

CIWP Team & Schedules

Resources 

Indicators of Quality CIWP: CIWP Team

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




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

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

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



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

[CIWP Team Guidance](#)

Name 	Role 	Email 
Abigail George	Principal	acgeorge@cps.edu
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Nancy Obert (MTSS)	Inclusive & Supportive Learning Lead	ngobert@cps.edu
Janet Gray (IC, 20+ years)	Inclusive & Supportive Learning Lead	jgray2@cps.edu
Raquel Ponce de Leon (ELPT, LSC)	Connectedness & Wellbeing Lead	rponcedeleon@cps.edu
Estela Cardoso-Garza (CM)	Connectedness & Wellbeing Lead	ecardoso-garza@cps.edu
Jaclyn Gooden (Kinder TL)	Teacher Leader	jwedmore@cps.edu
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Fabiola Saldaña (2nd TL)	Teacher Leader	fsaldana@cps.edu
Lauren Patel (1st TL)	Teacher Leader	lmsimonelis@cps.edu
Carli Alvarado (4th/5th TL)	Teacher Leader	calvarado35@cps.edu
Sean Diaz (YIS)	Other [C&W Team Member]	sldiaz2@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date 	Planned Completion Date 
Team & Schedule	5/18/23	7/17/23
Reflection: Curriculum & Instruction (Instructional Core)	5/4/23	7/18/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/4/23	7/18/23
Reflection: Connectedness & Wellbeing	5/4/23	7/18/23
Reflection: Postsecondary Success	5/4/23	7/18/23
Reflection: Partnerships & Engagement	5/4/23	5/18/23
Priorities	7/17/23	8/18/23
Root Cause	7/17/23	8/18/23
Theory of Acton	7/17/23	8/18/23
Implementation Plans	8/18/23	8/25/23
Goals	8/18/23	8/25/23
Fund Compliance	9/5/23	9/12/23
Parent & Family Plan	9/5/23	9/12/23
Approval	9/12/23	9/15/23

SY24 Progress Monitoring Schedule

Indicate the SY24 dates when your CIWP team will hold progress monitoring check-ins.

As a reference, these dates will auto-populate in your implementation plans.

CIWP Progress Monitoring Meeting Dates

Quarter 1	11/8/2023
Quarter 2	12/22/2023
Quarter 3	4/3/2024
Quarter 4	6/7/2024

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

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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	CPS High Quality Curriculum Rubrics	IAR: Over the course of 3 years, ELA has increased and Math has decreased Student Discussions: Teachers rate quality of student discussions having decreased by almost half (rating decrease from strong to neutral) Star360: The average of students per grade level met / exceeded their stretch goal in Math.	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading)
Yes	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction	Rigor Walk Data: BOY/MOY to EOY there was a decrease in the taxonomy level of student work, but there was an increase in the alignment of learning target and learning task.	STAR (Math)
Yes	Powerful Practices Rubric Learning Conditions	What is the feedback from your stakeholders? Students: - Feel supported by their peers - Responded positively about academic personalism, that teachers connect curriculum to students - More positive responses around math - Need more understanding of their growth goals and how to monitor Teachers: - Need more collaboration and planning time around using data to inform instruction, planning rigorous tasks, and addressing gaps in curriculum to meet student needs - Need more opportunities to observe peers to gather ideas and share feedback - Would like more influence on resources used with curriculum, development of learning cycles Families - Need more communication and connection to what is happening in the classroom (newsletter, etc.)	iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold
Yes	Continuum of ILT Effectiveness Distributed Leadership		
Partially	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development		Interim Assessment Data
Partially	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? Cycles of Learning: • Student Discourse 3 year Decrease (87 - 47 - 45) • Teacher Collaboration Limited time to process new learning and then apply it to current curriculum and classroom realities • Curriculum Skyline is very, very large Eureka, do the lessons address the entire standard/s? Summer Planning Workshops: • Positive Impact Some planning is taken care of which opens teacher capacity Planning Rigorous Tasks - start from BOY. Teach the kids from the beginning the routines and expectations.	

