CIWP Team & Schedules

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

Resources 🚀

CIWP Team Guidance

Name ✍	Role ✍	Email ✍
Kahinde Longmire	Principal	klthompson@cps.edu
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Tiina Villareal	Inclusive & Supportive Learning Lead	tkvillareal@cps.edu
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Junee Yang / Jon Schmidt	Partnerships & Engagement Lead	jyang21@cps.edu
Mary Kelly	Teacher Leader	mkelly37@cps.edu
Chris White	Parent	chris@missiodeichicago.com
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Hawa Mohamed	Other [Student Representative]	himohamed@cps.edu
Ebony Martinez	Other [SECA Representative]	jdelessio-p@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	6/1/23	6/14/23
Reflection: Curriculum & Instruction (Instructional Core)	6/1/23	6/14/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/1/23	6/14/23
Reflection: Connectedness & Wellbeing	6/1/23	6/14/23
Reflection: Postsecondary Success	6/1/23	6/14/23
Reflection: Partnerships & Engagement	6/1/23	6/14/23
Priorities	6/1/23	6/14/23
Root Cause	6/14/23	7/21/23
Theory of Acton	6/14/23	7/21/23
Implementation Plans	6/14/23	8/1/23
Goals	7/16/23	8/1/23
Fund Compliance	8/1/23	8/14/23
Parent & Family Plan	8/1/23	8/14/23
Approval	8/14/23	9/1/23

SY24 Progress Monitoring Schedule

Indicate the SY24 dates when your CIWP team will hold progress monitoring check-ins.
As a reference, these dates will auto-populate in your implementation plans.

CIWP Progress Monitoring Meeting Dates ✍	
Quarter 1	10/16/2023
Quarter 2	12/18/2023
Quarter 3	03/18/2024
Quarter 4	05/20/2024

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

Curriculum & Instruction

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Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	[takeaways reflecting most students; takeaways reflecting specific student groups] ✏️ STAR and I-Ready More students in tier 2 & 3 in reading (as opposed to math) MS has more students not meeting goals and a decrease in scale score No dramatic tier shifts (except in 2nd grade) IAR Overall, students scored lower in Math than in Reading.	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?** [feedback trends across stakeholders; feedback trends across specific stakeholder groups] ✏️ Middle school teachers have been advocating for extra support in both reading and math and we have been trying to hire a math tutor. WIN hour in middle school has been through several iterations in trying to find a model that works. Middle school is also working on implementing the new Skyline curriculum. K-2 teachers saw that students did not have a solid foundational skills curriculum. To fill this need, the school underwent a curriculum review process and chose the iReady curriculum for reading for grades K-5. Teachers in all grades expressed concern for their ESL and bilingual students as there has been an influx this year. Language barriers and not enough bilingual support have plagued this school year.	STAR (Math) iReady (Reading) iReady (Math) Cultivate Grades ACCESS
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		TS Gold Interim Assessment Data
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		
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?** [impact on most students; impact on specific student groups] ✏️ To better support ELs, the school purchased translators, a newcomer curriculum, and hired an additional bilugal teacher. There has not been enough time to accurately assess the impact of these changes. To provide extra support for two of our most vulnerable populations, STLS students and ELs, an afterschool program was designed and implemented for those students. To take better advantage of this effort, we are hoping to expand the time period and number of students that take part in the program. A new foundational skills and reading curriculum that fully meets the rigor demands of the CCSS will be implemented in the upcoming school year and teachers will be supported with ongoing professional development throughout the year. Two middle school math tutors were hired to support the middle school students. Our school-wide focus for the upcoming school year will focus on student engagement. From setting up a learning environment that is conducive to learning, teaching explicit expectations, holding students to high expectations, providing just in time rather than just in case supports, differentiating in both whole and small group instruction.	

What student-centered problems have surfaced during this reflection?

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

[problems experienced by most students; problems experienced by specific student groups] ✏️There are students who do not experience at least one evidence-based assessment a day-- there are students that are not able to demonstrate their knowledge through the available assessments. Some students come in below grade-level and sometimes we try to remidiate in whole-group rather than small group.

