

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
Paul Schissler	Principal	pfschissler@cps.edu
Patricia Hernandez	Curriculum & Instruction Lead	phernandez3@cps.edu
Darcie Knabjian	Teacher Leader	dknabjian@cps.edu
Maricruz Rodriguez	Teacher Leader	mrodriguez19@cps.edu
Claudia Altamirano	Other [Type In] Case manager	caltamirano@cps.edu
Sandra McGregory	Connectedness & Wellbeing Lead	smcgregory@cps.edu
Gerardo Salinas	Postsecondary Lead	gsalinas@cps.edu
Edgar Retana	Other [Type In] ELPT	erretana@cps.edu
Shannon Stamos	Parent	
Josefina Diaz	LSC Member	
Jennifer Apolinar	Student	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	4/1/23	8/1/23
Reflection: Curriculum & Instruction (Instructional Core)	4/1/23	8/30/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	4/1/23	8/30/23
Reflection: Connectedness & Wellbeing	4/1/23	8/30/23
Reflection: Postsecondary Success	4/1/23	8/30/23
Reflection: Partnerships & Engagement	4/1/23	8/30/23
Priorities	6/1/23	8/30/23
Root Cause	6/1/23	8/30/23
Theory of Acton	8/15/23	8/30/23
Implementation Plans	8/15/23	8/30/23
Goals	8/22/23	8/30/23
Fund Compliance	8/1/23	8/30/23
Parent & Family Plan	8/1/23	8/30/23
Approval	9/6/23	9/12/23

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	
Quarter 2	
Quarter 3	
Quarter 4	

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	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	Need k-2 Materials for ELA. Need professional learning in BIL/ESL strategies to support newcomer	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading)
Yes	Students experience grade-level, standards-aligned instruction. Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		STAR (Math)
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	What is the feedback from your stakeholders? Teachers identified need in primary. They have identified curriculum and strategies needed in order to progress. Teachers expressed a need for materials and strategies to support the varied needs of the newcomers.	iReady (Reading) iReady (Math)
Yes	The ILT leads instructional improvement through distributed leadership. Continuum of ILT Effectiveness Distributed Leadership		Cultivate Grades ACCESS
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals. Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development		TS Gold Interim Assessment Data
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom. Assessment for Learning Reference Document	What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity? Teachers had already to align curriculum and strategies across grade levels through our grade level meetings last year. Teachers have developed classroom assessments to determine success of their units. Teachers have been identifying materials and strategies to support students in native language.	
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.			
Proficiency levels in Students in all grades lacking reading (28%) and math (43%). Growth percentile in reading and math around 73%.			
Some ELA materials in primary graded needed in order for students to access these skills and provide consistency k-2 for phonic, phonemic awareness and comprehension.			
More than 40 newcomers from various backgrounds have entered Lara since November 2022. Bilingual new comers presenting new challenge for techers. Current ESL and native language materials not readily available for students. Current BIL/ESL strategies do. not meet the need for all students			

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo. MTSS Integrity Memo MTSS Continuum Roots Survey	Teachers relied on other staff for intense academic interventions for Tier 2 and Tier 3 students. Staff needs supports in order to manage tier 2 students academic interventions Teachers need support with tier 3 students from interventionists. Selecting interventions, Collecting data and progress monitoring needs support	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey
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	Teachers needs strategies and structures to support executive functioning skills of student to manage student behaviors.	ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS)
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support LRE Dashboard Page	What is the feedback from your stakeholders?	Quality Indicators of Specially Designed Curriculum

Yes	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. IDEA Procedural Manual
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier 1 instructional services. EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

Teachers are becoming more comfortable with tier 2 student supports.

Teachers need help in identifying academic interventions and progress monitoring.

Teachers need support with all tiers of executive function skills. Tier 1 standards need more clarity. How do we support Tier 2 and tier 3 behavior interventins.

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?

Interventionist(S) and Instructional Coach are working with teachers to support academic Tier 2 and tier 3 students

Teachers are providing interventions and collecting data but struggle with academic progress montioring tool

[EL Program Review Tool](#)

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

Tier 2 and 3 students show academic progress with interventions provided by support personnel and the classroom teacher

Tier 1 behavior supports need reinforcement. Executive functioning skills of students has experienced a dip. Tier 1 behavior supports like second step,

The number of tier 2 and 3 students in behavior supports has increased. Students struggling with attendance, focus completion of work and outbursts.

