CIWP Team & Schedules

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

Name ✍	Role ✍	Email ✍
Ana Rodriguez	Principal	amrodriguez@cps.edu
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Marissa Ponti	Inclusive & Supportive Learning Lead	mponti@cps.edu
Michael Mercado	Techo/Teacher Leader	mamercado@cps.edu
Maria Vasquez	Teacher Leader	mavasquez1@cps.edu
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Jenny Lou Novida	Teacher Leader	jvnovida@cps.edu
Carmen Vazquez	Teacher Leader	cvazquez5@cps.edu
Carmen Rivera-Kurban	Partnerships & Engagement Lead	cmrivera-kurban@cps.edu
Terry Mitter	Connectedness & Wellbeing Lead	tjmitter@cps.edu
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	5/24/2023	5/24/23
Reflection: Curriculum & Instruction (Instructional Core)	6/22/23	6/20/2023
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/22/23	6/21/23
Reflection: Connectedness & Wellbeing	6/22/23	8/15/23
Reflection: Postsecondary Success	6/22/23	8/22/23
Reflection: Partnerships & Engagement	6/22/23	8/29/23
Priorities	6/22/23	8/15/23
Root Cause	9/5/23	8/22/23
Theory of Acton	8/29/23	8/29/23
Implementation Plans	8/29/23	9/5/23
Goals	9/5/23	9/11/23
Fund Compliance	4/26/23	9/15/23
Parent & Family Plan	8/21/23	1/8/24
Approval	9/12/23	8/12/03

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	10/24/23
Quarter 2	12/19/23
Quarter 3	3/19/24
Quarter 4	6/4/24

Indicators of a Quality CIWP: Reflection on Foundations

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

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

Stakeholders are consulted for the Reflection of Foundations.

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

Resources 🚀

Reflection on Foundations Protocol

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	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	For IAR Math, we had very low attainment (3%) and very high levels of students not meeting expectations (46%). Suggests poor foundational skills, no afterschool program for struggling students. Connects to students poor informational text skills. More exposure to focus skills and grade level standards in the curriculum. Pacing needs to be edited to ensure all necessary standards are covered. For IAR English, SY 2019 and 2023 scores were pretty equal, showing that pre pandemic levels have been reached. For SY 23 19% attainment, 34% did not meet expectations. 22% approaching suggests that greater scaffolding and looping of standards based, focus skill practice needs to be in place. This also suggests that greater MTSS interventions need to be present. Subclaim scores show that vocab needs to be focused on students skills in determining meaning in context clues versus just definitions. Subclaim scores show that informational text/literary texts need to have a 70/30 split. Need to be intention with modeling (think aloud, read aloud, StS discourse) For writing higher of non attainment (#) More direct writing instruction (read think write, journaling daily, daily writing practice, DOL, grammar instruction)For star ELA we had lower attainment than we did for star math. Star data needs to be used as a diagnostic data (Whole group T1 instruction and T2/3 interventions) Students who took star 360 (3-8th) 126 tests (both math and reading) were at the low growth and low performance category. For I Ready, higher growth was achieved in Reading than math. Wondering how accurate is the baseline data from this year? How can teachers be set up to utilize the diagnostic data in their instruction? Stress the importance of attendance in kinder (students showed minimum growth or reverted)	IAR (Math)
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric / Teacher Team Learning Cycle Protocols / Quality Indicators Of Specially Designed Instruction		IAR (English) / Rigor Walk Data (School Level Data) / 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?** ✏️ We discovered this year that our math curriculum did not meet expectations because it was only partially aligned. There was some apprehension from teachers about changing the curriculum, especially at k-2, when they experienced great iready growth. Teachers see a greater need for pull out support to meet all students needs. Teachers also need to review the scaffolds that they are putting in place so all students can access the T1 instruction.	STAR (Math) / iReady (Reading) / iReady (Math)
Partially	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?** ✏️ Currently interventions are in place; however, they are for a limited number of students. This is connected to our inclusive and supported learning goals. Personalized learning plans were developed for middle school; however, follow through/implementation was not always consistent. Teachers attended weekly professional development during principal directed meeting time focused on improving instruction. We noticed large gains in k-2, but not in 3-8. We have also developed for this school year a unified standards based curriculum (skyline)	

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 are lacking foundational skills in both literacy and math ✏️
In literacy, students' writing skills (direct instruction), informational text skills, and vocabulary in context skills need to be refined
In math, foundational skills need scaffolded
Student attendance/engagement in the learning
Feedback cycles within the balanced assessment system,
Explicit in instructional sequencing
(standard/objective/engagement/assessment/feedback) so students can understand their progress in the learning

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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	Data from the 10/10/22 --> 6/22/23	Unit/Lesson Inventory for Language Objectives (School Level Data)

Data from the 10/10/22 --> 6/22/23

The tier movement report illustrated that although there is positive tier movement, many students are still in t2/3 and in need of interventions. For reading, at BOY 60% percent of students were in T2/3 and by EOY that number decreased to 50%. For reading at BOY 39% of students were at T1 and by EOY, that number increased to 48%. For reading at BOY 86 students were in tier 3, and at EOY that number decreased to 59. 3 students moved from t1 to t3 from BOY-EOY and 6 students moved from t2-t3 from BOY-EOY.