Inclusive & Supportive Learning Environment

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Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	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	[takeaways reflecting most students; takeaways reflecting specific student groups] ✏️ - MTSS: Strengthen our structures and problem solving process to occur more frequently - Make sure that all staff members are utilizing/implementing Branching Minds -IEPs: Team has shown great flexibility around meeting students' needs and approaching more LRE models for individual students. -Implementation of IEPs with fidelity has been expanded to a wider team and we continue to focus work on accommodations and modifications and implementations of FBA/BIPs (i.e. SECAs, security, specials teachers, gen ed teachers). -ELs: We do not have appropriate staff available, not enough ESL certified teachers. -Objectives are posted and listed in lesson plan, but are not necessarily utilized in real time.	Unit/Lesson Inventory for Language Objectives (School Level Data)
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		MTSS Continuum Roots Survey ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS)
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support	LRE Dashboard Page	**What is the feedback from your stakeholders?**	Quality Indicators of Specially Designed Curriculum

Yes	Environment staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.		
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual	
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS	
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.		

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

[problems experienced by most students; problems experienced by specific student groups] MTSS problem solving process in area of growth. Though our IEPs are timely, they are at times not able to be implemented with fidelity due to SECA support. Student supports are increased over time rather than decreased over time. Oftentimes, IEP goals are written for math and english specifically, and other subjects may be omitted. In regards to students being placed with appropriate and available EL services - students are placed with the only available teacher, but not all teachers are endorsed.

[feedback trends across stakeholders; feedback trends across specific stakeholder groups]
-MTSS: We need to hold hands and do it together.
-We know how to document and create intervention plans, but what does it actually look like when implemented?

-IEPs: Additional professional devleopment for team members that explicitly explains fundamentals and implementation.

-ELs: We do not have appropriate staff available, not enough ESL certified teachers.
-Objectives are posted and listed in lesson plan, but are not necessarily utilized in real time.

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?

[impact on most students; impact on specific student groups]
-MTSS: MLT has rated itself on the MTSS continuum and has started to identify two areas of improvement to focus on next school year.
-SY 23-24 tentative master schedule has been changed to better accommodate small group instruction with push-in and pull-out tiered services.

-IEPs: We have a training plan for SECAs and new DL teachers that will be in place for SY 23-24.

-EL: We have hired an additional bilingual teacher so we are now better able to support EL students.

EL Program Review Tool

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	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	- It should be clarified to teachers and support staff what the roles/responsibilities of the BHT Team are. Many seem to believe that it is an immediate response to assist with student behavior but rather it was created in order to implement a behavior plan for a student who potentially might benefit. - When it comes to implementing SEL curricula it seems as if teachers are pressed for time in order to preform the duties set in place. - In regards to complimenting and supplementing student learning we could bridge the gap more. This will help teachers and after school teachers connect in order to provide more enrichment learning to students. - For those students who are cronically absent, there should be strategies put in place in order to tackle the problem at hand. (STLS can begin speaking with parents in order to encourage attendance)	% 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) Enrichment Program Participation; Enrollment & Attendance Student Voice Infrastructure Reduction in number of students with dropout codes at EOY
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			
Yes	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?** - Teacher & support staff are confused about what the duties of BHT are (for example, they think they are first responders to a crisis situation vs. there to collect data, analyze trends, make plans, etc) - For SEL time - teachers say big challenge is time/scheduling especially with the main which leads to challenges to implementation with fidelity. - For OST programming, bridging the gap between school and OST - finding a way to complement and supplement student learning in a systematic way in collaboration with teachers. What are the big goals this quarter? How can we integrate that into OST? What is the most efficient way to gather this information from teachers?	
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.			

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

- Students are lack SEL instruction due to time limitations in scheduling.
- Student Attendance

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?

- In regards to attendance, there are various incentives put in place that do not seem to motivate parents/students. Those students who do seem motivated are most times are not in charge of bringing themselves to school.

