CIWP Team & Schedules

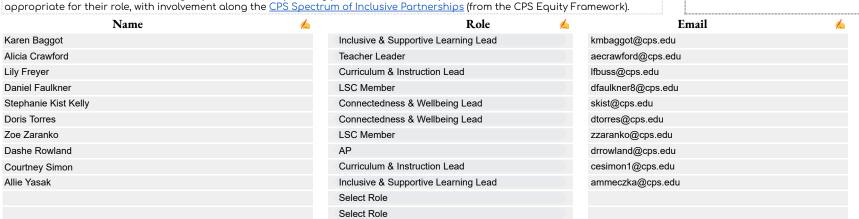Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

Resources 🚀

CIWP Team Guidance

Name ✏️	Role ✏️	Email ✏️
Karen Baggot	Inclusive & Supportive Learning Lead	kmbaggot@cps.edu
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	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✏️	Planned Completion Date ✏️
Team & Schedule	4/26/23	4/26/23
Reflection: Curriculum & Instruction (Instructional Core)	5/3/23	5/3/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/3/23	5/3/23
Reflection: Connectedness & Wellbeing	5/8/23	5/8/23
Reflection: Postsecondary Success	8/16/2023	6/7/2024
Reflection: Partnerships & Engagement	8/16/23	8/16/23
Priorities	8/16/23	5/16/23
Root Cause	8/16/23	8/16/23
Theory of Acton	8/16/23	8/16/23
Implementation Plans	8/21/23	6/7/24
Goals	8/21/23	6/7/24
Fund Compliance	8/21/23	6/7/24
Parent & Family Plan	8/21/23	6/7/24
Approval		

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	10/26/2023
Quarter 2	2/8/2024
Quarter 3	4/4/2024
Quarter 4	5/30/2024

Indicators of a Quality CIWP: Reflection on Foundations	Resources 🚀
Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.	Reflection on Foundations Protocol
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.	

Curriculum & Instruction

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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	There isn't an ELA curriculum that is aligned from K-8, and thus, rigor has decreased over the years. Based on LaSalle's 2022 5essentials Report, only 52% of students reported ambitious English instruction and 50% of the student report ambitious math instruction, meaning students are not feeling challenged and engaged in the classroom. These reports have significantly been low for the past two years specifically in the ELA instruction. In 2019, only 48% reported low ambitious instruction and continued down in 2021 with 35%. Additionally, only 27% of all students reported that their teachers challenged them and 34% of all students reported that their class makes them think. Similarly, teachers reported low ambitious instruction as well.

The rigor has also decreased because there isn't an aligned ELA curriculum and therefore, teachers are not collaborating or are not using the common language to discuss their students' progress in a meaningful way. According to LaSalle's 2022 5Essentials Report, 39% of teachers reported program coherence. Only 28% of teachers reported having conversations with colleagues about curriculum instruction, and student learning. If we implement a standards-aligned cohesive curriculum with fidelity, then we will see instruction and content aligned vertically and horizontally across the building which leads to equitable access to rigorous, grade-level content for all students. With an aligned curriculum teachers can better analyze and evaluate the students' progression.

Students in 4-8 do not have access to MTSS interventions. According to LaSalle's 2022 5essentials Report, only 55% of students reported support for academic work. The MTSS team reports consistent weekly schedules for students K-3. Based on the Special Education Data referral, 13 students were receiving intervention in either or both reading and mathematics. Of the student referrals, there is a large gap with 35% of students referral are African American and another 11% are LatinX which when combined is about 50% more than other ethnicities.

Students who are in the off-track metric for CPS are having major attendance issues putting them off-track; at times with grades that would not qualify for off-track status. According to LaSalle's Dashboard, the average attendance is 76.03%. There are 21 students or 90.48% of students with chronic absenteeism. | IAR (Math)

IAR (English)

Rigor Walk Data (School Level Data) |
| Partially | Students experience grade-level, standards-aligned instruction. | Rigor Walk Rubric

Teacher Team Learning Cycle Protocols

Quality Indicators Of Specially Designed Instruction | | PSAT (EBRW)

PSAT (Math)

STAR (Reading) |
| Partially | Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn. | Powerful Practices Rubric

Learning Conditions | **What is the feedback from your stakeholders?**

1. LSC approved the purchase of the Wit and Wisdom program for grade bands K-6. Each ELA grade band meets to align and reflect on the use of the Wit and Wisdom reading program and the Skyline Phonics program to drive instruction.

2. The ILT members will review given data and determine to meet monthly to review, adjust, execute and align the new ELA reading and phonics program once the new reading program is implemented for K-6. The LSC members are committed to supporting the school with resources that will align with the needs of this new curriculum.

3. Per survey, community members and parents are encouraged to support the school with reading nooks throughout the school building and it's all due to many involved parents supporting the LaSalle's Yearly Auction. Parents stated that they are happy their children are at LaSalle because children become bilingual by the time they graduate from LaSalle and attend selective enrollment schools knowing how to speak in another language. Parents also stated they appreciate the opportunity that students can participate in the exchange program which further reinforces the children in learning the language and culture. | STAR (Math)

iReady (Reading)

iReady (Math)

Cultivate

Grades

ACCESS

TS Gold

Interim Assessment Data |
| Yes | The ILT leads instructional improvement through distributed leadership. | Continuum of ILT Effectiveness

Distributed Leadership | | |
| Partially | School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals. | Customized Balanced Assessment Plan

ES Assessment Plan Development Guide

HS Assessment Plan Development Guide | | |
| 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?**

1. Attendance is a big factor that impedes academic and social-emotional growth. A child can't make progress if attendance is poor. We need to find ways to alleviate the issue. LaSalle will continue to increase involvement from the social worker and counselor and including incentives for the families with students with over 50% absences.

