

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
Stacy Gray	Principal	slgray1@cps.edu
Paula Rice-Irvin	AP	perice-irvin@cps.edu
Rhea Thomas	Curriculum & Instruction Lead	rmnewman3@cps.edu
Sheena Wright	Inclusive & Supportive Learning Lead	slbigans-wr@cps.edu
Elizabeth Paige	Teacher Leader	epaige@cps.edu
Elaina Godbolt	LSC Member	egodbolt@gmail.com
Kathleen Darling	Connectedness & Wellbeing Lead	egodbolt@gmail.com
Yvonne Tuck	Community Member (LSC)	yvonnetuck@att.net
Pachanea Watson	School Support Staff Lead	pwatson6@cps.edu
	Select Role	
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	5/14/23	5/14/23
Reflection: Curriculum & Instruction (Instructional Core)	6/8/23	6/8/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/13/23	7/13/23
Reflection: Connectedness & Wellbeing	7/13/23	7/13/23
Reflection: Postsecondary Success	7/19/23	7/19/23
Reflection: Partnerships & Engagement	7/19/23	7/19/23
Priorities	7/27/23	7/27/23
Root Cause	8/1/23	8/1/23
Theory of Action	8/1/23	8/1/23
Implementation Plans	8/15/23	8/15/23
Goals	8/23/23	8/23/23
Fund Compliance	8/25/23	8/25/23
Parent & Family Plan	8/25/23	8/25/23
Approval	8/30/23	8/30/23

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	11/15/23
Quarter 2	1/24/24
Quarter 3	4/3/24
Quarter 4	5/29/24

Indicators of a Quality CIWP: Reflection on Foundations




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

Resources

[Reflection on Foundations Protocol](#)


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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	CPS High Quality Curriculum Rubrics	<p>The takeaways the teams surfaced as a result of the review of the metrics were as follows. </p> <p>Areas of strength: *students have access to high quality curricular materials that are aligned to the standards and are culturally relevant *we implement and utilize a balanced assessment system that informs decision making *benchmark and interim assessments were used to guide small group instruction</p> <p>Growth areas: *our ILT needs to strength its approach to distributive leadership *improving how teachers ensure students know and understand the learning targets *involving students in assessing, tracking, and setting goals for their learning *involving students in communicating about their learning *improving small group instruction in mathematics</p>	<p>IAR (Math)</p> <p>IAR (English)</p> <p>Rigor Walk Data (School Level Data)</p> <p>PSAT (EBRW)</p> <p>PSAT (Math)</p> <p>STAR (Reading)</p>
Yes	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction	<p>What is the feedback from your stakeholders?</p> <p>Participants believe our EOY data was strong but had areas for improvement. They specifically were concerned about the number of K-2 students who scored early on grade level on end of year assessments, opposed to mid or above grade level, considering they all students receive instruction 1 grade level above. As a result, the need is to surface the possible learning gaps that are hindering students from achieving at the highest levels. We are especially concerned about student performance in mathematics. </p>	<p>STAR (Math)</p> <p>iReady (Reading)</p> <p>iReady (Math)</p> <p>Cultivate</p> <p>Grades</p> <p>ACCESS</p> <p>TS Gold</p>
Yes	Powerful Practices Rubric Learning Conditions	<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>Improvement efforts that are in progress are moving key grade levels to the Skyline curriculum for both reading and mathematics. All teachers in grades K-5 will implement the Skyline foundational skills units of study. In addition, our instructional coach/interventionist has sources a research based intervention curriculum that will be used for mathematics. </p>	<p>Interim Assessment Data</p>
No	Continuum of ILT Effectiveness Distributed Leadership		
Yes	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development		
Partially	Assessment for Learning Reference Document		

What student-centered problems have surfaced during this reflection?

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

Student problems were around learning conditions. According to Spring SY23 Cultivate Prioritized Learning Conditions survey, prioritized learning condition 1 was student voice. Students did not have strong responses to the following statements: 

- *This teacher asks for our input about what we want to learn.
- *I have the opportunity to make choices in this class.
- *In this class, my ideas are taken seriously.
- *This teacher responds to student suggestions to make our class better.

This teacher responds to student suggestions to make our class better.