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)	Success bound is implemented with 6-8th grade with positive results. Elements of Success Bound have been implemented with 3rd-5th grades. Students know what factors into being on-track data, they know the various types of high school programs, and they know how their grades and middle school performance help them prepare for high school and beyond. Students were exposed to various careers through field trips and in-class discussions/lessons.	Graduation Rate

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

3 - 8 On Track

Learn, Plan, Succeed

% of KPIs Completed (12th Grade)

College Enrollment and Persistence Rate

9th and 10th Grade On Track

Cultivate (Relevance to the Future)

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

We would like more lessons at the 3rd-5th. The field trips were wonderful, but only had space for 25 students, so we're hoping to have more career events/exposure at school. We would also like to increase parental involvement and ownership of the high school application and acceptance process. | |
| N/A | Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th). | | | |
| N/A | Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th). | ECCE Certification List | | |
| N/A | There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th). | PLT Assessment Rubric | **What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**

We hope to plan a career fair based at school so that students can see a wide array of careers and jobs. We will host a family night to discuss high school options and the high school process. This will require outreach in various languages (as language barriers are often obstacles for parent involvement). We will also have more "college experience" events for students. | |
| N/A | Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni). | Alumni Support Initiative One Pager | | |

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

[problems experienced by most students; problems experienced by specific student groups] We have increased student engagement with post-secondary options and awareness, students are attending additional trips to build that awareness. We can expand this to the main building and offer these opportunities to additional students. We need to remain mindful of the two buildings - it is a short walk but a big barrier.

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	The school community works to build a welcoming environment at the school and invites and works to sustain parent and guardian participation in school committees. Communication tools are regularly use to engage families such as parent newsletter, robo calls, fliers, announcements, one-on-one relationship-building. A student voice committee is in the process of being developed through a CSI/OST program.	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) |
| Yes | Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate. | Reimagining With Community Toolkit | | |

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

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

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

What is the feedback from your stakeholders?

There has been a steady increase in parent participation in CSI family events, and it is a good start to have the parents in our school buildings. Parent surveys are getting more responses, and the CSI/OST team takes into the resutls from the surveys into account when planning for events and programs. There will be a bigger push for weekly parent programs, so that McCutcheon will be a place for our parents as well to learn and to engage with the community.

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

[problems experienced by most students; problems experienced by specific student groups] We can differentiate supports for families. We can leverage families that are more involved in the school to help recruit other families as well. We can survey parents (customized) to figure out how to further involve families in different opportunities and offerings. (think: how do you want us to communicate with you, what are the barriers for you) . We gather a lot of student voice in the MS but need to grow this practice in the main building - committees for students.

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?

The CSI/OST and STLS teams continue to collaborate to develop effective parent engagement strategies. The Student Voice committee completed its first year with plans in place for addtional growth. During the 2022-23 academic year the CSI/OST program offered monthly family events that were well-attended. We will continue to develop and strengthen opportunities for famlies to participate in activities together. There is a need to develop and sustain a consistent, coherent family engagement strategy that engages families in multiple elements of the school experience.

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

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

[takeaways reflecting most students; takeaways reflecting specific student groups]

STAR and I-Ready
More students in tier 2 & 3 in reading (as opposed to math)
MS has more students not meeting goals and a decrease in scale score
No dramatic tier shifts (except in 2nd grade)

IAR
Overall, students scored lower in Math than in Reading.

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups]

Middle school teachers have been advocating for extra support in both reading and math and we have been trying to hire a math tutor. WIN hour in middle school has been through several iterations in trying to find a model that works. Middle school is also working on implementing the new Skyline curriculum.

K-2 teachers saw that students did not have a solid foundational skills curriculum. To fill this need, the school underwent a curriculum review process and chose the iReady curriculum for reading for grades K-5.

Teachers in all grades expressed concern for their ESL and bilingual students as there has been an influx this year. Language barriers and not enough bilingual support have plagued this school year.

What student-centered problems have surfaced during this reflection?

[problems experienced by most students; problems experienced by specific student groups]There are students who do not experience at least one evidence-based assessment a day-- there are students that are not able to demonstrate their knowledge through the available assessments. Some students come in below grade-level and sometimes we try to remidiate in whole-group rather than small group.

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?

[impact on most students; impact on specific student groups]

To better support ELs, the school purchased translators, a newcomer curriculum, and hired an additional bilingual teacher. There has not been enough time to accurately assess the impact of these changes.

To provide extra support for two of our most vulnerable populations, STLS students and ELs, an afterschool program was designed and implemented for those students. To take better advantage of this effort, we are hoping to expand the time period and number of students that take part in the program.

A new foundational skills and reading curriculum that fully meets the rigor demands of the CCSS will be implemented in the upcoming school year and teachers will be supported with ongoing professional development throughout the year.