2. Provide support for those students that are not categorized as DL but can benefit from extra support to complete big projects, e.g. science projects.

3. Find ways to motivate 6th grade high achieving students to stay at LLA and seek out academic centers. Provide rigorous instruction. Per 5Essentials Report, only 52% of students reported ambitious instruction in ELA and 50% reported ambitious instruction in mathematics.

4. The Wit and Wisdom reading program is ordered and ready to begin this school year for K-8. Teachers plan on meeting quarterly to discuss alignment and reflect on students' progress. We will also use NWEA data to progress monitor rigor and increase our percentage of students on grade level from 73% to 80%.

5. Due to our school being a world language school, the scheduling for world language impacts the english language program alignment in which we will continue to closely monitor our alignment via quarterly check-ins. | |

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

1. Students need instructions presented in multiple ways to build their background knowledge and basic foundations to build upon new learning. Students reported via 5Essential Survey with 52% of students reported ambitious instruction while 39% of teachers reported program coherence.

2. Students need consistent routine and small group settings within the larger classroom

2. Students need consistent routine and small group settings within the larger classroom to build upon new learning and/or close the gap in skills necessary to master grade level skills.

3. Students need to be exposed to concepts in Social studies and science classes as well. According to the 5Essentials report, only 35% of students report that the teacher in their target class encourages students to make connections and seek multiple perspectives through their coursework.

6. Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.
7. Design a school day that is responsive to student needs.

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	First, the implementation of the MTSS is in its Pre-Foundational stage for Assessment plan in draft form has not been finalized and approved. LaSalle has purchased the NWEA program as our progress monitoring data. Second, LaSalle is in its Pre-Foundational stage where our school personnel have not been engaged in training to gain understanding of how to use universal screening data. We have had only one MTSS lead and the implementation has been inconsistent throughout the building. MTSS Team has been established with an identified MTSS Lead. However, MTSS services have been inconsistent throughout the school building due to scheduling issues as well as staff availability. The principal has added two additional staff members to support our students in Tier 2 and 3. According to the 5Essentials Report, only 55% of students report support for academic work and only 40% of students share a high level of mutual trust and respect. Only 19% of teachers reported that they work productively with colleagues in the school building and only 15% of teachers reported that they have enough time to think carefully about, try, and evaluate new ideas. If the MTSS is embedded into the school time, teachers will have opportunities to collaborate and create small group interventions for all students as opposed to having only one MTSS lead to conduct all the Tier 2 and 3 interventions.	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	Third, the MTSS Team has created a plan for full implementation Branching Minds in the school but not yet implemented. The team is working on utilizing FLEX time to create rotating intervention sessions on a daily basis to implement research-based interventions. The team is also working with grade level leads to build upon their Tier 1 strategies during the ELA and Math instruction. According to the 5Essentials Report, only 25% of students reported that their teachers are willing to give help on schoolwork and give specific suggestions on how they can improve in their classes. If students receive small group intervention support for all Tier 1, 2 and 3, students would receive instructions specifically for the skills needed to improve in their school work. The team also reported concerns regarding the number of students with IEPS by race. According to our internal reports of students with IEPS by race, we have 14 out of 26 students recently referred for an IEP who were identified as African American which is about 54% more than other races (White, Latinex, Asian combined). Additionally, we noticed there is a large number of referrals in Grades 3 and 8. Of the 26 students identified for Tier 2 and 3, we had 7 referred in Grades 3 and 4 referred in Grades 8 for special education. According to the 5 Essential report, only 49% of students feel connected to the school. Twenty-nine percent of students reported that their teachers help them catch up in class if they are behind and that their teachers give them extra work to help them in school. The school feels that targeting an inclusive learning environment is kick off to kinder- this promotes equitable performance entering kindergarten. If these MTSS systems are in place and implemented, students would feel more connected and supported in their classrooms and we can close the academic gap with all our students as well as ensure our African American students do not get left behind.	ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS)
Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page	**What is the feedback from your stakeholders?** The MTSS team meets with the DL team to identify alignment and incorporate unique needs for context, culture, and the needs of all students and staff. The MTSS will incorporate strategies to enhance the MTSS process with grades 4 through 8. Parents in the primary level report that they are appreciative for the Tier 1, 2, and 3 interventions. Parents in the 4th to 8th grade report frustration to support their child(ren).	Quality Indicators of Specially Designed Curriculum EL Program Review Tool
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual	Based on the 5Essentials Report, our parent involvement in the school has dropped from very strong with 89% in 2019 and slowly declined in the last two years to 59% of parents being involved in 2022. The survey also shows only 4% of our parents volunteered their time to support the school in the school building. Based on these surveys, parents want to see this come back. Despite believing FOL and the school have a unified vision to support all students and ensure programs and resources are available for all teachers in order to work with all our students, they do not believe LaSalle provides enough support for our students academically as well as emotionally.	
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS	**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?** MTSS interventions are in place for Kindergarten through 3rd grade specifically for reading and math. According to our STAR360 data, we have 74% of our students at or above grade level. However, there wasn't any movement with our Tier 2 and Tier 3 numbers. LaSalle only has one to two staff members consistently providing MTSS TIer 2 and 3 interventions for all of K-3 students. Staffing teachers to provide interventions are impacted by the schedule conflicts amongst students and core subjects.	
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.		Due to scheduling conflict that impedes teachers from providing interventions for students at or below the 20% in ELA and Math, and the fact that there are limited before and after school homework support and enrichment opportunities, our Tier 2 and 3 students do not receive the interventions needed.	