These areas statements should be addressed and infused in planning process.

[Return to Top](#) **Inclusive & Supportive Learning Environment**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>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.</p> <p>MTSS Integrity Memo</p> <p>MTSS Continuum</p> <p>Roots Survey</p>	<p>The takeaways the teams surfaced as a result of the review of the metrics were as follows. 📌</p> <p>Areas of strength: *students receive instruction in their Least Restrictive Environment as indicated by their IEP *all students have access to student-centered enrichment and out-of-school-time programming *IEPs are written in a timely manner</p> <p>Growth areas: *our team needs to strengthen and streamline the way we create, implement, and progress monitor academic intervention plans in the CPS Branching Minds platform *there needs to be stronger collaboration between all general education teachers and the teacher of diverse learners *family engagement in the MTSS process</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p>MTSS Continuum</p> <p>Roots Survey</p> <p>ACCESS</p> <p>MTSS Academic Tier Movement</p> <p>Annual Evaluation of Compliance (ODLSS)</p>
No	<p>School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.</p> <p>MTSS Integrity Memo</p>		<p>Quality Indicators of Specially Designed Curriculum</p>
Yes	<p>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.</p> <p>LRE Dashboard Page</p>	<p>What is the feedback from your stakeholders?</p> <p>Participants believe MTSS interventions were strong. The area of growth is around progress monitoring and recording interventions in Branching Minds with fidelity. We need to think of ways to include families in the MTSS process. We need to develop a system outside of Branching Minds to track implementation and progress monitoring. 📌</p>	<p>EL Program Review Tool</p>
Yes	<p>Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.</p> <p>IDEA Procedural Manual</p>		
Yes	<p>English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.</p> <p>EL Placement Recommendation Tool ES</p> <p>EL Placement Recommendation Tool HS</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>Our team needs to strengthen and streamline the way we create, implement, and progress monitor academic intervention plans in the CPS Branching Minds platform. We also need stronger collaboration between all general education teachers and the teacher of diverse learners. Last, family engagement in the MTSS process. 📌</p>	
Yes	<p>There are language objectives (that demonstrate HOW students will use language) across the content.</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>During this reflection we determined that we need to focus on the strong creation, implementation, and progress monitoring of academic intervention plans in the Branching Minds platform that is consistent with the expectations of the MTSS Integrity Memo. 📌</p>			

[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
Universal teaming structures are in place to support	<p>BHT Key Component Assessment</p>	<p>The takeaways the teams surfaced as a result of the review of the metrics were as follows. 📌</p> <p>Areas of strength: *we have rich student-centered enrichment and</p>	<p>% of Students receiving Tier 2/3 interventions meeting targets</p>

Jump to...	Curriculum & Instruction	Inclusive & Supportive Learning	Connectedness & Wellbeing	Postsecondary	Partnerships & Engagement
Yes	Universal learning structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.		SEL Teaming Structure	<p>There are no student-centered enrichment and out-of-school-time programs at the school</p> <p>*there is access to supplemental academic support during the course of the school day and available after school</p> <p>*universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team</p> <p>*we do not have problems with absenteeism</p>	Reduction in OSS per 100 Reduction in repeated disruptive Access to OST
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			<p>Growth areas:</p> <p>*Implementation of the Skyline Integrated SEL component</p> <p>*provide professional development for restorative practices</p>	Increase Average Daily Attendance
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.			<p>What is the feedback from your stakeholders?</p> <p>Stakeholders believe we will benefit from going through the process of learning how to use restorative practices. They also believe we need to ensure the Skyline SEL components are implemented with fidelity. 🗨️</p>	Reconnected by 20th Day, Reconnected after 8 out of 10 days absent Cultivate (Belonging & Identity)
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.				Enrichment Program Participation; Enrollment & Attendance Student Voice Infrastructure
<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>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>		
We need to strengthen our supports for SEL. 🗨️			The staff will begin professional development learn restorative practices. We have also started the process of integrating Conscious Discipline into our school community. Calm Classroom is used to allow children a chance to center themselves and start the school day in a positive frame. 🗨️		

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

	Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Yes	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	<p>The takeaways the teams surfaced as a result of the review of the metrics were as follows. 🗨️</p> <p>Areas of strength: *Success Bound was implemented by the school counselor *students completed Individualized Learning Plans (ILPs)</p> <p>Growth areas: *Stakeholders need to know what the Success Bound curriculum offers students *space needs to be made to ensure the Individualized Learning Plans are living documents that are revisited during the course of the school year</p>	Graduation Rate Program Inquiry; Programs/participation/attainment rates of % of ECCC 3 - 8 On Track
Partially	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate

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

What student-centered problems have surfaced during this reflection?