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 not being exposed consistently to complex learning tasks.
- Students struggle to engage in quality discussions when participating in higher taxonomy, grade level learning tasks.
- Students below grade-level may not have entry points into rigorous tasks.
- Students have not been taught how to engage in quality discussions of grade-level 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	MTSS Integrity Memo MTSS Continuum Roots Survey	Growth in Tier Movement Reading: Green increased 8%, yellow decreased 3%, red decreased 11% Math: Green 17%, yellow decreased 8%, red decreased 9% Tutors provided some support in Math for certain classrooms - will try to make a push to hire someone to provide math interventions. Majority of teachers are interested in the MTSS block Concerns on the structure and being effective with time. Idea... focus on Tier I instruction next year	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS
	MTSS Integrity Memo		

Jump to...	Curriculum & Instruction	Inclusive & Supportive Learning	Connectedness & Wellbeing	Postsecondary	Partnerships & Engagement
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.		Differentiate lessons to meet the needs of all learners including ELs and DLs. Continue with Branching Minds training and collaboration Differentiated sessions according to teacher comfort level Adding a monthly GLM that focusing on EL and DLs. Tutors attend 1 GLM monthly/bi-monthly		MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS) Quality Indicators of Specially Designed Curriculum EL Program Review Tool
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	What is the feedback from your stakeholders?		
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual	Students: • Strong scores in peer support, increase in academic personalism • Decrease in quality of student discussion, opportunity for growth		
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	Staff: • Staff encourage family involvement in development and improvement of academic programs • Opportunities to build collaborative practices around data analysis, increase collective responsibility		
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.		Parents: • Increase (positive/constructive) contact about child's performance • Follow-up on suggested activities at home		
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, especially DLs, ELs, and students in Tier 2/3 are not being exposed to grade-level curriculum. 			Monthly MTSS meetings and MTSS GLM PDs • Impacts: increase in students receiving interventions, increase in opportunity for staff to collaborate about students needing supports • Obstacles: 23% students need Tier 2 Support in ELA, 19% in Math. 31% of students need Tier 3 support in ELA, 19% in Math.		
Students are not able to access grade-level curriculum.			Tutoring • Impacts: Significant increase in number of students receiving interventions, additional student relationships with other adults in the building • Obstacles: Scheduling is complicated, lack of tutoring supports for math		
Students are not receiving consistent interventions in math.			Branching Minds Usage • Impacts: Increase in interventions logged in Branching Minds, increase in collection of data • Obstacles: Some teachers feel confident, but some expressed a need for more learning and support.		
Significant numbers of students are in Tier 2 or Tier 3 in either reading, math, or both.			EL Supports • Impacts: Most teachers have knowledge on how to access EL Reports with proficiency levels, some teachers are using proficiency levels to differentiate ELA instruction • Obstacles: Teachers need continuous learning on using proficiency levels and Can Do descriptors to differentiate Tier 1 instruction.		

[Return to Top](#) **Connectedness & Wellbeing**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	BHT Key Component Assessment SEL Teaming Structure	Attendance in SY23 much more stable than in SY22  Reduction in chronic absenteeism - huge push for this year that paid off! Positive trend in response to behavior infractions from a more punitive to restorative approach (re)Established many new teams to help target areas that led to this positive impact	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students Reconnected by 20th Day, Reconnected after 8 out of 10 days absent Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data)
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	What is the feedback from your stakeholders?	
		Students: • High majority of students feel safe with teachers, feel teacher listens to ideas, feel that students help each other. • 30% of students do not feel their peers think it is important to attend school every day • Students could feel more challenged, be included in more activities, see more connection between classroom learning and life outside of the classroom	
		Staff: • 100% of staff feel they work hard to build relationships with families • Teachers do not feel parents are responsive or initiate contact	



No	<p>Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.</p>	<p>about their child</p> <p>Parents:</p> <ul style="list-style-type: none"> • Parents would like more programming for families, more out of school opportunities, more communication from school and teachers 	<p>Enrichment Program Participation: Enrollment & Attendance</p> <p>Student Voice Infrastructure</p> <p>Reduction in number of students with dropout codes at EOY</p>
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWR.</p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>	
<p><i>Students need access to quality Tier 1 SEL instruction within their classrooms. (connects to ¾)</i></p> <p><i>Students need coordinated supports for Tier 2/3 behavior challenges.</i></p> <p><i>Students need a clear understanding of Tier 1 behavior expectations within classroom and schoolwide.</i></p> <p><i>Students need skills for emotional regulation, communicating needs, and self-efficacy and advocacy.</i></p> <p><i>Students need greater understanding of the connection between their learning and their attendance and how it connects to life outside of school.</i></p>		<p>Establishment/Re-establishment of SEL teams (CCT, BHT, PBIS, Attendance, SCS Leadership) to support student and family connectedness and wellbeing</p> <ul style="list-style-type: none"> •Impact: Stabilization of attendance, decrease in chronic absenteeism, increase in restorative practices versus punitive discipline •Obstacles: Time and capacity of staff to support SEL on top of academics, creating broader reach to parents and community, expanding parent voice and involvement in this work, communication across teams and cohesiveness across school work. <p>Attendance Support & Re-engagement Efforts</p> <ul style="list-style-type: none"> •Impact: 91% attendance rate, comparatively strong for Network. Decrease chronic absenteeism by 25%. Focused on positive attendance incentives (spirit days, attendance groups/individual incentives, Big/Little Attendance Wolves, lights on, classroom competitions (March Madness/Rainbow Wars)) •Obstacles: COVID/Illness, engaging and educating families around importance of attendance, funding and resources for programs, staff capacity for group/individual incentives, communication, difficulty improving metrics at a certain point <p>JPA and Enlace Great Families mental health supports for students and families</p> <ul style="list-style-type: none"> •Impact: Small group of students and families received services from JPA •Obstacles: Perceptions about mental health can inhibit families from participating. Scheduling for services can be difficult for family programs. Process for getting students services with JPA was difficult to get started, demand was high. <p>Transition to restorative practices to respond to student behavior.</p> <ul style="list-style-type: none"> •Impact: Students are more open and trusting to outside help. Students are managing their behavior challenges better on their own - higher self regulation, identifying their triggers, how their bodies respond, and using strategies to help get through conflict. Decrease in punitive measures. •Obstacles: Building buy-in from teachers, parents, and students on restorative practices. Creating trust between students, parents, teachers. Building understanding of restorative process & timeline, communication around Tier ¾ behavior responses <p>Tier 1 SEL: PBIS incentives and values, calm corners, grade level culture plans, some dedicated SEL instruction (PATHS, Second Step, Skyline)</p> <ul style="list-style-type: none"> •Impact: Decrease in student behavior infractions, increase in celebration, increased student engagement and belonging. Higher levels in teamwork (for wolf paws). •Obstacles: Lack of consistent Tier 1 instruction inside of the classrooms. No school-wide Tier 1 SEL program. Consistency in SEL language and messaging amongst school staff/students/parents. 	