For Math, the tier movement report does continue to illustrate that t2-3 interventions need to be prioritized. For Math, at BOY 61% of students are in t2/3 and by EOY that number decreased to 48%. AT BOY 37% of students were in T1 and by EOY that number had increased 50% of students were in T1. 60 of the 81 students who were in T1 at BOY stayed at T3 for this year and only 15 of the 81 moved to T2, this illustrates that T3 interventions are not being appropriately administered.

Celebrations:
--> 11 students went from t3-t1 from BOY to EOY for reading
--> 19 students went from t2-t1 from BOY- EOY for reading
--> 6 students moved from t3-t1 from BOY-EOY for math

What is the feedback from your stakeholders?

IEP and ELL support seem to be on track; however, MTSS systems need to be improved to ensure students are supported. Teachers see a greater need for pull out support to meet all students needs. Teachers also need to review the scaffolds that they are putting in place so all students can access the T1 instruction.

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?

Interventions were in place; however the intervention usage report indicates that T.2 and T3 interventions were only noted in branching minds with under 50% fidelity.

Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.	

Metrics column:
- MTSS Continuum
- Roots Survey
- ACCESS
- MTSS Academic Tier Movement
- Annual Evaluation of Compliance (ODLSS)
- Quality Indicators of Specially Designed Curriculum
- 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.

There is not robust enough Tier movement
The MTSS system and team need to be revamped to ensure proper documentation is completed.
Provision of appropriate support is hindered by not having appropriate documentation, which causes delays in providing students with services.

Return to Top	**Connectedness & Wellbeing**		

Using the associated references, is this practice consistently implemented?		**References**	**What are the takeaways after the review of metrics?**	**Metrics**
Partially	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	Based on the cultivate survey; students (grades 4-8) noted classroom community, feedback for growth, and student voice as Lowell's top three areas of growth.	% of Students receiving Tier 2/3 interventions meeting targets
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			Access to OST

Metrics column (Connectedness & Wellbeing):
- % of Students receiving Tier 2/3 interventions meeting targets
- Reduction in OSS per 100
- Reduction in repeated disruptive behaviors (4-6 SCC)
- Access to OST
- Increase Average Daily Attendance
- Increased Attendance for Chronically Absent Students
- Reconnected by 20th Day, Reconnected after 8 out of 10 days absent

Attendance was under 90% for the 22-23 school year and it impacted on track rates. Although we did several attendance incentives, we did not see the growth that we anticipated. We need a better way to incentive and support student attendance.

Grading practices are not always equitable. Some teachers use 0s

5Essentials data linked here

Although we do have a student voice committee in place, it is not as robust as we would like.

What is the feedback from your stakeholders?

No	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.	Teachers have expressed some frustration about BHT services. There are concerns about students not receiving the necessary services due to lack of documentation. As a school we need a greater focus on ensuring that BHT services and student behavior data are entered into branchings minds, so the team can make informed decisions. There is also teacher frustration about attendance and lack of control that we have over it. Teachers have also noted need for more robust after school programing both for academics and enrichment.	Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data)
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		Enrichment Program Participation: Enrollment & Attendance

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?**
Students are not attending school regularly enough Need more after school programing/field trip opportunities Students need additional recognition for doing well academically and behaviorally Student voice committee needs increased ownership and visibility	The BHT team was brand new last year, so that is a structure that we are still learning as a school community. We did attendance incentives last year, but did not see the results we would have hoped for. I believe that a formalized and publicized attendance plan would support this and make this more accessible to all students.

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Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)		References	What are the takeaways after the review of metrics?	Metrics
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)	We had 100% graduation rate. 0 8th graders went to summer school and there was no retention. We had 5 6th graders who attended and passed summer school. We currently do not have any ECCC offerings at this time. Counselor's Notes In the middle school the counselor team teachers with the social studies teacher. When counselor pushes in to classes, he engages students in academic/personal goal setting quarterly, GPA calculations quarterly, and review of gradebook for missing assignments weekly. Counselor and instructional coaches/interventions work to conference with students about their on track status and provide guidance/incentives. We wear college shirts on Friday. The middle school is decorated with many different college flags and pennants to build a college going/post secondary focused culture in the school. All students have familiarity with go CPS to apply for high school. 6th graders complete independent research project for one high school. 7th graders research 3 additional schools to apply for. 8th graders have a total of 5 school to apply to. 8th graders also complete a college fair presentation about a post secondary institution. Counselor keeps folders for each student 6-8 to pass along ot high school. Students attend a high school fair in person at Cameron Elementary and the virtual CPS high school fair. Students complete career research project with counselor. Counselor also partners with local florist to provide instruction in floral arrangement. College visit field trip to Wright college for 8th graders. College going/postsecondary focused culture among families? Need data for this.	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
Yes	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		
Yes	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit	**What is the feedback from your stakeholders?** Teachers appreciate opportunity to team teach with counselor. Students and teachers have expressed need for a math teacher, especially one who can provide students with algebra instruction.	9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
No	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?** During the intervention time, the counselor is also targeting 8th students who have a 3.0 or who are at/above benchmark	

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	6th students who have a 3.0 or who are at/above benchmark for additional acceleration and enrichment, as well as the students who are in need of intervention. Impact is TBD as we are starting this year. Additional Bilingual/ELL support (pull out) would be beneficial because not all of our 6-8 teacher are endorsed/bilingual, although there is SECA language support

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.