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

Work based Learning opportunities are not offered to our middle school students. 📌

What is the feedback from your stakeholders?

Stakeholders would like a better understanding of exactly what the Success Bound curriculum provides students. In addition, stakeholders were not familiar with the Work Based Learning activities offered on the CPS website. Last, stakeholders want to ensure the ILPs are re-visited by students during the course of the school year. 📌

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 school counselor attended professional development to better understand and implement Success Bound. Improvement can be made with sharing the information with the staff. Career Day gave students an opportunity to learn about a wide range of careers. Moving forward it would be beneficial to survey students to determine the types of careers they are interested in and tailor the career day to their interests. 📌

[9th and 10th Grade On Track](#)

[Cultivate \(Relevance to the Future\)](#)

Freshmen Connection Programs Offered (School Level Data)

[Return to Top](#) **Partnership & Engagement**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	Spectrum of Inclusive Partnerships	The takeaways the teams surfaced as a result of the review of the metrics were as follows. 📌 Areas of strength: *the school is consistent with disseminating information to families *there are many opportunities for parents to come to the school for showcases of student work and learning Growth areas: *provide opportunities for collaboration with voting and consensus building regarding school-based decisions. *provide opportunities for involvement through the offering of workshops related to school based concerns and interests	Cultivate 5 Essentials Parent Participation Rate 5E: Supportive Environment
Yes	Reimagining With Community Toolkit		Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)
Partially	Student Voice Infrastructure Rubric	What is the feedback from your stakeholders? Parents appreciate the modes and frequency of school to family communication. however they desire to be more 📌	Formal and informal family and community feedback received locally. (School Level Data)

& CIWP).

family communication, however they desire to be more involved in the education process. Intermediate and middle school parents participate in family focused school offerings less frequently than the families of primary students. Student voice needs to be amplified in the decision making discourse.

What student-centered problems have surfaced during this reflection?

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

Student voice is not heard in the academic and culture/climate decisions that are made. 📌

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?

A student council was elected last school year but they did not have a clear plan of action. 📌

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	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.
No	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

The takeaways the teams surfaced as a result of the review of the metrics were as follows.

Areas of strength:
 *students receive instruction in their Least Restrictive Environment as indicated by their IEP
 *all students have access to student-centered enrichment and out-of-school-time programming
 *IEPs are written in a timely manner

Growth areas:
 *our team needs to strengthen and streamline the way we create, implement, and progress monitor academic intervention plans in the CPS Branching Minds platform
 *there needs to be stronger collaboration between all general education teachers and the teacher of diverse learners
 *family engagement in the MTSS process

What is the feedback from your stakeholders?

Participants believe MTSS interventions were strong. The area of growth is around progress monitoring and recording interventions in Branching Minds with fidelity. We need to think of ways to include families in the MTSS process. We need to develop a system outside of Branching Minds to track implementation and progress monitoring.

What student-centered problems have surfaced during this reflection?

During this reflection we determined that we need to focus on the strong creation, implementation, and progress monitoring of academic intervention plans in the Branching Minds platform that is consistent with the expectations of the MTSS Integrity Memo.

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?

Our team needs to strengthen and streamline the way we create, implement, and progress monitor academic intervention plans in the CPS Branching Minds platform. We also need stronger collaboration between all general education teachers and the teacher of diverse learners. Last, family engagement in the MTSS process.

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Determine Priorities

Resources: 

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

Students...

lack of academic growth and engagement due to inconsistent progress monitoring within the Multi-Tiered System of Supports (MTSS) framework.