[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
Yes	BHT Key Component Assessment SEL Teaming Structure	<p>teachers need support in implementing tier 1 behavior curriculumwith BHT, PBIS and SEL curriculum.</p> <p>Many things available. Implementation is inconsistent.</p> <p>Attendance tracking, supprt and montioring for chronic attendance issues.</p> <p>Need supports for Tier 2 and Tier behavior issues.</p>	<p>% of Students receiving Tier 2/3 interventions meeting targets</p> <p>Reduction in OSS per 100</p> <p>Reduction in repeated disruptive behaviors (4-6 SCC)</p> <p>Access to OST</p> <p>Increase Average Daily Attendance</p> <p>Increased Attendance for Chronically Absent Students</p> <p>Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</p>
Yes	<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>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>	<p>Cultivate (Belonging & Identity)</p> <p>Staff trained on alternatives to exclusionary discipline (School Level Data)</p> <p>Enrichment Program Participation: Enrollment & Attendance</p>
Yes	<p>All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.</p>	<p>What is the feedback from your stakeholders?</p> <p>Teachers need support with all tiers of behavior and executive functioning skills</p>	<p>Student Voice Infrastructure</p> <p>Reduction in number of students with dropout codes at EOY</p>
Partially	<p>Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.</p>	<p>All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.</p>	

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.

Student attendance is under 95% expectation.

Student behaviors issue in Tier 2 on tier 3 have increased.

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?

Many programs in place. CICO, Panther Pride, SEL curriculum.

Many students are supported through these systems. However, new challenges with increase in chronic absences, new comers, increased outbursts show we need to adjust, alian and organize our svtems to support all students

align and organize our systems to support all students.

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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)	<p>[takeaways reflecting most students; takeaways reflecting specific student groups]</p> <p>What is the feedback from your stakeholders?</p> <p>[feedback trends across stakeholders; feedback trends across specific stakeholder groups]</p> <p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>[impact on most students; impact on specific student groups]</p>	<p>Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECCC</p> <p>3 - 8 On Track</p> <p>Learn, Plan, Succeed</p> <p>% of KPIs Completed (12th Grade)</p> <p>College Enrollment and Persistence Rate</p> <p>9th and 10th Grade On Track</p> <p>Cultivate (Relevance to the Future)</p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
Partially	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		
No	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		
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric		
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 student-centered problems have surfaced during this reflection?

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

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

[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	<p>[takeaways reflecting most students; takeaways reflecting specific student groups]</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p> <p>5E: Supportive Environment</p>
		Reimagining With Community Toolkit		

<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>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 & CIWP).</p> <p>Student Voice Infrastructure Rubric</p>	<p>What is the feedback from your stakeholders?</p> <p><i>[feedback trends across stakeholders; feedback trends across specific stakeholder groups]</i> 📌</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
	<p>What student-centered problems have surfaced during this reflection?</p> <p>If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p><i>[problems experienced by most students; problems experienced by specific student groups]</i> 📌</p>	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p><i>[impact on most students; impact on specific student groups]</i> 📌</p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	Students experience grade-level, standards-aligned instruction.
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.
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 are the takeaways after the review of metrics?

Need k-2 Materials for ELA.
Need professional learning in BIL/ESL strategies to support newcomer

What is the feedback from your stakeholders?

Teachers identified need in primary. They have identified curriculum and strategies needed in order to progress.
Teachers expressed a need for materials and strategies to support the varied needs of the newcomers.

What student-centered problems have surfaced during this reflection?

Proficiency levels in Students in all grades lacking reading (28%) and math (43%). Growth percentile in reading and math around 73%.

Some ELA materials in primary graded needed in order for students to access these skills and provide consistency k-2 for phonic, phonemic awareness and comprehension.

More than 40 newcomers from various backgrounds have entered Lara since November 2022. Bilingual new comers presenting new challenge for teachers. Current ESL and native language materials not readily available for students. Current BIL/ESL strategies do not meet the need for all students

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

Teachers had already to align curriculum and strategies across grade levels through our grade level meetings last year.

Teachers have developed classroom assessments to determine success of their units.