Not having an algebra program or active science program (hands on/project based)
Negative attendance rates impacting on track rates
Lack of acceleration for students at/above benchmark

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	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	In the 5 essentials, we were rated weak for supportive environment, safety was rated as very weak and academic professionalism and student teacher trust were both rated weak. Parent influence on decision making in schools and parent involvement in school were both rated neutral by teachers. Teacher parent trust was rated weak by teachers. Students rated lowell very weak for parent supportiveness. THe parent involvement metric dropped steeply this year from 57 to 41, as did the metric for teacher parent trust from 78 in 2021 to 29 in 2023. For the cultivate survey student identified areas for growth were: feedback for growth, classroom community, and student voice.	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) 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)
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit	We have three different parent involvement supports at Lowell, the BAC, PAC, and LSC. For student involvement we have a student voice committee, but last year was it's first year and it was only available to middle school students (mostly 8th graders)	
Partially	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric	**What is the feedback from your stakeholders?** It seems that students want more ways to be involved and have their voices heard in the decision making at the school. It also seems that teachers do not see parents as partners in the education of their students as 37% of teachers stated only some of the parents support their work. Teachers and parents at this school think of each other as partners in educating children 42% of respondents strongly disagree/disagree. During GLT meetings, teachers have requested additional opportunities to engage with parents and families (ex. more open houses, parent nights etc.)	

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, teachers, and families are in silos, and there should be increased opportunities for engagement between the groups.

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

We believe that improving parent engagement would help to improve attendance, so this is connected with our connectedness and wellbeing priorities. At this point right now, we do not have any improvement efforts in progress.

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. |

| Partially | The ILT leads instructional improvement through distributed leadership. |

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

| Partially | Evidence-based assessment for learning practices are enacted daily in every classroom. |

What are the takeaways after the review of metrics?

For IAR Math, we had very low attainment (3%) and very high levels of students not meeting expectations (46%). Suggests poor foundational skills, no afterschool program for struggling students. Connects to students poor informational text skills. More exposure to focus skills and grade level standards in the curriculum. Pacing needs to be edited to ensure all necessary standards are covered. For IAR English, SY 2019 and 2023 scores were pretty equal, showing that pre pandemic levels have been reached. For SY 23 19% attainment, 34% did not meet expectations. 22% approaching suggests that greater scaffolding and looping of standards based, focus skill practice needs to be in place. This also suggests that greater MTSS interventions need to be present. Subclaim scores show that vocab needs to be focused on students skills in determining meaning in context clues versus just definitions. Subclaim scores show that informational text/literary texts need to have a 70/30 split. Need to be intention with modeling (think aloud, read aloud, StS discourse) For writing higher of non attainment (#) More direct writing instruction (read think write, journaling daily, daily writing practice, DOL, grammar instruction)For star ELA we had lower attainment than we did for star math. Star data needs to be used as a diagnostic data (Whole group T1 instruction and T2/3 interventions) Students who took star 360 (3-8th) 126 tests (both math and reading) were at the low growth and low performance category. For I Ready, higher growth was achieved in Reading than math. Wondering how accurate is the baseline data from this year? How can teachers be set up to utilize the diagnostic data in their instruction? Stress the importance of attendance in kinder (students showed minimum growth or reverted)

What is the feedback from your stakeholders?

We discovered this year that our math curriculum did not meet expectations because it was only partially aligned. There was some apprehension from teachers about changing the curriculum, especially at k-2, when they experienced great iready growth. Teachers see a greater need for pull out support to meet all students needs. Teachers also need to review the scaffolds that they are putting in place so all students can access the T1 instruction.

What student-centered problems have surfaced during this reflection?

Students are lacking foundational skills in both literacy and math
In literacy, students' writing skills (direct instruction), informational text skills, and vocabulary in context skills need to be refined.
In math, foundational skills need scaffolded
Student attendance/engagement in the learning
Feedback cycles within the balanced assessment system,
Explicit in instructional sequencing
(standard/objective/engagement/assessment/feedback) so students can understand their progress in the learning

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?

Currently interventions are in place; however, they are for a limited number of students. This is connected to our inclusive and supported learning goals. Personalized learning plans were developed for middle school; however, follow through/implementation was not always consistent. Teachers attended weekly professional development during principal directed meeting time focused on improving instruction. We noticed large gains in k-2, but not in 3-8. We have also developed for this school year a unified standards based curriculum (skyline)

Determine Priorities

Resources: 🚀

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

Students...

need explicit instructional sequencing that meets grade level standards alignment and is highly scaffolded to bridge poor foundational skills in reading, writing and math.