[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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Root Cause

Resources: 

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

As adults in the building, we...

recognize that the irregularity in tracking student progress across intervention tiers leads to a fragmented understanding of individual learning needs, hindering our ability to provide timely and targeted interventions. This misalignment between the intended support and its execution not only undermines the effectiveness of MTSS but also diminishes students'



[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.

Inclusive & Supportive Learning Environment

execution not only undermines the effectiveness of MTSS but also diminishes students' motivation and active participation.

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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What is your Theory of Action?

If we...
 use the i-Ready platform and provide PD to staff on how to create and implement small group instruction that aligns to individual student data



Indicators of a Quality CIWP: Theory of Action

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

Resources:

then we see...
 consistency with implementation of effective small group instruction



which leads to...
 95% of McDade students falling within the at or above category on end of year assessments.



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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
 ILT and CIWP Teams

Dates for Progress Monitoring Check Ins
 Q1 11/15/23 Q3 4/3/24
 Q2 1/24/24 Q4 5/29/24



	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Preparation and Training	ILT, IReady vendor	May 2025	Select Status
Action Step 1	Conduct initial professional development sessions for all staff members to introduce them to the i-Ready and Branching Minds platform.	ILT, IReady vendor	August 2024	Select Status
Action Step 2	Train staff on navigating the platforms, accessing student data, and interpreting assessment results.	ILT, IReady vendor	August 2024	Select Status
Action Step 3	Provide targeted professional development workshops focusing on cre		October 2024	Select Status
Action Step 4	Offer sessions that demonstrate best practices for tailoring instruction to student needs, setting goals, and using data-driven insights.	ILT	November 2024	Select Status
Action Step 5	Provide ongoing PD to help teachers refine their small group instruction strategies based on data insights.	ILT	on going	Select Status
Implementation Milestone 2	Implementation and Monitoring	ILT and MTSS team	May 2025	Select Status
Action Step 1	Have teachers begin implementing small group instruction using the i	ILT and MTSS team	October 2024	Select Status

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

Inclusive & Supportive Learning Environment

Action Step 2	Conduct regular check-ins and coaching sessions to address challenge	ILT and MTSS team	on going	Select Status
Action Step 3	Schedule regular data review meetings where teachers analyze student	ILT and MTSS team	on going	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Assessment and Analysis: Mid Year	ILT and MTSS team	February 2025	Select Status
Action Step 1	Analyze mid-year assessment results to determine progress towards the 95% target.	ILT and MTSS team	February 2025	Select Status
Action Step 2	Identify trends and areas for improvement in small group instruction implementation.	ILT and MTSS team	February 2025	Select Status
Action Step 3	Implement targeted interventions for students who are not on track to meet the 95% goal.	ILT and MTSS team	February 2025	Select Status
Action Step 4	Provide additional training and support for teachers as needed based on mid-year assessment analysis.	ILT and MTSS team	February 2025	Select Status
Action Step 5				Select Status
Implementation Milestone 4	End-of-Year Assessment Analysis and Reflection	ILT and MTSS team	May 2025	Select Status
Action Step 1	Analyze end-of-year assessment results to determine the percentage of students in the "at or above" category.	ILT and MTSS team	May 2025	Select Status
Action Step 2	Compare results to the 95% target and identify factors contributing to successes or challenges.	ILT and MTSS team	May 2025	Select Status
Action Step 3	Conduct a thorough review of the implementation process, identifying successes, challenges, and lessons learned.	ILT and MTSS team	May 2025	Select Status
Action Step 4	Use insights from the reflection to refine the small group instruction approach and professional development for the following year	ILT and MTSS team	May 2025	Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Enhanced Differentiation By the end of SY25 , 80% of teachers will consistently utilize i-Ready data to differentiate instruction within their small groups. This milestone indicates the successful integration of data-driven decision-making into teaching practices.	
SY26 Anticipated Milestones	Consistent Growth Trends By the end of SY 25 , there will be a consistent upward trend in the percentage of students falling within the "at or above" category on end-of-year assessments. This milestone demonstrates the sustainability of academic growth and achievement improvements.	