Determine Priorities

Resources: 🚀

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

Students...

Students are not all able to access the grade-level standards.

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...

As adults in the building, we will use STAR 360/I-Ready and IAR data in order to determine students needs to create targeted small groups in order to address skill, strategy, and meet the students where they are. As adults in the building, we will create and consistently utilize a progress monitoring protocol for all teachers to follow throughout the school year to continue adapting instruction for students, meet them where they are, and to support in their continued growth.

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....

consistently analyze assessment data in order to create and implement targeted small groups and ensure that all teachers are teaching grade-level standards during whole-group instruction

then we see....

increased student engagement and improved academic outcomes showing through progress monitoring

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.

which leads to...
an increase in STAR360 / I-Ready data, equitable gradebook practices, and monitored ✍
interventions in Branching Minds.

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 ✍	Dates for Progress Monitoring Check Ins	
Instructional Team, ILT, Administration	Q1 10/16/2023	Q3 03/18/2024
	Q2 12/18/2023	Q4 05/20/2024

	SY24 Implementation Milestones & Action Steps ✍	Who ✍	By When ✍	Progress Monitoring
Implementation Milestone 1	By October 2023, school will analyze assessment data to determine targeted small groups for Pre-K - 8th grade.	Instructional Team	October 2, 2023	In Progress
Action Step 1	Assessment calendar will be set for the school year.	MTSS Lead	September 22, 2023	In Progress
Action Step 2	K-5 teachers will participate in I-Ready PD.	Instructional Coach	September 22, 2023	In Progress
Action Step 3	Assessment data will be used to complete a student grouping template.	Instructional Coach	September 22, 2023	In Progress
Action Step 4	EL and DL teams will collaborate with teachers to deep dive regarding EL/DL data and assist with small group determination.	EL Team, DL Team	September 22, 2023	In Progress
Action Step 5				Select Status
Implementation Milestone 2	By October 2023, all targeted small groups will have been implemented in classrooms throughout the school.	Instructional Team	October 2023	Not Started
Action Step 1	Determine what students will do when completing independent work.	ILT, Instructional Team	October 2023	In Progress
Action Step 2	I-Ready resouces will be utilized for small groups	Instructional Team	June 2024	Not Started
Action Step 3	ILT will observe teachers throughout October to ensure small groups are taking place and to provide supoprts to teachers.	ILT	November 2023	Not Started
Action Step 4	Teachers will utilize project-based learning in small groups to connect STEAM (Collaboration Station).	STEAM Coordinator	June 2024	Not Started
Action Step 5	There will be a small group menu for accountability.	ILT, Instructional Team	October 2023	Not Started
Implementation Milestone 3	Throughout SY24, school will have a consistent progress monitoring protocol that has been implemented, utilized, and monitored school-wide.	Instructional and Admin Teams	June 2024	In Progress
Action Step 1	Targeted skills will be aligned to the data captured from the assessment data points.	Instructional Team	June 2024	Not Started
Action Step 2	Teachers will have 1-on-1 conversations with their students (cadence based on tier and foundation).	Teachers	June 2024	Not Started
Action Step 3	Questions will be flanked in the small group check list in order to increase student discourse (Collaboration Station).	Instructional Team	June 2024	Not Started
Action Step 4	Admin/ILT will review the Branching Minds and Targeted Instruction during team meetings.	Principal, AP, Coaches/Coordinators (Admin Team)	June 2024	In Progress
Action Step 5				Select Status
Implementation Milestone 4	Throughout SY24, all teachers will be teaching high-quality curricula, following grade-level standards for whole-group instruction.	Instructional Team	June 2024	In Progress
Action Step 1	Student tasks will be aligned to standards and increase the taxonomy level.	Instructional Team	June 2024	In Progress
Action Step 2	Admin and Instructional Team will support teachers in planning for whole-group instruction throughout professional development and GLT.	Admin and Instructional Team	June 2024	In Progress
Action Step 3	Whole-group pacing needs to be followed, per each curriculum (I-Ready, Skyline, Unique, etc).	Teachers	June 2024	In Progress
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	The school will analyze assessment data to determine targeted small groups for Pre-K - 8th grade in math. Targeted small groups will be in place and in practice in math classrooms. School will have a consistent progress monitoring protocol that has been implemented, utilized, and monitored school-wide for math. All teachers will be teaching high-quality curricula, following grade-level standards for whole-group instruction for math instruction.	✍
SY26 Anticipated Milestones	Ensure high-qualitty implementation for all content levels (including science and social studies).	✍

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).