[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

Resources: 🚀

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

As adults in the building, we...

must provide scaffolds for students, and to better provide scaffolds, teachers must learn different effective scaffolding practices

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

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

What is your Theory of Action?

If we....

Resources: 🚀

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

provide teachers with training to effectively pace, scaffold, and analyze data from a high quality, culturally responsive, standards based curriculum (skyline)

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....

improved T1 instruction and improved student engagement/participation in the learning

which leads to...

decreased rates of tier 2 and 3 students, improved IAR benchmark attainment, and improved diagnostic testing growth.

Implementation Plan

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍️

Instructional Coach/Principal/ILT

Dates for Progress Monitoring Check Ins

Q1	10/24/23	Q3	3/19/24
Q2	12/19/23	Q4	6/4/24

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	Teachers will utilize curriculum implementation measures imbedded in Skyline to improve Tier 1, grade-level instructional objectives in 100% of math classes and 100% of ELA classes (3-8)	Instructional Coach/teachers/principal		*Select Status*
Action Step 1	Use 1 cycle of Grade Level Team meetings to improve teacher implementation of Skyline through exposure to training modules and discussion of practice.	Instructional Coach/teachers	9/22/23	*Select Status*
Action Step 2	Use 2nd cycle of grade level team meetings to identify and refine instructional practices in Skyline that are successful for teacher use and reflect strong student engagement.	Instructional Coach/teachers	10/27/23	*Select Status*
Action Step 3	Use 3rd cycle of Grade Level team meetings to engage in analysis of student work samples to determine gaps in student understanding or instructional implementation.	Instructional Coach/teachers	12/1/23	*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 2	Teachers will observe and engage with classroom implementation of Skyline routines and instructional objectives and provide individualized support in forms of coaching professional practice in at least 75% of classes	Instructional Coach/principal/ILT	06/06/24	*Select Status*
Action Step 1	Utilize Instructional Core Walks to observe building-wide instructional capacity and recommend supports.	Instructional Coach/ILT/Principal	BOY, MOY, EOY network and monthly internal walks	*Select Status*
Action Step 2	Utilize teacher leaders in instruction to model best practices at professional learning or school improvement days.	ILT/Teacher Leaders	9/22/23, 10/27/23, 12/22/23, 2/9/24, 4/1/24, 6/10/24	*Select Status*
Action Step 3	Engage in individual goal setting conversations to focus on needs and available supports.	Instructional coach/Teachers	BOY	*Select Status*
Action Step 4	Engage in reflective practice conversations with peers & co-teachers.	ILT/Teachers	weekly	*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 3	Coaches and admin will identify areas of struggle for instructional staff and provide support in classrooms through modeling, materials management, and co-teaching for 100% of teachers	Instructional Coach/Principal	06/06/24	*Select Status*
Action Step 1	Include in grade level team meeting cycle an opportunity for teachers to ask for assistance on specific instructional needs (e.g. a parking lot, follow up consult, invitation to observe and consult).	Teachers/ILT	3rd meeting in 5 week cycle throughout the year	*Select Status*
Action Step 2	Facilitate peer-to-peer classroom visits and discussion to encourage instructional problem solving through creation of a PLC.	ILT/Teachers/Instructional Coach	Monthly	*Select Status*
Action Step 3	Arrange for mentor teachers of Skyline to simulate lessons in person to build confidence in using instructional routines and protocols.	Teachers/ILT	12/4/23	*Select Status*
Action Step 4	Provide professional learning on co-teaching models utilizing professional development days and Network staff.	Instructional Coach	9/22/23, 10/27/23, 12/22/23, 2/9/24, 4/1/24, 6/10/24	*Select Status*
Action Step 5	Builds capacity for teacher to scaffold and accelerate student learning through stronger use of UDL supports in skyline curriculum			*Select Status*
Implementation Milestone 4	Admin will conduct at least 4 collaboration sessions for MTSS team, BHT, ILT, and teachers	Coaches, ILT, Interventionists	6/6/23	*Select Status*

Curriculum & Instruction

Action Step 1	Introduce during 9/22/23 PD	ILT, MTSS, BHT		*Select Status*
Action Step 2	Begin 09/22/23 for meeting	ILT, MTSS, BHT		*Select Status*
Action Step 3	Quarterly sessions for collaboration (10/23/23, 12/20/23, 3/22/24, 6/4/23)	ILT, MTSS, BHT		*Select Status*
Action Step 4	In these meetings we will monitor progress and ensure systems are functional.	ILT, MTSS, BHT		*Select Status*
Action Step 5				*Select Status*

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	T1 instruction effectively meets the needs of at least 77% of the student population ILT members continue to conduct and plan meetings for GLT Systems of collaboration are implemented with measurable results	✏️
SY26 Anticipated Milestones	T1 instruction effectively meets the needs of at least 80% of the student population. ILT members continue to conduct and plan meetings for GLT Systems of collaboration are fully implemented and are meeting intended results	✏️