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Goal Setting

Indicators of a Quality CIWP: Goal Setting




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

Resources:

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal 	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 	Numerical Targets [Optional] 		
					SY24	SY25	SY26
100% of teachers will consistently utilize Math student data from the	Yes	iReady (Math)	Overall	0%	50%	75%	100%

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Inclusive & Supportive Learning Environment				
Reflection	Root Cause	Implementation Plan	Yes	Select the Priority Foundation to pull over your Reflections here =>					
i-Ready platform to differentiate instruction within their small groups.					Select Group or Overall				
100% of teachers will consistently utilize Reading student data from the i-Ready platform to differentiate instruction within their small groups.	Yes		iReady (Reading)	Overall	0%	50%	75%	100%	
				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.	Ensure that there is alignment with programming with the expectations outlined in the MTSS Integrity Memo, including incorporating evidence-based practices and tiered interventions. Progress Monitoring: Regularly review student performance data within the Branching Minds platform. Monitor the frequency and effectiveness of differentiated instruction based on data-driven insights. Analyze student engagement levels with tailored interventions	Sustainable Growth Trajectory Progress Monitoring: Continuously track the percentage of students falling within the "at or above" category on end-of-year assessments. Analyze trends in student growth over multiple assessment cycles to ensure sustained improvement.	Communication and Collaboration, Reflection, and Improvement Progress Monitoring: Monitor the frequency and outcomes of collaborative team meetings and parent communication using the platform. Track the number of adjustments made to interventions based on collaborative decisions. Assess the impact of professional development on teachers' confidence and implementation practices.
Select a Practice			
Select a Practice			

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SY24 Progress Monitoring

Resources: 📌

Below are the goals for this Theory of Action that were created above. CIWP Teams will use this section to progress monitor the goals on a quarterly basis.

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
100% of teachers will consistently utilize Math student data from the i-Ready platform to differentiate instruction within their small groups.	iReady (Math)	Overall	0%	50%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
100% of teachers will consistently utilize Reading student data from the i-Ready platform to differentiate instruction within their small groups.	iReady (Reading)	Overall	0%	50%	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

Jump to... [Priority](#) [TOA](#) [Goal Setting](#) [Progress Monitoring](#)
[Reflection](#) [Root Cause](#) [Implementation Plan](#)

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

Inclusive & Supportive Learning Environment

<p>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.</p>	<p>Ensure that there is alignment with programming with the expectations outlined in the MTSS Integrity Memo, including incorporating evidence-based practices and tiered interventions. Progress Monitoring: Regularly review student performance data within the Branching Minds platform. Monitor the frequency and effectiveness of differentiated instruction based on data-driven insights. Analyze student engagement levels with tailored interventions</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>Select a Practice</p>		<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>Select a Practice</p>		<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.
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).

What are the takeaways after the review of metrics?

The takeaways the teams surfaced as a result of the review of the metrics were as follows.

Areas of strength:
 *the school is consistent with disseminating information to families
 *there are many opportunities for parents to come to the school for showcases of student work and learning

Growth areas:
 *provide opportunities for collaboration with voting and consensus building regarding school-based decisions.
 *provide opportunities for involvement through the offering of workshops related to school based concerns and interests

What is the feedback from your stakeholders?

Parents appreciate the modes and frequency of school to family communication, however they desire to be more involved in the education process. Intermediate and middle school parents participate in family focused school offerings less frequently than the families of primary students. Student voice needs to be amplified in the decision making discourse.

What student-centered problems have surfaced during this reflection?

Student voice is not heard in the academic and culture/climate decisions that are made.

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?

A student council was elected last school year but they did not have a clear plan of action.

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Determine Priorities

Resources: 

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

[Determine Priorities Protocol](#)

Students...

voices are not being heard in academic and cultural/climate decisions.



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

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Root Cause

Resources: 

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

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

As adults in the building, we...

work within a traditional hierarchy where decisions are made predominantly by administrators, teachers, and other staff members. This leads to the exclusion of student input.



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.

In addition, adults in the building might not fully understand the importance of

incorporating student perspectives into decision-making processes. They might not be aware of the positive impact that involving students can have on academic and cultural/climate decisions.

Last, adults in the building might be resistant to change or new ideas, including those coming from students. The resistance can hinder the integration of student voices into decision-making processes.

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...

build structures for students to advocate for the student body by implementing school created student voice surveys that have been collaboratively developed



Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

Resources:

then we see...

youth-adult partnership in decision making at all levels



which leads to...

an increase in student voice in the areas of academics and culture and climate.