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
N/A	<p>College and Career Competency Curriculum (C4)</p> <p>An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).</p>	<p>N/A - We are a PK-5th school.</p>	<p>Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECCC</p> <p>3 - 8 On Track</p>
N/A	<p>Individualized Learning Plans</p> <p>Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).</p>		<p>Learn, Plan, Succeed</p> <p>% of KPIs Completed (12th Grade)</p> <p>College Enrollment and Persistence Rate</p>

N/A	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).	
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager



<p>What is the feedback from your stakeholders?</p> <p>N/A - We are a PK-5th school. </p> <p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>N/A - We are a PK-5th school. </p>
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<p>9th and 10th Grade On Track</p> <p>Cultivate (Relevance to the Future)</p> <p>Freshmen Connection Programs Offered (School Level Data)</p>

<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>N/A - We are a PK-5th school. </p>
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Using the associated references, is this practice consistently implemented?	References
Yes	Spectrum of Inclusive Partnerships
Partially	Reimagining With Community Toolkit
Partially	Student Voice Infrastructure Rubric

What are the takeaways after the review of metrics?
<p>Disconnect in communication between parents and teachers. Teachers feel like they do not get a response, parents feel like they need more communication. </p> <p>Parent requests for more afterschool programming (variety, scheduling, etc.)</p> <p>Requests for more whole-family/community events</p> <p>What is the feedback from your stakeholders?</p> <p>Parents: </p> <ul style="list-style-type: none"> •Disconnect in communication between parents and teachers - teachers feeling like they aren't being responded to, parents feel they are getting enough communication •More afterschool programming for longer periods of time •More mental health support •More Whole family events

Metrics
<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p> <p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p> <p>Formal and informal family and community feedback received locally. (School Level Data)</p>

What student-centered problems have surfaced during this reflection?

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

Students need additional opportunities to have their voice incorporated into programming decisions.

Students need support and involvement from informed family members.



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?

Enlace parent programming throughout the school year (zumba, ESL, GED, etc.)



•Impact: Consistent parent involvement for a core group. Provided more opportunities for parents to be involved. More parents growing into the school community allowing for more parent voice in decision making process.
•Obstacles: Recruiting more parents outside of the core group that is very involved. Evolving programs to meet the needs and requests of parents takes time and resources to make those changes happen.

Programming to engage students and families

•Impact: Student OST programming (before/after school programs), Parent programming, parent workers
•Obstacle: Broadening reach (see same parents frequently), incorporating student voice into programming decisions

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	Students experience grade-level, standards-aligned instruction.
Yes	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Yes	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

IAR: Over the course of 3 years, ELA has increased and Math has decreased

Student Discussions: Teachers rate quality of student discussions having decreased by almost half (rating decrease from strong to neutral)

Star360: The average of students per grade level met / exceeded their stretch goal in Math.

Rigor Walk Data: BOY/MOY to EOY there was a decrease in the taxonomy level of student work, but there was an increase in the alignment of learning target and learning task.

What is the feedback from your stakeholders?