What student-centered problems have surfaced during this reflection?
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1. MTSS Intervention is not implemented consistently for grades 4 to 8. If and when MTSS

1. MTSS intervention is not implemented consistently for grades 4 to 8. If and when MTSS is being implemented for grades 4 through 8, students become frustrated when pulled out from their core classes to work with an interventionist.

2. There's a large number of special education referrals for our grades 2 and 3, and 100% of these students receive special education services.

3. This leads to whether or not our interventions are effective in decreasing special education referrals. Hence, teachers need PD on universal strategies for Tier 1, Tier 2, and Tier 3. The team also need to identify formal assessments to use to progress monitor to ensure students are receiving skills that will close the academic gap.

Connectedness & Wellbeing

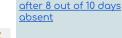| Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment SEL Teaming Structure	1. According to the 5Essentials Report, student to teacher relationships have been in decline. Only 55% of students report that they receive peer support and only 40% identify as possessing a student-teacher trusting relationship. Finally, only 30% of our students report academic personalism. There's a decline from neutral to weak on these areas from last year. ✏️	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC)
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		2. Our school recognizes the importance of social, emotional and behavioral support in helping students to achieve emotionally as well as academically hence we have since implemented the Second Step programs in all grade levels. 3. Our school has a team of internal staff members (e.g.counselors, social worker, psychologist, special education case manager, discipline leader) who meet regularly to discuss student referrals and match students to appropriate interventions. 4. Our school has structures in place for Tier 1 school-wide supports (e.g school-wide expectations) that promote a positive and safe learning climate.), but there's been inconsistent support throughout the school building. Hence, we have since implemented the PBIS strategies and one of the strategies is implementing the monthly LaSalle Leopard Day to reward students doing their best work. 5. There's been a steady number of participants for LaSalle's Out of School time (OST) which is considered for all students, but we focus on our low income, tier 2 and 3 students and just parents who need before and after school care by making personal phone calls, emails, and in-person meetings to register their children for these programs. On average we have 60 students enrolled for our OST programs. 6. Follow up with disciplinary measures (e.g., cell phone usage) vs Classroom disciplinary measures need to be aligned amongst grade levels. Chronic absenteeism with 24% of the student population.	Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students
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.		**What is the feedback from your stakeholders?** 1. Stakeholders will support PBIS incentives and whole school events as well as promote outside resources for our after school programs to support students and families with academic and social resources, provide ongoing leadership skills for our middle school students, and engage all community members in developing unity and understanding. ✏️ 2. The leadership team will work with the school social worker and counselor to build a school-wide PBIS and provide resources to support all students' emotional needs. 3. Based on our parents' survey and interviews, parents have reported an overwhelmingly positive of the diversity and parent involvement with the Friends of LaSalle community. Parents report that the FOL strives to support ALL students at LaSalle, and work very hard to bring in resources to involve all parents. For example, FOL raises money to pay for the exchange programs for our families in need and provides many other opportunities for parents to be involved in the FOL activities such as movie nights, volunteering in the school building, bringing in parent resources and skills to share with the LaSalle students.	Reconnected by 20th Day, Reconnected after 8 out of 10 days absent Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance Student Voice Infrastructure Reduction in number of students with dropout codes at EOY
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.			

What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.	What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?
1. LaSalle school recognizes the importance of social-emotional and behavioral support in helping students to achieve academically. Thus, the social emotional curriculum is in place.Only 15% of students self-report on the 5Essential Reports that they sustain interest and effort toward long-term goals or having GRIT. LaSalle staff needs to build their perseverance and drive to reach their full potential. ✏️ 2. Only 35% of students also reported that their parents or home support their emotional and developmental needs. LaSalle counselors and staff will find ways to provide opportunities for parents' involvement in the school so they can better support their children. 3. Per parent interviews and surveys, parents would like to volunteer more in the school building. In previous years, parents reported over 93% involved in the school building, but that has dropped in 2022 to 62% of parents reported to have volunteered in the school building. 4. Despite a huge drop in parents' involvement, the parents we interviewed all stated they are happy their children are receiving a world language and how their children will graduate as being bilingual. They also stated they enjoy all the opportunities available for all students. Such as, the exchange program, Yellowstone field trips, live theater and so much more. 5. Per parent interviews and surveys, parents would like to see LaSalle's after school programs that involve STEM and other academic enrichment programs.	1. LaSalle school recognizes the importance of social-emotional and behavioral support in helping students to achieve academically. Thus, the social emotional curriculum is in place.Only 15% of students self reports on the 5Essential Re[prts that they sustain interest and effort toward long-term goals or having GRIT. LaSalle staff needs to build their perseverance and drive to reach their full potential. ✏️ 2. Only 35% of students also reported that their parents or home support their emotional and developmental needs. LaSalle counselors and staff will find ways to provide opportunities for parents' involvement in the school so they can better support their children. Per parent interviews and surveys, parents would like to volunteer more in the school building. In previous years, parents reported over 93% involved in the school building, but that has dropped in 2022 to 62% of parents reported to have volunteered in the school building. 3. Despite a huge drop in parents' involvement, the parents we interviewed all stated they are happy their children are receiving a world language and how their children will graduate as being bilingual. They also stated they enjoy all the opportunities available for all students. Such as, the exchange program, Yellowstone field trips, theatre and so much more. 4. Per parent interviews and surveys, parents would like to see LaSalle's after school programs that involve STEM and other academic enrichment programs.