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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

The ILT and Climate and Culture Team

Dates for Progress Monitoring Check Ins

Q1 11/15/23

Q3 4/3/24

Q2 1/24/24

Q4 5/29/24

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring



	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	The ILT and CIWP teams will establish the foundation and collaboratively develop student voice surveys into the school community.	ILT, Climate and Culture, and student council coordinator	October 2023	Select Status
Action Step 1	Form a dedicated committee consisting of school staff, students, and possibly parents to plan and execute this initiative.	ILT, Climate and Culture, and student council coordinator	October 2023	Select Status
Action Step 2	Clearly define the objectives, scope, and intended outcomes of the project.	ILT, Climate and Culture, and student council coordinator	October 2023	Select Status
Action Step 3	Identify key stakeholders and secure their buy-in and support for the initiative.	ILT, Climate and Culture, and student council coordinator	October 2023	Select Status
Action Step 4	Organize brainstorming sessions involving students, teachers, administrators, and other relevant parties to determine the survey topics and questions.	ILT, Climate and Culture, and student council coordinator	October 2023	Select Status
Action Step 5	Develop a set of comprehensive and inclusive survey questions that cover various aspects of academics, school culture, and climate. Pilot test the survey to identify any potential issues or areas for improvement.	ILT, Climate and Culture, and student council coordinator	October 2023	Select Status
Implementation Milestone 2	Implement the student voice surveys, analysis and data utilization.	ILT, Climate and Culture, and student council coordinator	December 2023	Select Status

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

Partnership & Engagement

Action Step 1	Determine the frequency and timing of the surveys (e.g., once per semester, end of the year).	ILT, Climate and Culture, and student council coordinator	December 2023	Select Status
Action Step 2	Choose appropriate survey distribution methods (online platforms, paper forms) to ensure maximum participation.	ILT, Climate and Culture, and student council coordinator	December 2023	Select Status
Action Step 3	Promote the surveys through various channels, such as school newsletters and morning announcements.	ILT, Climate and Culture, and student council coordinator	December 2023	Select Status
Action Step 4	Gather and analyze the survey data to identify trends, patterns, and areas of concern.	ILT, Climate and Culture, and student council coordinator	December 2023	Select Status
Action Step 5	Share the survey results with all stakeholders, emphasizing transparency and accountability. Organize feedback sessions or focus groups to interpret the data and generate actionable insights.	ILT, Climate and Culture, and student council coordinator	December 2023	Select Status
Implementation Milestone 3	Youth and adults partner to make decisions that will increase student voice in academics and school culture.	ILT, Climate and Culture, and student council coordinator	February 2024	Select Status
Action Step 1	Establish regular meetings that involve both students and adults to discuss survey results and collaboratively address concerns.	ILT, Climate and Culture, and student council coordinator	February 2024	Select Status
Action Step 2	Implement a system to track decisions made based on student input and hold stakeholders accountable for their commitments.	ILT, Climate and Culture, and student council coordinator	February 2024	Select Status
Action Step 3	Work with school leadership to integrate student suggestions into the school community.	ILT, Climate and Culture, and student council coordinator	February 2024	Select Status
Action Step 4	Support student-led initiatives aimed at improving school culture, such as student-led events and community-building activities.	ILT, Climate and Culture, and student council coordinator	February 2024	Select Status
Action Step 5				Select Status
Implementation Milestone 4	On-going evaluation and improvement	ILT, Climate and Culture, and student council coordinator	on-going	Select Status
Action Step 1	Continuously assess the effectiveness of the student's advocacy efforts and the impact of student voice in decision-making.	ILT, Climate and Culture, and student council coordinator	on-going	Select Status
Action Step 2	Solicit feedback from students, staff, and parents on the process and outcomes.	ILT, Climate and Culture, and student council coordinator	on-going	Select Status
Action Step 3	Use the feedback to refine and enhance the student council's activities and the implementation of student voice surveys.	ILT, Climate and Culture, and student council coordinator	on-going	Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	We will continue to develop, administer, analyze, and implement student based surveys. We will also closely monitor the effectiveness of the system and make adjustments as necessary. The goal is to create a sustainable system.	
SY26 Anticipated Milestones	We will continue to develop, administer, analyze, and implement student based surveys. We will also closely monitor the effectiveness of the system and make adjustments as necessary.	