Students:

- Feel supported by their peers
- Responded positively about academic personalism, that teachers connect curriculum to students
- More positive responses around math
- Need more understanding of their growth goals and how to monitor

Teachers:

- Need more collaboration and planning time around using data to inform instruction, planning rigorous tasks, and addressing gaps in curriculum to meet student needs
- Need more opportunities to observe peers to gather ideas and share feedback
- Would like more influence on resources used with curriculum, development of learning cycles

Families

- Need more communication and connection to what is happening in the classroom (newsletter, etc.)

What student-centered problems have surfaced during this reflection?

Students are not being exposed consistently to complex learning tasks.

Students struggle to engage in quality discussions when participating in higher taxonomy, grade level learning tasks.

Students below grade-level may not have entry points into rigorous tasks.

Students have not been taught how to engage in quality discussions of grade-level 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?

Cycles of Learning:

- Student Discourse
- 3 year Decrease (87 - 47 - 45)
- Teacher Collaboration

Limited time to process new learning and then apply it to current curriculum and classroom realities

- Curriculum

Skyline is very, very large

Eureka, do the lessons address the entire standard/s?

Summer Planning Workshops:

- Positive Impact

Some planning is taken care of which opens teacher capacity

Planning Rigorous Tasks - start from BOY. Teach the kids from the beginning the routines and expectations.

Return to Top Determine Priorities

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

Students... struggle to engage in quality discussions when participating in higher taxonomy, grade level learning tasks.

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.

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

As adults in the building, we... Need to design rigorous learning tasks with entry points for all students and provide explicit instruction on how to engage in high-quality discussions.

Resources:

[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....

Resources:

Jump to... [Priority Reflection](#) [TOA Root Cause](#) [Goal Setting Implementation Plan](#) [Progress Monitoring](#) Select the Priority Foundation to pull over your Reflections here =>

Provide teacher learning and opportunities to practice designing rigorous learning tasks, and provide explicit instruction to students on how to engage in quality discussions through student teaming...

then we see....

Team-centered classrooms where students are able to engage in quality discussions when participating in higher taxonomy, grade-level learning tasks

which leads to...

Increased standard, target, and task alignment at higher levels of taxonomy, with improved ratings for student discussion, and continued growth in ELA.

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.

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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 Leadership Team

Dates for Progress Monitoring Check Ins

Q1 11/8/2023 Q3 4/3/2024
 Q2 12/22/2023 Q4 6/7/2024

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Increase the level of rigor of Tier 1 instruction by using existing curriculum and aligning the grade-level standard, the learning target, and the student task.	ILT	EOY SY24	Select Status
Action Step 1	Provide additional grade-level time to allow for collaborative planning of Tier 1 instruction.	Admin	BOY SY24	Completed
Action Step 2	Annotate and make adjustments to increase level of rigor of existing curriculum and align standard, target, and task.	ILT & Teachers	EOY SY24	Select Status
Action Step 3	n/a	n/a	n/a	Select Status
Action Step 4	n/a	n/a	n/a	Select Status
Action Step 5	n/a	n/a	n/a	Select Status
Implementation Milestone 2	Create structures that encourage student-to-student discourse and allow all students to grapple with grade-level tasks.	ILT & Teachers	EOY SY24	Select Status
Action Step 1	Establish classroom conditions that encourage students to collaborate and share their thinking with peers.	Teachers	End of Quarter 1 SY24	Select Status
Action Step 2	Use planning time to create tasks that encourage students to work collaboratively in groups, with the teacher as the facilitator of learning.	Teachers	Ongoing SY24	Select Status
Action Step 3	Provide teachers opportunities for peer visits to collect and share classroom practices aligned to the rigor rubric that encourage student-to-student discourse	ILT & Admin	End of Quarter 3 SY24	Select Status
Action Step 4	n/a	n/a	n/a	Select Status
Action Step 5	na	n/a	n/a	Select Status
Implementation Milestone 3	n/a	n/a	n/a	Select Status
Action Step 1	n/a	n/a	n/a	Select Status
Action Step 2	n/a	n/a	n/a	Select Status
Action Step 3	n/a	n/a	n/a	Select Status
Action Step 4	n/a	n/a	n/a	Select Status
Action Step 5	n/a	n/a	n/a	Select Status
Implementation Milestone 4	n/a	n/a	n/a	Select Status
Action Step 1	n/a	n/a	n/a	Select Status
Action Step 2	n/a	n/a	n/a	Select Status
Action Step 3	n/a	n/a	n/a	Select Status
Action Step 4	n/a	n/a	n/a	Select Status
Action Step 5	n/a	n/a	n/a	Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
 Analyze implementation and facilitation of rigorous Tier 1 instruction and student collaboration activities that support student understanding
 A1: Continue to provide teachers opportunities for peer visits to collect and share classroom practices that encourage student discourse.

A2: Collaborative analysis of student group tasks and work products that is used to inform adjustments to facilitation and task creation.