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
Partially	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)	Using data from Naviance, which is now SchoolLinks, we can see that our students were not utilizing Naviance or their ILPs. This likely has a correlation to where students apply to high school in 8th grade. Students tend to have many "reach" schools, like selective enrollment schools. They then also apply to their neighborhood schools, or well-known schools like Lincoln Park HS. On a BOY survey this year, many students have a lack of understanding of different careers and high school options.

Students now have "SEL" built into their schedules in 5-8 grades. During this time is when they will receive the Success Bound curriculum. However, the only planning and focus on these curriculums for post-secondary success is only handled by me as the counselor, which can lead to the curriculum being siloed and if I were to be absent, the curriculum may not be utilized.

There has been a small decline in student-centered mental health issues and referrals in the past 2 years and this might be related to having a partnership with Lutheran Social Services which provides the school with an in-school therapist once a week. This partnership creates a working relationship with mental health services for our students. Each year the therapist supports by providing services for our tier 3 students. | Graduation Rate

Program Inquiry: Programs/participation/attainment rates of % of ECCC

3 - 8 On Track

Learn, Plan, Succeed

% of KPIs Completed (12th Grade)

College Enrollment and Persistence Rate

9th and 10th Grade On Track

Cultivate (Relevance to the Future)

Freshmen Connection Programs Offered (School Level Data) |
| 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 | | |
| Partially | Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th). | Work Based Learning Toolkit | **What is the feedback from your stakeholders?**

1. Families have stated that they would like to participate or support a school-wide Career Day or Career Exhibit. This support will be needed to support the post-secondary goals.

2. The Office of School Counseling and Postsecondary Advising (OSCPA) provides frameworks and foundations for post secondary success.

3. Community members in the vicinity of LaSalle have agreed to support our career awareness goals, and would be willing to volunteer their time/services.

4. Stakeholders in general would like more evidence that these practices are being implemented at LaSalle. | |
| 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 | **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?**

Students in 5-8th grade now have SEL built into their Essentials rotation, ensuring that they will receive Success Bound curriculum. | |
| Partially | 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 | Students in all grades will now be learning Financial Literacy during their Essentials rotation.

Monthly, the counselor will host a family workshop to cover the basics of GoCPS and the high school application process. | |

What student-centered problems have surfaced during this reflection?
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Students in marginalized groups tend to have logistical problems receiving services that are not within school hours; this means that services before or after school may not be accessible for these students, even if we provide them to target those students.
We do have a student voice committee that meets bi-monthly.
Our administration and teachers are in constant communication with our families and other stakeholders.
This year, with our ASPEN journaling, this will ensure that teachers and staff are wholly connected and on the same page about a student's behavioral progress.
Creating an Entrepreneurial and Leadership club for grades 6-8.

The school counselor will follow an implementation plan for a tier one approach to address SEL and post secondary needs throughout the building.

Monthly, there is a tier one theme based on either SEL or post secondary success to promote engagement.

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Select Rating	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	According to the 5essentials report, there's been a significant decline in our parent involvement dropping from 92% in 2019 to 62% by 2022.

The report also indicates that there are only 36% of teachers deeply committed to the school and 28% of teachers believe Laalle has a strong sense of responsibility to students development, school improvement and professional growth.

Only 66% of teachers reported seeing parents as partners in helping students learn, value their input and participation and support efforts to strengthen its students' community resources.

There's also been a significant decline in teachers reporting an effective leader to teacher trusting relationship. Only 47% of teachers reported that the leaders set high goals for quality instruction, maintain mutually trusting and respectful relationships and manage resources for sustained program improvement. | Cultivate

5 Essentials Parent Participation Rate

5E: Involved Families

5E: Supportive Environment

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

Select Rating

School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).

[Student Voice Infrastructure Rubric](#)

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

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

What is the feedback from your stakeholders?

Stakeholders will actively engage in the search for community members and businesses to join the LaSalle community and support the LaSalle auction. ✏️
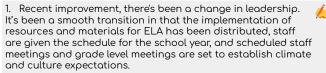
What student-centered problems have surfaced during this reflection?
If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

Students need constructive struggles in instructions and provide small group instructions to increase GRIT. ✏️

Increase teacher-home communication to support parents. If parents are more informed, parents would kno

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?

1. Recent improvement, there's been a change in leadership. It's been a smooth transition in that the implementation of resources and materials for ELA has been distributed, staff are given the schedule for the school year, and scheduled staff meetings and grade level meetings are set to establish climate and culture expectations. ✏️

2. Teachers are utilizing the new reading program to increase productive talk and rigor in their instruction.

3. In order to create more cohesion between staff and FOL, a teacher liaison will be present at all FOL meetings to allow for staff involvement on decisions and processes.

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

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
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?