IL-EMPOWER Goal Requirements
For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:

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

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

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

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

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

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

Performance Goals

Numerical Targets [Optional] ✌

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✌	SY24	SY25	SY26
For SY24, 60%+ of students should meet their growth target for I-Ready Reading.	Yes	iReady (Reading)	Overall	53%	60%	70%	80%
			Select Group or Overall				
100% of all interventions are entered in for students receiving Tier 2 and Tier 3 supports by MTSS Coordinator, Tutors, Teachers, and SECAs. (Data for baseline pulled from Amplify, whether students met their growth target/zone. The amount of interventions are measured differently.)	No	% of Students receiving Tier 2/3 interventions meeting targets	Overall	60%	80%	90%	100%
			Students with an IEP	60%	80%	90%	100%

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 staff will have, implement, and learn the high-quality ELA curriculum infused with the STEAM standards for success and the 4 C's.	All staff will have, implement, and learn the high-quality Math curriculum infused with the STEAM standards for success and the 4 C's.	All staff will have, implement, and use high-quality currculium accross the board (ELA, Math, SS, Science) infused with the STEAM standards for success and the 4 C's.
C&I:2 Students experience grade-level, standards-aligned instruction.	Teachers will ensure that students have access to grade-level and standards-aligned instruction for ELA, infused with the STEAM standards for success and the 4 C's.	Teachers will ensure that students have access to grade-level and standards-aligned instruction in ELA and Math, infused with the STEAM standards for success and the 4 C's.	Teachers will ensure that students have access to grade-level and standards-aligned instruction in all subjects, infused with the STEAM standards for success and the 4 C's.
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Staff will progress monitor assessments for ELA.	Staff will progress monitor assessments for ELA and Math.	Staff will progress monitor for all subject areas.

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
For SY24, 60%+ of students should meet their growth target for I-Ready Reading.	iReady (Reading)	Overall	53%	60%	*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Select Group or Overall			*Select Status*	*Select Status*	*Select Status*	*Select Status*
In for students receiving Tier 2 and Tier 3 supports by MTSS Coordinator, Tutors, Teachers, and SECAs. (Data for baseline pulled from Amplify, whether students met their growth target/zone. The amount of interventions are measured	% of Students receiving Tier 2/3 interventions meeting targets	Overall	60%	80%	*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Students with an IEP	60%	80%	*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 staff will have, implement, and learn the high-quality ELA curriculum infused with the STEAM standards for success and the 4 C's.	*Select Status*	*Select Status*	*Select Status*	*Select Status*
C&I:2 Students experience grade-level, standards-aligned instruction.	Teachers will ensure that students have access to grade-level and standards-aligned instruction for ELA, infused with the STEAM standards for success and the 4 C's.	*Select Status*	*Select Status*	*Select Status*	*Select Status*
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Staff will progress monitor assessments for ELA.	*Select Status*	*Select Status*	*Select Status*	*Select Status*

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

[takeaways reflecting most students; takeaways reflecting specific student groups]
- MTSS: Strengthen our structures and problem solving process to occur more frequently
- Make sure that all staff members are utilizing/implementing Branching Minds

-IEPs: Team has shown great flexibility around meeting students' needs and approaching more LRE models for individual students.
-Implementation of IEPs with fidelity has been expanded to a wider team and we continue to focus work on accommodations and modifications and implementations of FBA/BIPs (i.e. SECAs, security, specials teachers, gen ed teachers).

-ELs: We do not have appropriate staff available, not enough ESL certified teachers.
-Objectives are posted and listed in lesson plan, but are not necessarily utilized in real time.

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups]
-MTSS: We need to hold hands and do it together.
-We know how to document and create intervention plans, but what does it actually look like when implemented?

-IEPs: Additional professional devleopment for team members that explicitly explains fundamentals and implementation.

-ELs: We do not have appropriate staff available, not enough ESL certified teachers.
-Objectives are posted and listed in lesson plan, but are not necessarily utilized in real time.