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Goal Setting

Resources: 

Indicators of a Quality CIWP: Goal Setting

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

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

Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#).

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

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

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

IL-EMPOWER Goal Requirements

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

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

Performance Goals

Numerical Targets [Optional] 

Specify the Goal 	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 	SY24	SY25	SY26
--	--	--------	-----------------------------	--	------	------	------

Develop and implement collaborative student voice surveys and establish effective structures that highlight and empower 100% student voice.	Yes	Other	Overall	0%	50%	75%	100%
			Select Group or Overall				
Establish a system to track the progress of the established goals. Regularly review the effectiveness of the student voice survey efforts and adjust as needed to align to current needs. of 100%	Yes	Other	Overall	0%	50%	75%	100%
			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
P&E:3 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).	The goal is to regularly infuse student voice in both the academic and culture and climate of the school. Progress will be measured based on the responses students to implementation surveys. Currently, students do not believe they have a say in what they learn or how evidence of learning is demonstrated.	The goal is to regularly infuse student voice in both the academic and culture and climate of the school. Progress will be measured based on the responses students to implementation surveys. Currently, students do not believe they have a say in what they learn or how evidence of learning is demonstrated.	The goal is to regularly infuse student voice in both the academic and culture and climate of the school. Progress will be measured based on the responses students to implementation surveys. Currently, students do not believe they have a say in what they learn or how evidence of learning is demonstrated.
Select a Practice			
Select a Practice			

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SY24 Progress Monitoring

Resources: 🍌

Below are the goals for this Theory of Action that were created above. CIWP Teams will use this section to progress monitor the goals on a quarterly basis.

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Develop and implement collaborative student voice surveys and establish effective structures that highlight and empower 100% student voice.	Other	Overall	0%	50%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Establish a system to track the progress of the established goals. Regularly review the effectiveness of the student voice survey efforts and adjust as needed to align to current needs. of 100%	Other	Overall	0%	50%	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

[Jump to...](#)
[Priority](#)
[TOA](#)
[Goal Setting](#)
[Progress Monitoring](#)

[Reflection](#)
[Root Cause](#)
[Implementation Plan](#)

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

Partnership & Engagement

<p>P&E:3 School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p>	<p>The goal is to regularly infuse student voice in both the academic and culture and climate of the school. Progress will be measured based on the responses students to implementation surveys. Currently, students do not believe they have a say in what they learn or how evidence of learning is demonstrated.</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>Select a Practice</p>		<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>Select a Practice</p>		<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>

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?

The takeaways the teams surfaced as a result of the review of the metrics were as follows.

Areas of strength:
 *we have rich student-centered enrichment and out-of-school-time programs at the school
 *there is access to supplemental academic support during the course of the school day and available after school
 *universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team
 *we do not have problems with absenteeism

Growth areas:
 *Implementation of the Skyline Integrated SEL component
 *provide professional development for restorative practices

What is the feedback from your stakeholders?

Stakeholders believe we will benefit from going through the process of learning how to use restorative practices. They also believe we need to ensure the Skyline SEL components are implemented with fidelity.

What student-centered problems have surfaced during this reflection?

We need to strengthen our supports for SEL.

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

The staff will begin professional development learn restorative practices. We have also started the process of integrating Conscious Discipline into our school community. Calm Classroom is used to allow children a chance to center themselves and start the school day in a positive frame.

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Determine Priorities

Resources: 

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

[Determine Priorities Protocol](#)

Students...

are lacking emotional intelligence and connectedness which leads to diminished student engagement, increased stress levels, and compromised overall academic success.



Indicators of a Quality CIWP: Determine Priorities

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

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Root Cause

Resources: 

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

[5 Whys Root Cause Protocol](#)

As adults in the building, we...

inadvertently perpetuated the student-centered problem of inadequate social-emotional connectedness and well-being by focusing primarily on academic outcomes and neglecting the holistic development of students.