There isn't an ELA curriculum that is aligned from K-8, and thus, rigor has decreased over the years. Based on LaSalle's 2022 5essentials Report, only 52% of students reported ambitious English instruction and 50% of the student report ambitious math instruction, meaning students are not feeling challenged and engaged in the classroom. These reports have significantly been low for the past two years specifically in the ELA instruction. In 2019, only 48% reported low ambitious instruction and continued down in 2021 with 35%. Additionally, only 27% of all students reported that their teachers challenged them and 34% of all students reported that their class makes them think. Similarly, teachers reported low ambitious instruction as well.

The rigor has also decreased because there isn't an aligned ELA curriculum and therefore, teachers are not collaborating or are not using the common language to discuss their students' progress in a meaningful way. According to LaSalle's 2022 5essentials Report, 39% of teachers reported program coherence. Only 28% of teachers reported having conversations with colleagues about curriculum instruction, and student learning. If we implement a standards-aligned cohesive curriculum with fidelity, then we will see instruction and content aligned vertically and horizontally across the building which leads to equitable access to rigorous, grade-level content for all students. With an aligned curriculum teachers can better analyze and evaluate the students' progression.

Students in 4-8 do not have access to MTSS interventions. According to LaSalle's 2022 5essentials Report, only 55% of students reported support for academic work. The MTSS team reports consistent weekly schedules for students K-3. Based on the Special Education Data referral, 13 students were receiving intervention in either or both reading and mathematics. Of the student referrals, there is a large gap with 35% of students referral are African American and another 11% are LatinX which when combined is about 50% more than other ethnicities.

Students who are in the off-track metric for CPS are having major attendance issues putting them off-track; at times with grades that would not qualify for off-track status. According to LaSalle's Dashboard, the average attendance is 76.03%. There are 21 students or 90.48% of students with chronic absenteeism.

What is the feedback from your stakeholders?

1. LSC approved the purchase of the Wit and Wisdom program for grade bands K-6. Each ELA grade band meets to align and reflect on the use of the Wit and Wisdom reading program and the Skyline Phonics program to drive instruction.

2. The ILT members will review given data and determine to meet monthly to review, adjust, execute and align the new ELA reading and phonics program once the new reading program is implemented for K-6. The LSC members are committed to supporting the school with resources that will align with the needs of this new curriculum.

3. Per survey, community members and parents are encouraged to support the school with reading nooks throughout the school building and it's all due to many involved parents supporting the LaSalle's Yearly Auction. Parents stated that they are happy their children are at LaSalle because children become bilingual by the time they graduate from LaSalle and attend selective enrollment schools knowing how to speak in another language. Parents also stated they appreciate the opportunity that students can participate in the exchange program which further reinforces the children in learning the language and culture.

What student-centered problems have surfaced during this reflection?

1. Students need instructions presented in multiple ways to build their background knowledge and basic foundations to build upon new learning. Students reported via 5Essential Survey with 52% of students reported ambitious instruction while 39% of teachers reported program coherence.

2. Students need consistent routine and small group settings within the larger classroom to build upon new learning and/or close the gap in skills necessary to master grade level skills.

3. Students need to be exposed to concepts in Social studies and science classes as well. According to the 5Essentials report, only 35% of students report that the teacher in their target class encourages students to make connections and seek multiple perspectives through their coursework.

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?

1. Attendance is a big factor that impedes academic and social-emotional growth. A child can't make progress if attendance is poor. We need to find ways to alleviate the issue. LaSalle will continue to increase involvement from the social worker and counselor and including incentives for the families with students with over 50% absences.

2. Provide support for those students that are not categorized as DL but can benefit from extra support to complete big projects, e.g. science projects.

3. Find ways to motivate 6th grade high achieving students to stay at LLA and seek out academic centers. Provide rigorous instruction. Per 5Essentials Report, only 52% of students reported ambitious instruction in ELA and 50% reported ambitious instruction in mathematics.

4. The Wit and Wisdom reading program is ordered and ready to begin this school year for K-8. Teachers plan on meeting quarterly to discuss alignment and reflect on students' progress. We will also use NWEA data to progress monitor rigor and increase our percentage of students on grade level from 73% to 80%.

5. Due to our school being a world language school, the scheduling for world language impacts the english language program alignment in which we will continue to closely monitor our alignment via quarterly check-ins.

6. Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.
7. Design a school day that is responsive to student needs.

Determine Priorities

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

Students...

If students receive a standards-aligned cohesive curriculum with fidelity, then students will see instruction and content aligned vertically and horizontally across the building.
If students receive instructions across all grade levels, then all students will have the opportunity to participate and utilize a set of common instructional strategies which will lead to equitable access to rigor, grade-level content for all students
If students utilize these sets of instructional learning strategies and tools to deepen their understanding of the texts, then students are able to verbalize and synthesize information via socratic seminars, and become better writers and effective communicators.

Resources: 🖋

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

Root Cause

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

As adults in the building, we...

Resources: 🖋

5 Why's Root Cause Protocol

1. If we implement aligned professional development sessions on school-wide goals with clear outcomes and objectives that hold relevance with daily practice in the classroom, then we see increased alignment in practice across classrooms which leads to collective efficacy and stronger instruction for all students. Hence, we have since ordered our new reading program, Wit and Wisdom.

2. There hasn't been an ELA curriculum that is aligned at LaSalle because teachers had been given the autonomy to use and develop their own literacy approaches. This led to teachers not having a clear vision of the school-wide goals and teachers needing PD centered on questioning and assessment methods for alignment.