Teachers have been identifying materials and strategies to support students in native language.

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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...

will receive necessary tier 1 instruction to support their achievement in math and reading



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 Whys Root Cause Protocol](#)

As adults in the building, we...

align standards
select high quality instructional materials and tasks

use assessment to guide instruction and provide targeted instructional supports to students based on individual student academic needs. (achievement levels, IEPs, EL status)



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....

Lara teachers outline the skills and learning progressions by grade levels with a common pedagogical understanding of the necessary language and tools



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.

Resources:

then we see....

the school's Tier 1 instruction will be strengthened



which leads to...
 teachers will know what foundational skills students need to grow and will use strategies that build on each other across grade levels and it will help us identify the best curricular needs that will meet our students' needs. 🍌

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Resources: 🚀

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

Team/Individual Responsible for Implementation Plan 🍌		Dates for Progress Monitoring Check Ins		
		Q1		Q3
		Q2		Q4
	SY24 Implementation Milestones & Action Steps 🍌	Who 🍌	By When 🍌	Progress Monitoring
Implementation Milestone 1	Primary ELA Materials Adoption	Schissler	August 2023	Completed
Action Step 1	Research materials	k-2 Team	May 2023	Completed
Action Step 2	Select materials for phonic, phonemic awareness and comprehension	k-2 Team	May 2023	Completed
Action Step 3	Budget and order materials	admin	July 2023	Completed
Action Step 4	Instructional coach and Interventionists support implementation	hernandez/knabjian	June 2024	In Progress
Action Step 5				Select Status
Implementation Milestone 2	ESL/Native language materials	Retana Schissler	August 2023	Completed
Action Step 1	Research materials	retana, EL teachers	May 2023	Completed
Action Step 2	Budget and order materials	Schissler	August 2023	Completed
Action Step 3	ELPT and Interventionists support implementation	Retana, Knabjian, Rodriguez	June 2024	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Mathematics Materials			Completed
Action Step 1	Research materials	Schissler, teachers		Completed
Action Step 2	Budget and order materials	Schissler, teachers		Completed
Action Step 3	Schissler and Interventionists support implementation	Schissler, teachers		In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	Provide learning opportunities throughout the year	Schissler, Hernandez		In Progress
Action Step 1	Peer observations	Schissler, Hernandez		In Progress
Action Step 2	Grade Level meeting PD	Schissler, Hernandez		In Progress
Action Step 3	Coach/Interventionists support	Schissler, Hernandez		In Progress
Action Step 4	Performance task reviews	Schissler, Hernandez		In Progress
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Growth percentile in reading and math over 60% Achievement level in reading 40% math to 45%	🍌
SY26 Anticipated Milestones	Growth percentile in reading and math over 60% Achievement levels in reading and math over 50%	🍌

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Resources: 🚀

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

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

Performance Goals

Numerical Targets [Optional] 🍌

Specify the Goal 🏆	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 🏆	SY24	SY25	SY26
Reading proficiency	Yes <input type="checkbox"/>	iReady (Reading)	Overall <input type="text" value="28"/>	28	40	45	50
			Select Group or Overall <input type="text"/>				
Math proficiency	Yes <input type="checkbox"/>	iReady (Math)	Overall <input type="text" value="40"/>	40	45	50	55
			Select Group or Overall <input type="text"/>				

Practice Goals

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

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

	SY24	SY25	SY26
C&I:2 Students experience grade-level, standards-aligned instruction.	Adoption of new curriculum		
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.	Adoption of new curriculum		
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT leads professional learning and peer observations		

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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
Reading proficiency	iReady (Reading)	Overall <input type="text" value="28"/>	28	40	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall <input type="text"/>			Select Status	Select Status	Select Status	Select Status
Math proficiency	iReady (Math)	Overall <input type="text" value="40"/>	40	45	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall <input type="text"/>			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	Adoption of new curriculum	Select Status	Select Status	Select Status	Select Status
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.	Adoption of new curriculum	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT leads professional learning and peer observations	Select Status	Select Status	Select Status	Select Status

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.
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

Teachers relied on other staff for intense academic interventions for Tier 2 and Tier 3 students.
 Staff needs supports in order to manage tier 2 students academic interventions
 Teachers need support with tier 3 students from interventionists.
 Selecting interventions, Collecting data and progress monitoring needs support
 Teachers needs strategies and structures to support executive functioning skills of student to manage student behaviors.