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Goal Setting

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

Resources: 🚀

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	SY24	SY25	SY26
#of Students at/above benchmark or on watch	Yes	STAR (Reading)	Overall	68	77	91	115
			Other [Specify]				
#of Students at/above benchmark or on watch	Yes	STAR (Math)	Overall	66	77	91	115
			Other [Specify]				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✏️	Specify your practice goal and identify how you will measure progress towards this goal. ✏️		
	SY24	**SY25**	**SY26**
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	All teachers implement skyline math for K-8 and skyline ela for 3-8	Most teachers are utilizing instructional materials to adjust instruction to meet students needs.	All teachers are utilizing instructional materials to adjust instruction to meet students needs.
C&I:2 Students experience grade-level, standards-aligned instruction.	100% of classes have strong standard, objective, task, assessment alignment on network rigor walks	Most classes have evidence of differentiation of tasks/assessments to meet the needs of the standards	All classes have evidence of differentiation of tasks/assessments to meet the needs of the standards
C&I:4 The ILT leads instructional improvement through distributed leadership.	100% of ILT members will co-lead GLT meetings at least 1x each 5 week cycle	During each school improvement day the ILT will provide collaborative sessions that are geared to teacher development.	ILT creates school professional development calendar and utilizes school data to inform priorities.

Return to Top | **SY24 Progress Monitoring**

Curriculum & Instruction

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
#of Students at/above benchmark or on watch	STAR (Reading)	Overall	68	77	Select Status	Select Status	Select Status	Select Status
		Other [Specify]			Select Status	Select Status	Select Status	Select Status
#of Students at/above benchmark or on watch	STAR (Math)	Overall	66	77	Select Status	Select Status	Select Status	Select Status
		Other [Specify]			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:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	All teachers implement skyline math for K-8 and skyline ela for 3-8	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	100% of classes have strong standard, objective, task, assessment alignment on network rigor walks	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	100% of ILT members will co-lead GLT meetings at least 1x each 5 week cycle	Select Status	Select Status	Select Status	Select Status

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

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

Connectedness & Wellbeing

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially — Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.

Partially — Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.

No — All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.

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

What are the takeaways after the review of metrics?

Based on the cultivate survey; students (grades 4-8) noted classroom community, feedback for growth, and student voice as Lowell's top three areas of growth.

Attendance was under 90% for the 22-23 school year and it impacted on track rates. Although we did several attendance incentives, we did not see the growth that we anticipated. We need a better way to incentive and support student attendance.

Grading practices are not always equitable. Some teachers use 0s

5Essentials data linked here

Although we do have a student voice committee in place, it is not as robust as we would like.

What is the feedback from your stakeholders?

Teachers have expressed some frustration about BHT services. There are concerns about students not receiving the necessary services due to lack of documentation. As a school we need a greater focus on ensuring that BHT services and student behavior data are entered into branchings minds, so the team can make informed decisions.

There is also teacher frustration about attendance and lack of control that we have over it.

Teachers have also noted need for more robust after school programing both for academics and enrichment.

What student-centered problems have surfaced during this reflection?

Students are not attending school regularly enough
Need more after school programing/field trip opportunities
Students need additional recognition for doing well academically and behaviorally
Student voice committee needs increased ownership and visibility

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

The BHT team was brand new last year, so that is a structure that we are still learning as a school community. We did attendance incentives last year, but did not see the results we would have hoped for. I believe that a formalized and publicized attendance plan would support this and make this more accessible to all students.

Return to Top

Determine Priorities

Resources: 🚀

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

Students...

Poor attendance represents lack of opportunities for academic engagement and schoolwide community involvement.

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Return to Top

Root Cause

Resources: 🚀

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

As adults in the building, we...

need to provide both students and families opportunities to engage in academic activities that support the broader school community (ex. parent nights, talent shows, celebrations etc.)

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Return to Top

Theory of Action

What is your Theory of Action?

If we....

develop and implement a robust school wide PBIS system that works in conjunction with BHT team and instructional staff to create positive school culture and provide SEL and academic supports

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

Connectedness & Wellbeing

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, families, and staff investing in a culture of high expectations, academic excellence, and positivity.

which leads to...

increased student attendance and on-track rates, decreased student infraction rates, and a greater sense of school community for students, families, and staff.