3. Teachers were historically held to the expectiona of holding a set structure during the literacy block. The school hasn't invested in a strategic school-wide PD or goals for ELA instruction that are clearly communicated and followed-up on. Covid led to gaps in knowledge among students and teachers needing support with tailoring instruction to those new needs. Teachers will participate in Professional development to assist with the alignment in our methodology, assessment and performance tasks of our students, and finalize having a common language to analyze the students' work across grade levels.

4. If we continue to utilize a common curriculum, the teachers will also determine a common assessment plan to progress monitor the ELA - literacy skills of our 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.

Return to Top | **Theory of Action**

What is your Theory of Action?

If we....

Choose and purchase the standards aligned curriculum and arrange for professional development for this new curriculum,

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

then we see....

Then we can begin planning with a common language and definition of English Language concepts across the grade level. For example, we begin to utilize common strategies or methodology to deepen students' understanding of the reading materials, ensure students are talking to each other during the socratic seminars, build their vocabulary knowledge through context clues and increase writing about their thinking about reading during their ELA instructions.

which leads to...

teachers collaborating, coaching and analyzing the student data and with teachers providing common language, definition, and feedback when determining mastery of students' overall ELA performances and tasks.

Return to Top | **Implementation Plan**

Resources: 🚀

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

Team/Individual Responsible for Implementation Plan ✍️

ALL

Dates for Progress Monitoring Check Ins

Q1	10/26/2023	Q3	4/4/2024
Q2	2/8/2024	Q4	5/30/2024

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	Lesson plans across grade levels are consistent with curriculum implementation and match horizontally and vertically.	CIWP Team	5/1/2023	In Progress
Action Step 1	Look for phonics programs (skyline) and ELA programs (Wit & Wisdom) are being implemented.	All teachers K-6	9/5/2023	In Progress
Action Step 2	Ensure that teachers/staff are implementing curriculum units at the same pace.	All teachers K-6	10/5/26/2023	In Progress
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Teachers/staff are utilizing common strategies and activities consistent with the curriculums.	All teachers K-6		In Progress
Action Step 1	Grade level meetings where staff share student work samples and share strategies used.	All teachers K-6		Not Started
Action Step 2	Peer observation cycles.	All teachers K-6		Not Started
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	By the end of first semester teachers/staff will regroup to ensure the fidelity and pacing of the curriculums.	All teachers K-6		Not Started
Action Step 1	Grade level meetings held to go over lesson plans and long-term unit plans.	All teachers K-6		Not Started
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

Implementation Milestone 4	Teachers at the end of first semester and the end of second semester, will use student work and assessment data to drive instruction and to determine next steps.	All teachers K-6		Not Started
Action Step 1	Gather data and hold grade level meetings to discuss instruction and next steps.	All teachers K-6		Not Started
Action Step 2	Use data to drive planning for following school year and check for vertical alignment.	All teachers K-6		Not Started
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Teachers will be collaborating, coaching and analyzing the student data and with teachers providing common language, definition, and feedback when determining mastery of students' overall ELA performances and tasks.	✏️
SY26 Anticipated Milestones	Teachers will continue to use the common language, definition and feedback to identify specific needs of students and close the achievement gap before moving students to Tier 2 and Tier 3.	✏️

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
Teachers collaborating, coaching, and participating in internal learning walks including common language, definition, and feedback when determining mastery of students' overall ELA performances and tasks.	Yes	STAR (Reading)	Overall				
			Select Group or Overall				
Implementation of data cycles to monitor student performance and drive instruction	Yes	3 - 8 On Track	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&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Teachers having access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive will ensure that teachers are planning and being held accountable to instructional practice expectations, ensuring that all students are having equal access to resources, and receive relatable instruction where they are reflected which strengthens their connection to content	Teachers will be able to plan vertically to create sustainable unit plans that support the curriculum	Full impementation of the curriculum with foundational skill materials will allow for reduction in learning gaps, grades aligned to assessments, and increase in growth not onlu attainment in standardized assessments
C&I:2 Students experience grade-level, standards-aligned instruction.	Students will experience grade-level standards-aligned instruction that hold teachers accountable through lesson planning and ensure that students are sharing aligned experiences in instruction in both classrooms, assessment, and academic support tailoered to their individual needs	Teachers will be able to implement data cycles to support decision making that will drive instruction, and students will receive consistent support based on their needs with informed interventions	Students will benefit from receiving differentiated instruction and research based data intervention supports

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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
Teachers collaborating, coaching, and participating in internal learning walks including common language, definition, and feedback when determining mastery of students' overall ELA performances and tasks.	STAR (Reading)	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Implementation of data cycles to monitor student performance and drive instruction	3 - 8 On Track	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
		Progress Monitoring			
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.	Teachers having access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive will ensure that teachers are planning and being held accountable to instructional practice expectations, ensuring that all students are having equal access to resources, and receive relatable instruction where they are reflected which strengthens their connection to content	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Students will experience grade-level standards-aligned instruction that hold teachers accountable through lesson planning and ensure that students are sharing aligned experiences in instruction in both classrooms, assessment, and academic support tailoered to their individual needs	Select Status	Select Status	Select Status	Select Status
		Select Status	Select Status	Select Status	Select Status

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Partially	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?