SY26 Anticipated Milestones

Monitor for consistent, rigorous Tier 1 instructional practices and evidence of student discourse across grade levels.

A1: Use rigor walk data and student work analysis to identify areas of strength and areas of continued growth related to rigorous instruction and student discourse.

A2: Connect to schoolwide data to identify successes and gaps that will inform continued learning.

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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	Numerical Targets [Optional]		
					SY24	SY25	SY26
% of 3rd-5th students attaining grade-level proficiency in Reading	Yes	STAR (Reading)	Overall	23%	30%		
			English Learners	16%	23%		
% of K-2nd students attaining grade-level proficiency in Reading	Yes	iReady (Reading)	Overall	49.20%	60%		
			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:2 Students experience grade-level, standards-aligned instruction.	Students in all classrooms will experience grade-level, standards aligned instruction, as measured by Rigor Walk EOY outcomes.	Will revisit EOY SY24.	Will revisit EOY SY24.
C&I:4 The ILT leads instructional improvement through distributed leadership.	The ILT will continue to grow as leaders of instructional improvement in their grade-levels, as measured by the Continuum of ILT Effectiveness	Will revisit EOY SY24.	Will revisit EOY SY24.
Select a Practice	n/a	n/a	n/a

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
% of 3rd-5th students attaining grade-level proficiency in Reading	STAR (Reading)	Overall	23%	30%	Select Status	Select Status	Select Status	Select Status
		English Learners	16%	23%	Select Status	Select Status	Select Status	Select Status

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

Curriculum & Instruction

% of K-2nd students attaining grade-level proficiency in Reading	iReady (Reading)	Overall	49.20%	60%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	Students in all classrooms will experience grade-level, standards aligned instruction, as measured by Rigor Walk EOY outcomes.	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	The ILT will continue to grow as leaders of instructional improvement in their grade-levels, as measured by the Continuum of ILT Effectiveness	Select Status	Select Status	Select Status	Select Status
Select a Practice	n/a	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

Growth in Tier Movement
 Reading: Green increased 8%, yellow decreased 3%, red decreased 11%
 Math: Green 17%, yellow decreased 8%, red decreased 9%
 Tutors provided some support in Math for certain classrooms - will try to make a push to hire someone to provide math interventions.

Majority of teachers are interested in the MTSS block
 Concerns on the structure and being effective with time.

Idea... focus on Tier I instruction next year
 Differentiate lessons to meet the needs of all learners including ELs and DLs.
 Continue with Branching Minds training and collaboration
 Differentiated sessions according to teacher comfort level
 Adding a monthly GLM that focusing on EL and DLs.
 Tutors attend 1 GLM monthly/bi-monthly

What is the feedback from your stakeholders?

Students:
 • Strong scores in peer support, increase in academic personalism
 • Decrease in quality of student discussion, opportunity for growth

Staff:
 • Staff encourage family involvement in development and improvement of academic programs
 • Opportunities to build collaborative practices around data analysis, increase collective responsibility

Parents:
 • Increase (positive/constructive) contact about child's performance
 • Follow-up on suggested activities at home

What student-centered problems have surfaced during this reflection?

Students, especially DLs, ELs, and students in Tier 2/3 are not being exposed to grade-level curriculum.

Students are not able to access grade-level curriculum.

Students are not receiving consistent interventions in math.

Significant numbers of students are in Tier 2 or Tier 3 in either reading, math, or both.

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?

Monthly MTSS meetings and MTSS GLM PDs
 • Impacts: increase in students receiving interventions, increase in opportunity for staff to collaborate about students needing supports
 • Obstacles: 23% students need Tier 2 Support in ELA, 19% in Math. 31% of students need Tier 3 support in ELA, 19% in Math.

Tutoring
 • Impacts: Significant increase in number of students receiving interventions, additional student relationships with other adults in the building
 • Obstacles: Scheduling is complicated, lack of tutoring supports for math

Branching Minds Usage
 • Impacts: Increase in interventions logged in Branching Minds, increase in collection of data
 • Obstacles: Some teachers feel confident, but some expressed a need for more learning and support.

[Return to Top](#)

Determine Priorities

Resources:

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

Students...

Students are not making sufficient growth because they are not able to access grade-level curriculum.

[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 support and allotted time to plan for Tier 1 instruction and ensure it is accessible to all students through differentiation and scaffolding.

[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.

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Theory of Action

What is your Theory of Action?

If we...

Provide coaching, support, and time for teachers to plan, implement, and observe differentiation and scaffolding of Tier 1, with supports embedded for EL, DL, Tier 2, and Tier 3 students

Resources:

Indicators of a Quality CIWP: Theory of Action
 Theory of Action is grounded in research or evidence based practices.

