Progress Monitoring**

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Attendance Team will conduct outreaches with extended and chronic absent families and assess what supports are needed for students to attend school consistently in and effort to increase schoolwide attendance rate	Select Status	Select Status	Select Status	Select Status
P&E:3 School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	BHT Team will review data and conduct student surveys twice yearly to assess student needs as well as allow for students to have a voice in the school culture.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

If Checked:

Complete  
IL-Empower  
Section below

**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)**





## 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)

### 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 academic priority areas for Alex Haley Academy are Literacy and Math.*



*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