What student-centered problems have surfaced during this reflection?

[problems experienced by most students; problems experienced by specific student groups] MTSS problem solving process in area of growth. Though our IEPs are timely, they are at times not able to be implemented with fidelity due to SECA support. Student supports are increased over time rather than decreased over time. Oftentimes, IEP goals are written for math and english specifically, and other subjects may be omitted. In regards to students being placed with appropriate and available EL services - students are placed with the only available teacher, but not all teachers are endorsed.

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?

[impact on most students; impact on specific student groups]
-MTSS: MLT has rated itself on the MTSS continuum and has started to identify two areas of improvement to focus on next school year.
-SY 23-24 tentative master schedule has been changed to better accommodate small group instruction with push-in and pull-out tiered services.

-IEPs: We have a training plan for SECAs and new DL teachers that will be in place for SY 23-24.

-EL: We have hired an additional bilingual teacher so we are now better able to support EL students.

Determine Priorities

Return to Top

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

Students...

who receive EL or DL services or Tiered Interventions receive inconsistent access to equitable education in regards to content, assessment, and layered support.

Resources: 🚀

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

Return to Top

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

As adults in the building, we...

are not fully prepared to differentiate content and assessments based on individual supports in order to eventually evolve or reduce layered supports from students to fully integrate them in instruction.

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.

Theory of Action

Return to Top

What is your Theory of Action?

If we....

provide high quality professional development, collaboration, and resources that leaves teachers with a higher level of preparedness

then we see....

consistent implementation of practices for all students to have access to differentiated content, assessment, and layered supports

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.

which leads to...

an increase of full integration of students in instruction and best practices for EL/DL/Tiered supports. 🖌️

| **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 👍

EL Team, DL Team, MTSS Team, Administration

Dates for Progress Monitoring Check Ins

Q1	10/16/2023	Q3	03/18/2024
Q2	12/18/2023	Q4	05/20/2024

SY24 Implementation Milestones & Action Steps 👍	Who 👍	By When 👍	Progress Monitoring
Implementation Milestone 1 — Throughout SY24, the school will ensure that all students have access to high-quality curriculum.	EL Team	07/06/2023	In Progress
Action Step 1 — Support students with preparing to take differentiated assessments (ACCESS).	EL Team	07/06/2023	In Progress
Action Step 2 — Ensuring that 100% of teachers are on-track to become ESL endorsed.	EL Team	07/06/2023	In Progress
Action Step 3 — All staff have additional structured collaboration and consultation opportunities to discuss and reflect on student needs.	EL Team	07/06/2023	In Progress
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 2 — By June '24, students receiving DL services will receive high-quality instruction in every classroom.	DL Team	07/06/2023	In Progress
Action Step 1 — Every teacher will receive differentiated professional development throughout the school year (small group, co-teaching, Unique, etc).	DL Team	07/06/2023	In Progress
Action Step 2 — Teachers will progress monitor students throughout the school year.	DL Team	07/06/2023	In Progress
Action Step 3 — Staff will have additional structured collaboration and consultation opportunities to discuss and reflect on student needs.	DL Team	07/06/2023	In Progress
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 3 — By June '24, all students, regardless of their ability, will have access to grade-level content through tiered supports and differentiation.	MTSS Team	07/06/2023	In Progress
Action Step 1 — All tier 2 and 3 interventions will be tracked in Branching Minds.	MTSS Team	07/06/2023	In Progress
Action Step 2 — Small groups will be implemented in every classroom.	MTSS Team	12/21/2023	In Progress
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	Staff will fully engage students receiving EL/DL services and/or Tiered Intereventiions. Students will be more prepared in taking their differentiated assessments.	🖌️
SY26 Anticipated Milestones	All teachers will be ESL endorsed.	🖌️