Inclusive & Supportive Learning Environment

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 across groups who are able to access grade-level curriculum with appropriate support

which leads to...
 Students making sufficient growth on grade-level assessments and continued progress in Tier Movement in ELA and Math

Return to Top Implementation Plan

Resources:

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan
 MTSS Team

Dates for Progress Monitoring Check Ins

Q1	11/8/2023	Q3	4/3/2024
Q2	12/22/2023	Q4	6/7/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Incorporate strategies to differentiate Tier 1 to ensure that all students, including English Learners and Diverse Learners, are able to access grade-level instruction with support.	Teachers	EOY SY24	Select Status
Action Step 1	Attend QTEL training to develop understanding of strategies to support English Learners	Teachers	Q1 SY24	Completed
Action Step 2	Provide professional learning on co-teaching best practices, unpacking IEPs, and strategies for English Learner support	Case Manager, ELPT, Teacher Leaders, Coaches	EOY SY24	Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Use Branching Minds across all classrooms to document implementation of Tier 2 and Tier 3 interventions.	Teachers	EOY SY24	Select Status
Action Step 1	Continue monthly MTSS grade-level meetings to share MTSS learning and support Branching Minds usage.	MTSS Team		Completed
Action Step 2	Use holistic student data to create Tier 2 and Tier 3 intervention plans for students in need of additional support.	Teachers		Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3				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
Implementation Milestone 4				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

M3: Monitor progress towards student mastery of Tier 1 instruction for all priority groups (EL, DL, Tier 2, Tier 3)
 A1: Continue to provide professional learning on co-teaching best practices, unpacking IEPs, and strategies for English Learner support to ensure access to Tier 1 instruction across all student groups.

M4: Support calibration and implementation of Tier 2 and Tier 3 interventions for students not making progress in Tier 1.
 A1: Develop an MTSS handbook to establish common understanding of MTSS process & practices
 A2: Broaden use of MTSS problem-solving process in order to holistically review student data and create more targeted intervention plans for students in Tier 2 & Tier 3

SY26 Anticipated Milestones

M5: All teachers will demonstrate evidence of Tier 1 differentiation across student groups through lesson planning and Branching Minds documentation.

A1: Provide teachers with planning time and feedback aligned to Tier 1 differentiation.

A2: Continue monthly MTSS meetings to support Branching Minds usage to support Tier 2 & Tier 3 interventions.

[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
Increase in % of students in Tier 1 Reading (BOY-EOY)	Yes	MTSS Academic Tier Movement	Overall	8%	10%		
			Select Group or Overall				
Increase in % of students in Tier 1 Math (BOY-EOY)	Yes	MTSS Academic Tier Movement	Overall	17%	18%		
			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 MTSS implementation and use of Problem-Solving Process, as measured by the MTSS Continuum		
I&S:3 Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	Ensure all Diverse Learners are receiving instruction in their Least Restrictive Environment with appropriate support, using the LRE Dashboard (ECG)		
I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	Ensure that all English Learners are placed with an appropriately endorsed teacher who is able to create access points for Tier 1 instruction, using EL Placement tool		

[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
Increase in % of students in Tier 1 Reading (BOY-EOY)	MTSS Academic Tier Movement	Overall	8%	10%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Increase in % of students in Tier 1 Math (BOY-EOY)	MTSS Academic Tier Movement	Overall	17%	18%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Inclusive & Supportive Learning Environment

Math (BOY-EOY)	Movement					Select Status	Select Status	Select Status	Select Status
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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 MTSS implementation and use of Problem-Solving Process, as measured by the MTSS Continuum	Select Status	Select Status	Select Status	Select Status
I&S:3 Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	Ensure all Diverse Learners are receiving instruction in their Least Restrictive Environment with appropriate support, using the LRE Dashboard (ECG)	Select Status	Select Status	Select Status	Select Status
I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	Ensure that all English Learners are placed with an appropriately endorsed teacher who is able to create access points for Tier 1 instruction, using EL Placement tool	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	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.
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.
No	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?

Attendance in SY23 much more stable than in SY22
 Reduction in chronic absenteeism - huge push for this year that paid off!
 Positive trend in response to behavior infractions from a more punitive to restorative approach
 (re)Established many new teams to help target areas that led to this positive impact

What is the feedback from your stakeholders?

Students:
 • High majority of students feel safe with teachers, feel teacher listens to ideas, feel that students help each other.
 • 30% of students do not feel their peers think it is important to attend school every day
 • Students could feel more challenged, be included in more activities, see more connection between classroom learning and life outside of the classroom

Staff:
 • 100% of staff feel they work hard to build relationships with families
 • Teachers do not feel parents are responsive or initiate contact about their child

Parents:
 • Parents would like more programming for families, more out of school opportunities, more communication from school and teachers

What student-centered problems have surfaced during this reflection?