Implementation Plan

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍

ILT, Attendance, PBIS, and BHT

Dates for Progress Monitoring Check Ins

Q1	10/24/23	Q3	3/19/24
Q2	12/19/23	Q4	6/4/24

	SY24 Implementation Milestones & Action Steps ✍	Who ✍	By When ✍	Progress Monitoring
Implementation Milestone 1	Create and engage in a PBIS professional learning community that provides learning to 100% of school staff	Attendance Team Leads/ILT	12/22/23	Select Status
Action Step 1	Develop PBIS Team	Attendance Team and PLC	09/01/23	Select Status
Action Step 2	Create agendas and meeting cadence for PLC meetings	Attendance Team and PLC	09/01/23	Select Status
Action Step 3	Complete book study	Attendance Team and PLC	11/03/23	Select Status
Action Step 4	Develop our PBIS implementation plan	Attendance Team and PLC	12/22/23	Select Status
Action Step 5	Set up school store for launch S.2	Attendance Team and PLC	01/24/24	Select Status
Implementation Milestone 2	100% of teachers are utilizing the PBIS System for attendance only	Teachers and educational staff	05/24/24	Select Status
Action Step 1	PLC will provide teachers with PBIS training during the January BHT focused GLT meeting	Professional Learning Committee	1/31/24	Select Status
Action Step 2	Communicate PBIS expectations with families and students	PBIS and Instructional Team	10/26/23	Select Status
Action Step 3	PLC will monitor teacher implementation during following meetings	Student Engagement Walks	School Year 23-24	Select Status
Action Step 4	Allow time in subsequent in BHT focused GLT meetings to discuss implementation	BHT Team/PLC	During last 3 cycles	Select Status
Action Step 5				Select Status
Implementation Milestone 3	100% of teachers reach out all parents to attend at least one PBIS team engagement activities.	PBIS Team	06/07/24	Select Status
Action Step 1	PBIS team creates system to reach out to families (brochure? Website? Packet?)	PBIS team	12/22/23	Select Status
Action Step 2	Plan at least 3 parent engagement activities for semester 2	PBIS team/principal	12/23/23	Select Status
Action Step 3	Promote parent engagement activities during Q3 RCPU	PBIS team/principal/teachers	4/10/23	Select Status
Action Step 4	Provide virtual option for parent townhall meeting			Select Status
Action Step 5				Select Status
Implementation Milestone 4	100% of teachers are entering attendance before 8:30 am and are correcting it before 2:00pm.	Attendance team/teachers/admin	06/07/24	Select Status
Action Step 1	Review attendance expectations with all families during open house	Principal/teachers	09/12/23	Select Status
Action Step 2	Review attendance expectations with families (target high flyers) during Q1 RCPU, if no attendance meeting will be conducted by admin	Principal	10/26/23	Select Status
Action Step 3	Attendance team promotes incentives in advance (create a calendar?) and follows up on progress towards attendance goals	Attendance/PBIS teams/principal	Monthly	Select Status
Action Step 4	Weekly monitoring of attendance and planning based on goals	Attendance team/BHT	Weekly	Select Status
Action Step 5	Teacher referral of attendance high flyers to attendance team	Teachers	10/20/23	Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Begin the year with developed PBIS system for attendance Host at least quarterly community engagement events Provide professional learning for staff on additional restorative practices and how they work within the PBIS system	✍

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

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

Connectedness & Wellbeing

SY26 Anticipated Milestones

Have a fully functioning PBIS system for attendance and behavior
Staff utilizes additional restorative practices within the PBIS system
Maintain quarterly community engagement events

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
Attendance	Yes	Increase Average Daily Attendance	Overall	89%	91	93	96
			Select Group or Overall				
	Select Answer	Select Metric	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
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Establish a PBIS PLC that works in conjunction with the BHT and attendance teams to support students in attending school. We will be rated as neutral in the 5 essentials by the end of this year.	Ensure that PBIS PLC and BHT are fully developed and effective, so teachers can continue to deepen their knowledge on restorative practices. Student survey responses illustrate this	Ensure that PBIS PLC and BHT are highly effective and that teachers are using a variety of restorative practices to support students as well as families. Student/parent survey responses illustrate this
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Team is included in each 5 week GLT meeting cycle to support student needs and provide robust progress monitoring		
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
Attendance	Increase Average Daily Attendance	Overall	89%	91	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status

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

Connectedness & Wellbeing

Select Metric

Select Group or Overall

| | | | Select Status | Select Status | Select Status | Select Status |

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Establish a PBIS PLC that works in conjunction with the BHT and attendance teams to support students in attending school. We will be rated as neutral in the 5 essentials by the end of this year.	Select Status	Select Status	Select Status	Select Status
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Team is included in each 5 week GLT meeting cycle to support student needs and provide robust progress monitoring	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

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

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

Data from the 10/10/22 --> 6/22/23

The tier movement report illustrated that although there is positive tier movement, many students are still in t2/3 and in need of interventions. For reading, at BOY 60% percent of students were in T2/3 and by EOY that number decreased to 50%. For reading at BOY 39% of students were at T1 and by EOY, that number increased to 48%. For reading at BOY 86 students were in tier 3, and at EOY that number decreased to 59. 3 students moved from t1 to t3 from BOY-EOY and 6 students moved from t2-t3 from BOY-EOY.

For Math, the tier movement report does continue to illustrate that t2-3 interventions need to be prioritized. For Math, at BOY 61% of students are in t2/3 and by EOY that number decreased to 48%. AT BOY 37% of students were in T1 and by EOY that number had increased 50% of students were in T1. 60 of the 81 students who were in T1 at BOY stayed at T3 for this year and only 15 of the 81 moved to T2, this illustrates that T3 interventions are not being appropriately administered.