| **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
100% of students scheduled to take the ACCESS test will be prepared for and will engage with the test.	Yes	ACCESS	English Learners		90	95	100
			Select Group or Overall				
The school will continue to increase the percentage of students that receive tier 2/3 interventions who meet their learning targets.	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall	50%	60%	67%	75%
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍	Specify your practice goal and identify how you will measure progress towards this goal. ✍		
	SY24	SY25	SY26
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	All teachers will track student interventions in Branching Minds.	The percentage of students receiving tier 2/3 interventions that are meeting targets will increase to 67%	The percentage of students receiving tier 2/3 interventions that are meeting targets will increase to 75%.
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.	Staff will have additional structured collaboration and consultation opportunities to discuss and reflect on student needs and how to best support students in their LRE.	Teachers will ensure that students have access to grade-level and standards-aligned instruction in ELA and Math, infused with the STEAM standards for success and the 4 C's - in all classrooms (inclusion, resource, cluster).	Teachers will ensure that students have access to grade-level and standards-aligned instruction in all subjects, infused with the STEAM standards for success and the 4 C's - in all classrooms (inclusion, resource, cluster).
I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	All teachers in the Middle School will begin their EL endorsement and positions will be redifned at the end of the school year to meet the goal.	All teachers will either have their EL endorsement or be on track to have their endorsement, as well as continue redifning positions to include the EL endorsement.	All teachers at McCutcheon will be fully EL endorsed.

　　　　　　　　　　　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
100% of students scheduled to take the ACCESS test will be prepared for and will engage with the test.	ACCESS	English Learners		90	*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Select Group or Overall			*Select Status*	*Select Status*	*Select Status*	*Select Status*
The school will continue to increase the percentage of students that receive tier 2/3 interventions who meet their learning targets.	% of Students receiving Tier 2/3 interventions meeting targets	Overall	50%	60%	*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Select Group or Overall			*Select Status*	*Select Status*	*Select Status*	*Select Status*

Practice Goals

Identified Practices	SY24	Progress Monitoring			
		Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	All teachers will track student interventions in Branching Minds.	*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.	Staff will have additional structured collaboration and consultation opportunities to discuss and reflect on student needs and how to best support students in their LRE.	*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.	All teachers in the Middle School will begin their EL endorsement and positions will be redifned at the end of the school year to meet the goal.	*Select Status*	*Select Status*	*Select Status*	*Select Status*

Connectedness & Wellbeing

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.
Yes	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?

- It should be clarified to teachers and support staff what the roles/responsibilities of the BHT Team are. Many seem to believe that it is an immediate response to assist with student behavior but rather it was created in order to implement a behavior plan for a student who potentially might benefit.
- When it comes to implementing SEL curricula it seems as if teachers are pressed for time in order to preform the duties set in place.
- In regards to complimenting and supplementing student learning we could bridge the gap more. This will help teachers and after school teachers connect in order to provide more enrichment learning to students.
- For those students who are cronically absent, there should be strategies put in place in order to tackle the problem at hand.
 (STLS can begin speaking with parents in order to encourage attendance)

What is the feedback from your stakeholders?

- Teacher & support staff are confused about what the duties of BHT are (for example, they think they are first responders to a crisis situation vs. there to collect data, analyze trends, make plans, etc)
- For SEL time - teachers say big challenge is time/scheduling especially with the main which leads to challenges to implementation with fidelity.
- For OST programming, bridging the gap between school and OST - finding a way to complement and supplement student learning in a systematic way in collaboration with teachers. What are the big goals this quarter? How can we integrate that into OST? What is the most efficient way to gather this information from teachers?

What student-centered problems have surfaced during this reflection?

- Students are lack SEL instruction due to time limitations in scheduling.
- Student Attendance

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?

- In regards to attendance, there are various incentives put in place that do not seem to motivate parents/students. Those students who do seem motivated are most times are not in charge of bringing themselves to school.

Return to Top   **Determine Priorities**

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

Students...

are not experiencing a strong sense of sustainable student-led community within the school.

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.

Return to Top   **Root Cause**

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

As adults in the building, we...

can improve our practice in being positive examples of being strong citizens, taking initiative, and building a strong sense of community, as well as further include students in the process of developing that sense of community within and beyond the school. There has been a gap in stability in staff and a lack of distributive leadership to ensure these practices effectively in place.