Students need access to quality Tier 1 SEL instruction within their classrooms. (connects to ¾)

Students need coordinated supports for Tier 2/3 behavior challenges.

Students need a clear understanding of Tier 1 behavior expectations within classroom and schoolwide.

Students need skills for emotional regulation, communicating needs, and self-efficacy and advocacy.

Students need greater understanding of the connection between their learning and their attendance and how it connects to life outside of school.

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?

Establishment/Re-establishment of SEL teams (CCT, BHT, PBIS, Attendance, SCS Leadership) to support student and family connectedness and wellbeing
 •Impact: Stabilization of attendance, decrease in chronic absenteeism, increase in restorative practices versus punitive discipline
 •Obstacles: Time and capacity of staff to support SEL on top of academics, creating broader reach to parents and community, expanding parent voice and involvement in this work, communication across teams and cohesiveness across school work.

Attendance Support & Re-engagement Efforts
 •Impact: 91% attendance rate, comparatively strong for Network. Decrease chronic absenteeism by 25%. Focused on positive attendance incentives (spirit days, attendance groups/individual incentives, Big/Little Attendance Wolves, lights on, classroom competitions (March Madness/Rainbow Wars))
 •Obstacles: COVID/Illness, engaging and educating families around importance of attendance, funding and resources for programs, staff capacity for group/individual incentives, communication, difficulty improving metrics at a certain point

JPA and Enlace Great Families mental health supports for students and families
 •Impact: Small group of students and families received services from JPA
 •Obstacles: Perceptions about mental health can inhibit families from participating. Scheduling for services can be difficult for family programs. Process for getting students services with JPA was difficult to get started, demand was high.

Transition to restorative practices to respond to student behavior.
 •Impact: Students are more open and trusting to outside help. Students are managing their behavior challenges better on their own - higher self regulation, identifying their triggers, how their bodies respond, and using strategies to help get through conflict. Decrease in punitive measures.
 •Obstacles: Building buy-in from teachers, parents, and students on restorative practices. Creating trust between students, parents, teachers. Building understanding of restorative process & timeline, communication around Tier ¾ behavior responses

Tier 1 SEL: PBIS incentives and values, calm corners, grade level culture plans, some dedicated SEL instruction (PATHS, Second Step, Skyline)
 •Impact: Decrease in student behavior infractions, increase in celebration, increased student engagement and belonging. Higher levels in teamwork (for wolf paws).
 •Obstacles: Lack of consistent Tier 1 instruction inside of the classrooms. No school-wide Tier 1 SEL program. Consistency in SEL language and messaging amongst school staff/students/parents.

Return to Top Determine Priorities

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

Students...
 need access to quality Tier 1 SEL instruction within their classroom, with coordinated supports for additional Tier 2 & 3 behavioral challenges.



Resources: [Determine Priorities Protocol](#)

[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

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

As adults in the building, we...

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

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

need training and support for implementation of a cohesive classroom Tier 1 SEL program, and additional learning and outside support for students with additional behavioral needs.

Indicators of a Quality CIWP: Root Cause Analysis
 Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team. The root cause is based on evidence found when examining the student-centered problem. Root causes are specific statements about adult practice. Root causes are within the school's control.

[Return to Top](#) **Theory of Action**

What is your Theory of Action?

If we....
 Provide training and support for the implementation of a cohesive classroom Tier 1 SEL Program (Second Step), and also provide additional learning and outside support for students with additional behavioral needs through Tier 2 and Tier 3 SEL teaming structures, supplemental programs, and parent connections

Resources:

Indicators of a Quality CIWP: Theory of Action
 Theory of Action is grounded in research or evidence based practices. Theory of Action is an impactful strategy that counters the associated root cause. Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics. Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)" All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

then we see....
 Students with access to quality Tier 1 social-emotional learning within the classroom and coordinated support outside the classroom for additional behavioral challenges

which leads to...
 An increase in restorative responses to student misconduct and continued improvement of attendance metrics

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

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.

Resources:

Team/Individual Responsible for Implementation Plan
 Culture & Climate Leadership Team