What is the feedback from your stakeholders?

Teachers are becoming more comfortable with tier 2 student supports.
 Teachers need help in identifying academic interventions and progress monitoring.
 Teachers need support with all tiers of executive function skills. Tier 1 standards need more clarity. How do we support Tier 2 and tier 3 behavior interventins.

What student-centered problems have surfaced during this reflection?

Tier 2 and 3 students show academic progress with interventions provided by support personnel and the classroom teacher
 Tier 1 behavior supports need reinforcement. Executive functioning skills of students has experienced a dip. Tier 1 behavior supports like second step,
 The number of tier 2 and 3 students in behavior supports has increased. Students struggling with attendance, focus completion of work and outbursts.

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?

Interventionist(S) and Instructional Coach are working with teachers to support academic Tier 2 and tier 3 students
 Teachers are providing interventions and collecting data but struggle with academic progress monitoring tool

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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...

need on time interventions in academics and behaviors



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...

Provide MTSS supports for tier 2 and tier 3 students



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

Resources:

What is your Theory of Action?

If we....

provide appropriate and on time academic and SEL supports




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 improve their executive functioning skills



which leads to...
increased student achievement 




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

Resources: 


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


Team/Individual Responsible for Implementation Plan 
 MTSS Team/BHT/ILT

Dates for Progress Monitoring Check Ins
 Q1 Q3
 Q2 Q4

	SY24 Implementation Milestones & Action Steps 	Who 	By When 	Progress Monitoring
Implementation Milestone 1	MTSS tier 2 and tier 3 intervention planning	MTSS Team	September 2023	In Progress
Action Step 1	Assess students in iREady and star 360	Teachers	Aug/Sept 23	In Progress
Action Step 2	Identify needs and groups for tier 2 and 3 students	Interventionists	Sept 23	In Progress
Action Step 3	work with interventionist to implement plan	teacher/interventionsist	Sept 23	In Progress
Action Step 4	Enter data in Branching minds	teachers interventionsist	as needed	In Progress
Action Step 5	Reassess needs	teachers/interventionist	as needed	In Progress
Implementation Milestone 2	BHT implement tier 2 and tier interventions.			Select Status
Action Step 1	Assess students	Teachers	Aug/Sept 23	In Progress
Action Step 2	Identify needs and groups for tier 2 and 3 students	Interventionists	Sept 23	In Progress
Action Step 3	work with interventionist to implement plan	teacher/interventionsist	Sept 23	In Progress
Action Step 4	Enter data in Branching minds	teachers interventionsist	as needed	In Progress
Action Step 5	Reassess needs	teachers interventionsist	as needed	In Progress
Implementation Milestone 3	IMplement schoolwide tier 1 SEL, PRIDE	all staff	Aug 23	In Progress
Action Step 1	PD for staff on expectations	all staff	Aug 23	Select Status
Action Step 2	Share with students	all staff	Aug 23	Select Status
Action Step 3	Monitor progress	all staff	ongoing	Select Status
Action Step 4	Reward system	all staff	ongoing	Select Status
Action Step 5				Select Status
Implementation Milestone 4	Attendance monitoring			Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones Increase the number of students meeting standards in reading. 

SY26 Anticipated Milestones *[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]* 

[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

Numerical Targets [Optional] 

Specify the Goal 📌	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 📌	SY24	SY25	SY26
reading	Yes	MTSS Academic Tier Movement	Overall	28	40	45	50
			Select Group or Overall				
Behavior	Yes	Reduction in repeated disruptive behaviors (4-6 SCC)	Select Group or 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
Select a Practice			
Select a Practice			
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
reading	MTSS Academic Tier Movement	Overall	28	40	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Behavior	Reduction in repeated disruptive behaviors (4-6 SCC)	Select Group or 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
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

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)**



iReady (Reading): Reading proficiency					
iReady (Math): Math proficiency					
Select a Goal					

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.

Parent and Family Plan

If Checked:	<input checked="" type="checkbox"/>	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.
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		
If Checked:	<input type="checkbox"/>	Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)
No action needed		

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.



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