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....

provide students with examples and opportunities for being strong citizens, showing how to effectively take initiative, and include student voice in all decision making

then we see....

a shift in student engagement and a shift in outlook on the community

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.

which leads to...

students taking charge in their educational process which would be evident in our Cultivate and 5Essentials data, as well as additional parent/community involvement. ✍️

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 ✍️

Connectedness Team, Administration

Dates for Progress Monitoring Check Ins

Q1	10/16/2023	Q3	03/18/2024
Q2	12/18/2023	Q4	05/20/2024

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1 Students will develop the mission and vision for school connectedness and positive citizenship.	Connectedness Team	06/2026	In Progress
Action Step 1 Every classroom will acknowledge Citizenship as an award for each quarterly ceremony.	Connectedness Team	06/2024	In Progress
Action Step 2 Students will develop the mission and vision for school citizenship.	Connectedness Team	06/2024	In Progress
Action Step 3 Students will become more active participants in events that support their STLS-peers.	Connectedness Team	06/2025	In Progress
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 2 By June 2024, students will be actively involved in event and program planning and implementation.	Connectedness Team	06/2024	In Progress
Action Step 1 Students will be added to the CSI Advisory Council.	CSI	06/2024	In Progress
Action Step 2 Students will be involved in the Mustang Ambassadors program, providing mentorship to other students and creating change that will be visible within the school.	CSI	06/2024	In Progress
Action Step 3 Students will be trained to lead intercom announcemnts.	Connectedness Team	06/2024	In Progress
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 3 By June 2024, the school will see an increase in parent involvement for all events.	Connectedness Team	06/2024	In Progress
Action Step 1 Parents will be involved in the planning and implementation of events.	Connectedness Team and ILT	06/2024	In Progress
Action Step 2 Staff and parents will meet quarterly during planned events to build community.	Connectedness Team	06/2024	In Progress
Action Step 3 Each classroom will have a Class Parents.	Connectedness Team	06/2024	In Progress
Action Step 4 The Connectedness Team will oversee all parent and community related events (BAC, PAC, CSI)	Connectedness Team	06/2024	In Progress
Action Step 5 There will be an increase in Parent Mentors across the school.	Connectedness Team	06/2024	In Progress
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	Students and parents will plan and facilitate school-wide events. Staff and parent communication and connection will be revisited.	✍️
SY26 Anticipated Milestones	All community partners will be fully engaged in the planning and implementation of 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

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍	Numerical Targets [Optional] ✍		
					SY24	SY25	SY26
There will be an increase in parent participation in surveys in order to get additional data points for the school.	Yes	5 Essentials Parent Participation Rate	Overall		70%	75%	85%
			Select Group or Overall				
School will see a continuous increase in parent and community engagement (percentage of families that have attended at least 2 events)	Yes	Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)	Overall		50	60	70
			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.	The BHT and C&C Team will meet regularly and collaborate to lead SEL-related GLTs, meetings, trainings, events, etc.	SEL and Connectedness Teams will collaborate in order to ensure all students are being supported.	Students will be involved in the SEL and Connectedness teams.
C&W:3 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.	OST/CSI programming will be skill-based in order to provide constant feedback and communication to parents and to bridge gaps that exist between the school and families.	All OST/CSI programming, including Pre-K students will provide families with skill-reports and quarterly meetings with staff and students.	Parents and students will assist in planniing OST/CSI programming.
Select a Practice			

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
There will be an increase in parent participation in surveys in order to get additional data points for the school.	5 Essentials Parent Participation Rate	Overall		70%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
School will see a continuous increase in parent and community engagement (percentage of families that have attended at least 2 events)	Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)	Overall		50	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Identified Practices	SY24	Progress Monitoring			
		Quarter 1	Quarter 2	Quarter 3	Quarter 4
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.	The BHT and C&C Team will meet regularly and collaborate to lead SEL-related GLTs, meetings, trainings, events, etc.	Select Status	Select Status	Select Status	Select Status
C&W:3 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.	OST/CSI programming will be skill-based in order to provide constant feedback and communication to parents and to bridge gaps that exist between the school and families.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Parent and Family Plan

If Checked:	☑	**Our school is a Title I school operating a Schoolwide Program**
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.
If Checked:	☐	**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.

The school will develop a regular cadence of meetings for our BAC and PAC. Families will be assigned a tier for outreach, based on student on-track, grade, and assessment data. Through further engaging parents in the learning process for students, our students will benefit by achieving in these metrics. Skill-based development will be focused around SEL and ESL for families. There will be additional skill-development opportunities for family members, community members, and otther stakeholders through utilizing stakeholder voice.

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