Celebrations:
--> 11 students went from t3-t1 from BOY to EOY for reading
--> 19 students went from t2-t1 from BOY- EOY for reading
--> 6 students moved from t3-t1 from BOY-EOY for math
--> 26 students moved from t2-t1 from BOY to EOY for math

Data from the MTSS continuum
This year we performed at the foundational level for systems and infrastructure and team meeting and quality. A major focus needs to be solidifying our systems, structures, and team for MTSS as we cannot move forward in providing better T2-3 interventions without the clear system.

The intervention usage report indicates that T.2 and T3 interventions were only noted in branching minds with under 50% fidelity.

What is the feedback from your stakeholders?

IEP and ELL support seem to be on track; however, MTSS systems need to be improved to ensure students are supported. Teachers see a greater need for pull out support to meet all students needs. Teachers also need to review the scaffolds that they are putting in place so all students can access the T1 instruction.

What student-centered problems have surfaced during this reflection?

There is not robust enough Tier movement
The MTSS system and team need to be revamped to ensure proper documentation is completed.
Provision of appropriate support is hindered by not having appropriate documentation, which causes delays in providing students with services.

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?

Interventions were in place; however the intervention usage report indicates that T.2 and T3 interventions were only noted in branching minds with under 50% fidelity.

Return to Top

Determine Priorities

Resources: 🚀

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

Students...

50% of student population is in need of intensive interventions in both reading and math.

Determine Priorities Protocol

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

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

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

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

Priorities are determined by impact on students' daily experiences.

Return to Top

Root Cause

Resources: 🚀

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

As adults in the building, we...

need to ensure that t1 instruction and t2/3 interventions are being implemented with fidelity.

5 Why's Root Cause Protocol

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

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Inclusive & Supportive Learning Environment

Return to Top — Theory of Action

What is your Theory of Action?

If we....

further develop our MTSS team to meet regularly, to utilize the Problem Solving Process (PSP) to make data informed, culturally responsive decisions, and fully implement branching minds to track all interventions. (MTSS Continuum: Systems and Infrastructure- Fully Operational) ✏️

then we see....

students receiving meaningful instruction and interventions that help them access the core curriculum and grade level standards ✏️

which leads to...

more accurate student progress and diagnostic data, as well as increased positive tier movement on Branching minds tier movement report. ✏️

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

Return to Top — Implementation Plan

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✏️
MTSS/ILT

Dates for Progress Monitoring Check Ins

Q1	10/24/23	Q3	3/19/24
Q2	12/19/23	Q4	6/4/24

	SY24 Implementation Milestones & Action Steps ✏️	Who ✏️	By When ✏️	Progress Monitoring
Implementation Milestone 1	MTSS team is fully operational on systems and infrastructure based on the MTSS continuum.	MTSS Team	01/08/24	Select Status
Action Step 1	Fully develop diverse team	MTSS Lead	09/01/23	Select Status
Action Step 2	Provide training for MTSS team on PSP	MTSS Lead	10/20/23	Select Status
Action Step 3	Ensure full implementation of branching minds	MTSS Team	11/03/23	Select Status
Action Step 4	Utilize many data points from balanced assessment system to provide supports	MTSS Team	09/29/23	Select Status
Action Step 5				Select Status
Implementation Milestone 2	MTSS team is rated developed on high quality student support plans based on the MTSS continuum.	MTSS Team	05/03/24	Select Status
Action Step 1	ensure that anyone who needs access has access to plans on brm and share intervention date with teachers	MTSS Lead	10/06/23	Select Status
Action Step 2	Provide teachers with professional learning and resources to support their use of approved intervention resources during MTSS grade level meetings	MTSS Lead	05/03/24	Select Status
Action Step 3	MTSS team meets at least 2x a month to review plans.	MTSS Team	05/04/24	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	100% of T2/T3 students have active plans entered in branching minds	MTSS Team	3/22/24	Select Status
Action Step 1	Provide professional learning for teacher on how to create intervention plans during GLT	MTSS Lead	12/22/23	Select Status
Action Step 2	Introduce teachers to the intervention tracking worksheet and review expectations	MTSS Lead	08/17/23	Select Status
Action Step 3	Interventionists provide pullout/push in services and progress monitoring	Interventionists/teachers	05/05/24	Select Status
Action Step 4	MTSS lead enters all intervention plans into brm to ensure all data is entered	MTSS Lead	05/06/24	Select Status
Action Step 5	Ensure that students who have services are properly noted in BRM	MTSS lead	08/28/23	Select Status
Implementation Milestone 4	Increase support delivery fidelity to 75% or higher.	MTSS Team	05/06/24	Select Status
Action Step 1	Collab with attendance team to track student attendance and provided student incentives for attendance	MTSS Team	Monthly	Select Status
Action Step 2	Divide intervention caseload between interventionist and interventionist assistant	Interventionists/teachers	08/18/23	Select Status
Action Step 3	Intervention Round 1 and complete tracking	Interventionists/teachers	11/17/23	Select Status