First, the implementation of the MTSS is in its Pre-Foundational stage for Assessment plan in draft form has not been finalized and approved. LaSalle has purchased the NWEA program as our progress monitoring data.

Second, LaSalle is in its Pre-Foundational stage where our school personnel have not been engaged in training to gain understanding of how to use universal screening data. We have had only one MTSS lead and the implementation has been inconsistent throughout the building. MTSS Team has been established with an identified MTSS Lead. However, MTSS services have been inconsistent throughout the school building due to scheduling issues as well as staff availability. The principal has added two additional staff members to support our students in Tier 2 and 3. According to the 5Essentials Report, only 55% of students report support for academic work and only 40% of students share a high level of mutual trust and respect. Only 19% of teachers reported that they work productively with colleagues in the school building and only 15% of teachers reported that they have enough time to think carefully about, try, and evaluate new ideas. If the MTSS is embedded into the school time, teachers will have opportunities to collaborate and create small group interventions for all students as opposed to having only one MTSS lead to conduct all the Tier 2 and 3 interventions.

Third, the MTSS Team has created a plan for full implementation Branching Minds in the school but not yet implemented. The team is working on utilizing FLEX time to create rotating intervention sessions on a daily basis to implement research-based interventions. The team is also working with grade level leads to build upon their Tier 1 strategies during the ELA and Math instruction. According to the 5Essentials Report, only 25% of students reported that their teachers are willing to give help on schoolwork and give specific suggestions on how they can improve in their classes. If students receive small group intervention support for all Tier 1, 2 and 3, students would receive instructions specifically for the skills needed to improve in their school work. The team also reported concerns regarding the number of students with IEPS by race. According to our internal reports of students with IEPS by race, we have 14 out of 26 students recently referred for an IEP who were identified as African American which is about 54% more than other races (White, Latinex, Asian combined). Additionally, we noticed there is a large number of referrals in Grades 3 and 8. Of the 26 students identified for Tier 2 and 3, we had 7 referred in Grades 3 and 4 referred in Grades 8 for special education. According to the 5 Essential report, only 49% of students feel connected to the school. Twenty-nine percent of students reported that their teachers help them catch up in class if they are behind and that their teachers give them extra work to help them in school. The school feels that targeting an inclusive learning environment is kick off to kinder- this promotes equitable performance entering kindergarten.

If these MTSS systems are in place and implemented, students would feel more connected and supported in their classrooms and we can close the academic gap with all our students as well as ensure our African American students do not get left behind.

What is the feedback from your stakeholders?

The MTSS team meets with the DL team to identify alignment and incorporate unique needs for context, culture, and the needs of all students and staff. The MTSS will incorporate strategies to enhance the MTSS process with grades 4 through 8. Parents in the primary level report that they are appreciative for the Tier 1, 2, and 3 interventions. Parents in the 4th to 8th grade report frustration to support their child(ren).

Based on the 5Essentials Report, our parent involvement in the school has dropped from very strong with 89% in 2019 and slowly declined in the last two years to 59% of parents being involved in 2022. The survey also shows only 4% of our parents volunteered their time to support the school in the school building. Based on these surveys, parents want to see this come back. Despite believing FOL and the school have a unified vision to support all students and ensure programs and resources are available for all teachers in order to work with all our students, they do not believe LaSalle provides enough support for our students academically as well as emotionally.

What student-centered problems have surfaced during this reflection?

1. MTSS Intervention is not implemented consistently for grades 4 to 8. If and when MTSS is being implemented for grades 4 through 8, students become frustrated when pulled out from their core classes to work with an interventionist.

2. There's a large number of special education referrals for our grades 2 and 3, and 100% of these students receive special education services.

3. This leads to whether or not our interventions are effective in decreasing special education referrals. Hence, teachers need PD on universal strategies for Tier 1, Tier 2, and Tier 3. The team also need to identify formal assessments to use to progress monitor to ensure students are receiving skills that will close the academic gap.

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?

MTSS interventions are in place for Kindergarten through 3rd grade specifically for reading and math. According to our STAR360 data, we have 74% of our students at or above grade level. However, there wasn't any movement with our Tier 2 and Tier 3 numbers. LaSalle only has one to two staff members consistently providing MTSS TIer 2 and 3 interventions for all of K-3 students. Staffing teachers to provide interventions are impacted by the schedule conflicts amongst students and core subjects.

Due to scheduling conflict that impedes teachers from providing interventions for students at or below the 20% in ELA and Math, and the fact that there are limited before and after school homework support and enrichment opportunities, our Tier 2 and 3 students do not receive the interventions needed.

Determine Priorities

Return to Top

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

Students...

Since MTSS has been inconsistent due to staffing, scheduling and the understanding of a universal approach in our Tier 1, 2, and 3, the student problem that this will address is to implement a rotating flex schedule to address appropriate and effective small group interventions with all students across the grade level.

If small group instructions happen consistently with a specific rotating schedule, students would receive immediate feedback and receive specific strategies and instructions to increase academic rigor. The students' levels of understanding will be consistent across the grade level and across the students' deficiencies.

When teachers provide small group instructions, students will feel connected to teachers and build a relational trust and guidance to improve their academic, social and emotional needs.

Resources: 🖋

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

Return to Top

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

As adults in the building, we...

Resources: 🖋

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

Teachers in grades K-8 will provide rotating flex scheduling to meet the needs of all our students on a daily basis. Students will be grouped according to subskills and needs.