Dates for Progress Monitoring Check Ins
 Q1 11/8/2023 Q3 4/3/2024
 Q2 12/22/2023 Q4 6/7/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Provide Tier 1 SEL instruction through the use of Second Step across grades PK-5.	Teachers	EOY SY24	Select Status
Action Step 1	Provide initial training around Second Step program for PK-5 teachers to support Tier 1 implementation within each classroom.	OSEL & CCT	Q1/2 SY24	Completed
Action Step 2	Alignment with existing structures for Tier 1 SEL (Culture & Climate, PBIS)	CCT	EOY SY24	Select Status
Action Step 3	Sharing Second Step program with parents at Cafe con la Directora & LSC	CCT & Admin	Q1 SY24	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Strengthen teams that provide Tier 2 and Tier 3 SEL supports to students.	CCT	EOY SY24	Select Status
Action Step 1	Share overview of SEL team structures, organization, and processes with all staff, families, and students	CCT, BHT, & Admin	Q2 SY24	Select Status
Action Step 2	Maintain meeting consistency & increase teacher and student voice on SEL teams	SEL Teams (CCT, BHT, PBIS, Attendance)	EOY SY24	Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Provide all students with access and opportunity to participate in enrichment and arts programming that is responsive to their needs	Admin, SLT	EOY SY24	Select Status
Action Step 1	Allocate funding to ensure all classes can participate in additional weekly enrichment, including STEAM Lab, Yoga, Global Music, Art, and Physical Education.	Admin	BOY SY24	Select Status
Action Step 2	Distribute scheduling so that all grade levels are able to attend either Yoga or Global Music.	Admin	BOY SY24	Select Status
Action Step 3	Collaborate with arts and enrichment providers to create opportunities for student and family engagement.	Admin, Arts Providers, Enrichment Lead	Ongoing SY24	Select Status
Action Step 4				Select Status

Action Step 5				Select Status
Implementation Milestone 4				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	Continuing Tier 1 SEL instruction and aligning Tier 2 and 3 supports with consistent systems and structures to meet the needs of students. A1: Sharing clear processes and establishing school wide shared understanding of how to seek support for additional Tier 2 and Tier 3 support. A2: Establish systems for student data collection and tracking that are shared and discussed across teams	
SY26 Anticipated Milestones	Adjust implementation of Tier 1 supports based on data collection of restorative practices, student misconduct, and attendance. A1: Use data systems to evaluate strengths and continued growth areas after implementation A2: Create plan for adjustment and continued support based on data analysis.	

[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
Increased % of restorative responses to student misconducts	Yes	Other	Overall				
			Select Group or Overall				
Increase average daily attendance % for K-5	Yes		Overall	91.80%	94%		
			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:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Use the BHT Key Components survey to ensure that BHT is functioning a level that allows appropriate supports for students in Tier 2 & 3.		
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Ensure all students are receiving SEL instruction using Second Step and SKyline, using the CCT SEL Walkthrough Tool.		
Select a Practice			

[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
Increased % of restorative responses to student misconducts	Other	Overall			Select Status	Select Status	Select Status	Select Status
		<i>Select Group or Overall</i>			Select Status	Select Status	Select Status	Select Status
Increase average daily attendance % for K-5		Overall	91.80%	94%	Select Status	Select Status	Select Status	Select Status
		<i>Select Group or Overall</i>			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:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Use the BHT Key Components survey to ensure that BHT is functioning a level that allows appropriate supports for students in Tier 2 & 3.	Select Status	Select Status	Select Status	Select Status
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Ensure all students are receiving SEL instruction using Second Step and SKyline, using the CCT SEL Walkthrough Tool.	Select Status	Select Status	Select Status	Select Status
<i>Select a Practice</i>		Select Status	Select Status	Select Status	Select Status

If Checked:
Complete
IL-Empower
Section below

Our school receives school improvement funding through Title I, Part A, 1003 (IL-Empower)

This CIWP serves as your School Improvement Plan, which is required for schools in school improvement status (comprehensive or targeted) as identified by the Illinois State Board of Education (ISBE). The following section, "IL-Empower," addresses grant requirements, assurances, and alignment across your CIWP, grant budget, and state designation.

If Checked:
No action needed

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



<p>Select a Goal</p>					
<p>Select a Goal</p>					
<p>Select a Goal</p>					

Parent and Family Plan

If Checked:



Our school is a Title I school operating a Schoolwide Program

This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.

Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections

If Checked:



Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)

No action needed

SCHOOL & FAMILY ENGAGEMENT POLICY

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

- The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.
- At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.
- Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.
- Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.
- Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.
- Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.
- Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.
- Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.


SCHOOL & FAMILY COMPACT

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

- The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.
- The school will hold parent-teacher conferences.
- The school will provide parents with frequent reports on their children's progress.
- The school will provide parents reasonable access to staff.
- The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.
- The parents will support their children's learning.
- The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

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

Our Title I Parent & Family Engagement funds are used to create monthly workshops based on parent requests for additional learning. As part of our CIWP presentation the LSC, parents suggested topics for learning this year (supporting academics at home, supporting English Learners in school and at home, school wellness, social-emotional learning support). This plan will be finalized by the BAC & PAC this year, and funds will be used to provide those workshops. These are aligned across CIWP foundations (Curriculum & Instruction, Inclusive & Supportive Learning, and Connectedness & Wellbeing). 

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