Inclusive & Supportive Learning Environment

| Action Step 4 | Intervention Round 2 and complete tracking | Interventionists/teachers | 02/09/24 | Select Status |
| Action Step 5 | Intervention Round 3 and complete tracking | Interventionists/teachers | 05/17/24 | Select Status |

SY25-SY26 Implementation Milestones

| SY25 Anticipated Milestones | 80% intervention fidelity
Maintain full implementation of BRM
Continue to ensure 100% of T2/3 students have active plans in BRM.
Provide teacher training on how to utilize BRM, Interventionist still enters all data in BRM
Move supplemental T2/T3 to developed on MTSS continuum | ✏️ |
| SY26 Anticipated Milestones | 85% intervention fidelity
Maintain full implementation of BRM
Continue to ensure 100% of T2/3 students have active plans in BRM.
Teachers enter data in BRM
Move instruction and core curriculum to developed on MTSS continuum | ✏️ |

Return to Top | **Goal Setting**

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	Numerical Targets [Optional] ✏️		
					SY24	SY25	SY26
Increase the fidelity of interventions (Metric: Intervention usage report BRM)	Yes	Other	Overall	T2 67% T3 57%	T2 and 3 75%	T2 and 3 80%	T2 and 3 85%
			NA				
Improve quality of T1 instruction so at least 75% of students are in T1	Yes	MTSS Academic Tier Movement	Overall	T2/3 Reading 50.5% T2/3 Math 48.7%	T2/3 Reading and Math fewer than 25%	T2/3 Reading and Math fewer than 22%	T2/3 Reading and Math fewer than 20%
			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:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	Strengthen and develop schoolwide MTSS structures to ensure 100% of T2/3 students have active plans in BRM by rating as fully operational in the MTSS continuum.	The MTSS team will rate as developed on the MTSS continuum for supplemental T2/3 supports and instruction and core curriculum.	The MTSS team will rate as fully operational on the MTSS continuum for supplemental T2/3 supports and instruction and core curriculum.
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.	Strengthen and develop schoolwide MTSS structures to increase the fidelity of plans to at least 75%. This will be assessed through monitoring and review of the intervention usage report.	Monitor MTSS schoolwide structures and systems to ensure fidelity of plans is at least 80%.	Staff will be able to enter interventions into branching minds, not just interventionist. Fidelity of plans will be at least 85%
Select a Practice			

Return to Top | **SY24 Progress Monitoring**

Resources: 🚀

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

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

Inclusive & Supportive Learning Environment

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase the fidelity of interventions (Metric: Intervention usage report BRM)	Other	Overall	T2 67% T3 57%	T2 and 3 75%	Select Status	Select Status	Select Status	Select Status
		NA			Select Status	Select Status	Select Status	Select Status
Improve quality of T1 instruction so at least 75% of students are in T1	MTSS Academic Tier Movement	Overall	T2/3 Reading 50.5%	T2/3 Reading and Math	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
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	Strengthen and develop schoolwide MTSS structures to ensure 100% of T2/3 students have active plans in BRM by rating as fully operational in the MTSS continuum.	Select Status	Select Status	Select Status	Select Status
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Strengthen and develop schoolwide MTSS structures to increase the fidelity of plans to at least 75%. This will be assessed through monitoring and review of the intervention usage report.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

☐ **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.

☑ **Our school DOES NOT receive school improvement funding through Title I, Part A, 1003 (IL-Empower).**
(Continue to Parent & Family Plan)

STAR (Math): #of Students at/above benchmark or on watch

STAR (Reading): #of Students at/above benchmark or on watch

MTSS Academic Tier Movement: Improve quality of T1 instruction so at ...

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:	☐	**Our school is a non-Title I school that does not receive any Title I funds.**
No action needed		**(Continue to Approval)**

SCHOOL & FAMILY ENGAGEMENT POLICY

ESSA, Title I, Part A law requires schools to develop a parent and family policy that reflects their commitment to develop best engagement practices and maximizes meaningful consultation. Checking the boxes below indicates that your school understands and complies with each requirement listed.

☑ The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.

☑ At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.

☑ Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.

☑ Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.

☑ Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.

☑ Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.

☑ Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.

☑ Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct
other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

☑ Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.

SCHOOL & FAMILY COMPACT

Your school shall jointly develop, with parents, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. Checking off the statements below indicates your school will develop a compact that complies with each requirement. Compact statements will be housed at the school and shared with all parents.

☑ The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.

☑ The school will hold parent-teacher conferences.

☑ The school will provide parents with frequent reports on their children's progress.

☑ The school will provide parents reasonable access to staff.

☑ The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.

☑ The parents will support their children's learning.

☑ The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

The overarching goal for Title I Parent & Family Engagement funds is to increase student academic achievement through parental and family engagement and supporting skills development. In the box below, identify the academic priority areas around which your parent engagement & skills development will be aligned. As a reminder, use of your funds must occur in consultation with parents.

Funds will be used in conjuction with priorities 2 and 3: Attendance and intervention. We wil use the funds to increase parents of T2/3 students knowledge of thier student's performance,: to improve communication between families, staff, and students; to plan and promote PBIS parent engagment activites; to provide translation services; to inform families about student behaviors and expectations.

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