Teachers will bring in their universal and individualized instructions aligned with the MTSS goals for all students.

Teachers will provide and analyze the MTSS data points in their progress monitoring system.

If teachers implement the interventions / strategies, then students should learn the skills necessary for their particular deficiencies which also in turn increase students' comprehension and likely attendance.

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....

Use benchmark assessment data to identify tier 2 and 3 students. We can use intervention or enrichment programs such as Amira and Freckle to provide interventions.

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

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

then we see....

Students growth based on progress monitoring measures. Students can rotate tiers.

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

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

which leads to...

Providing specialized intstruction and meeting the needs of our students, decrease in the number of students in Tier 3 and reduction of number evaluated in special education especially students of color, and increase the support necessary to engage our students in the learning process.

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 ✏️

CIWP Team Members

Dates for Progress Monitoring Check Ins

Q1	10/26/2023	Q3	4/4/2024
Q2	2/8/2024	Q4	5/30/2024

SY24 Implementation Milestones & Action Steps	Who ✏️	By When ✏️	Progress Monitoring
Implementation Milestone 1 Using scheduled flex time to provide interventions and enrichment.	CIWP Team	10/26/2023	In Progress
Action Step 1 The MTSS team will create a schedule for the whole school	Teachers	10/1/2023	In Progress
Action Step 2 Teachers will be trained on expectations of intervention instruction	Teachers	10/30/2023	Not Started
Action Step 3 Teachers will be monitored every 5 weeks for data entry	Admin	10/30/2023	Not Started
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 2 Using AMIRA and Freckle to provide intervnetions and enrichments.		10/17/2023	In Progress
Action Step 1 Teachers are trained in the programs	Teachers	10/17/2023	In Progress
Action Step 2 Teachers are trained to evaluate the data	Teachers	10/17/2023	In Progress
Action Step 3 Students provided devices to use the program	Teachers	10/17/23	In Progress
Action Step 4 Teachers use flex time	Teachers	10/17/2023	Not Started
Action Step 5			Select Status
Implementation Milestone 3 Analyze progress monitoring data	MTSS Team	10/30/2023	Not Started
Action Step 1 Progress monitor every six weeks	Teachers	10/30/2023	Not Started
Action Step 2 Analyze Data	Teachers	10/30/2023	Not Started
Action Step 3 Move students tiers	Teachers	10/30/2023	Not Started
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 4		30/2023	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	Providing specialized intstruction and meeting the needs of our students, decrease in the number of students in Tier 3 and reduction of number evaluated in special education especially students of color, and increase the support necessary to engage our students in the learning process.	✏️
SY26 Anticipated Milestones	Teachers will continue to use the common language, definition and feedback to identify specific needs of students and close the achievement gap before moving students to Tier 2 and Tier 3.	✏️

Goal Setting

Return to Top

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	Numerical Targets [Optional] ✏️		
					SY24	SY25	SY26
Using scheduled flex time to provide interventions and enrichment.	Yes	5E: Supportive Environment	Overall				
			Select Group or Overall				
Using AMIRA and Freckle to provide intervnetions and enrichments.	Yes	Reduction in OSS per 100	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
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	By creating, implementing and progress monitoring intervention plans utilizing the Branching Minds platform we will see a seamless connection into our Tier 1 classroom. This will allow for us to meet the needs of all our students where they are currently performing.	By strengthening implementation of our Tier 1, 2, and 3, we will see reduction in our BHT and Tier 3 student referrals, as well as a shift in mindset toward the MTSS process and Tiered expectation within instructors	Full implementation of a progress monitoring system that supports the expectations of MTSS would result in teachers instructional target being small groups and using data to drive instruction
C&I:5 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.	By implementing balanced assessment systems we will see teachers plans reflect backwards mapping of their instuction	Teachers will have accurate data cycle input in order to implement supportive instructional strategies to close student gaps	Teachers grades and practices will align with standardized assessments
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	By ensuring that students are receiving timely, high quality IEPs, which are developed and implemented we will see a reduction in referrals for grades 2-8, and stronger Tier 1 instruction	The tier 1 instruction will be fully seamless	We will see a reduction in DL referrals and requests of resources from District (paras)

SY24 Progress Monitoring

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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
Using scheduled flex time to provide interventions and enrichment.	5E: Supportive Environment	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Using AMIRA and Freckle to provide intervnetions and enrichments.	Reduction in OSS per 100	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Identified Practices	SY24	Progress Monitoring			
		Quarter 1	Quarter 2	Quarter 3	Quarter 4

I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	By creating, implementing and progress monitoring intervention plans utilizing the Branching Minds platform we will see a seamless connection into our Tier 1 classroom. This will allow for us to meet the needs of all our students where they are currently performing.	*Select Status*	*Select Status*	*Select Status*	*Select Status*
C&I:5 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.	By implementing balanced assessment systems we will see teachers plans reflect backwards mapping of their instuction	*Select Status*	*Select Status*	*Select Status*	*Select Status*
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	By ensuring that students are receiving timely, high quality IEPs, which are developed and implemented we will see a reduction in referrals for grades 2-8, and stronger Tier 1 instruction	*Select Status*	*Select Status*	*Select Status*	*Select Status*

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

Select a Goal

Select a Goal

Select a Goal

Parent and Family Plan

If Checked:	☐	**Our school is a Title I school operating a Schoolwide Program**
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		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)**