Indicators of a Quality CIWP: Root Cause Analysis

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

The root cause is based on evidence found when examining the student-centered problem.
 Root causes are specific statements about adult practice.
 Root causes are within the school's control.

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

What is your Theory of Action?

If we...
 provide professional development on Conscious Discipline, Sanford Harmony, and Restorative Practices, create systems and structures that support the use of the curricula and strategies



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...
 consistent implementation of strategies and skills aligned to student needs



which leads to...
 improvement in their connecteness and social emotional wellbeing.



[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

ILT and CIWP Teams

Dates for Progress Monitoring Check Ins

Q1 11/15/23 Q3 4/3/24

Q2 1/24/24 Q4 5/29/24

SY24 Implementation Milestones & Action Steps

Who



By When

Progress Monitoring

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Professional Development: Curriculum Training	Climate and culture team	Ongoing	Select Status
Action Step 1	Provide comprehensive professional development on Conscious Discipline, Sanford Harmony, and Restorative Practices to all staff members.	Climate and culture team/ Conscious Discipline vendor	August 2024	Select Status
Action Step 2	Ensure educators are well-versed in the theoretical foundations and practical implementation of each curriculum.	Climate and culture team	October 2024	Select Status
Action Step 3	Facilitate workshops focused on equipping educators with the necessary skills to effectively implement the curricula and strategies.	Climate and culture team	October 2024	Select Status
Action Step 4	Foster an understanding of how to tailor these approaches to meet individual student needs.	Climate and culture team	ongoing	Select Status
Action Step 5				Select Status
Implementation Milestone 2	Curriculum Integration	Climate and culture team	May 2025	Select Status

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>				Connectedness & Wellbeing
Reflection	Root Cause	Implementation Plan							
Action Step 1	Develop a framework for integrating Conscious Discipline, Sanford Harmony, and Restorative Practices seamlessly into the existing curriculum.		Climate and culture team	ongoing					Select Status
Action Step 2	Align each curriculum's principles with relevant subjects and learning objectives.		Climate and culture team	ongoing					Select Status
Action Step 3	Form peer support networks or learning communities where educators can share experiences, insights, and best practices related to implementing the curricula.		Climate and culture team	May 205					Select Status
Action Step 4									Select Status
Action Step 5									Select Status
Implementation Milestone 3	Curriculum Integration and Consistent Implementation		Climate and culture team	ongoing					Select Status
Action Step 1	Develop a framework for integrating Conscious Discipline, Sanford Harmony, and Restorative Practices seamlessly into the existing curriculum.		Climate and culture team	October 2025					Select Status
Action Step 2	Form peer support networks or learning communities where educators can share experiences, insights, and best practices related to implementing the curricula.		Climate and culture team	May 2025					Select Status
Action Step 3	Set clear expectations for the consistent use of strategies and skills from the curricula in daily interactions with students.		Climate and culture team	October 2024					Select Status
Action Step 4									Select Status
Action Step 5									Select Status
Implementation Milestone 4	Data Analysis and Continuous Improvement		Climate and culture team	ongoing					Select Status
Action Step 1	Establish a system for collecting data on student social-emotional wellbeing and connectedness.		Climate and culture team	October 2024					Select Status
Action Step 2	Utilize assessment tools, surveys, and observations to gather meaningful insights.		Climate and culture team	ongoing					Select Status
Action Step 3	Identify trends, patterns, and areas for improvement.		Climate and culture team	ongoing					Select Status
Action Step 4	Based on data analysis provide ongoing professional development to address specific areas of improvement		Climate and culture team	ongoing					Select Status
Action Step 5	Encourage educators to engage in reflective practices, such as regular check-ins and self-assessment, to refine their implementation of the curricula and strategies.		Climate and culture team	ongoing					Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	<p>Sustained Strategy Utilization</p> <p>At the end of SY 25, 100% of educators will consistently incorporate strategies from the curricula into their daily interactions. This milestone demonstrates the establishment of a culture of practice adoption.</p>	
SY26 Anticipated Milestones	<p>Positive Student Feedback</p> <p>By the end of SY 26, student feedback surveys will show a 15% increase in students reporting improved feelings of connectedness and social-emotional well-being. This milestone reflects the early impact of the strategies on students' perceptions.</p>	

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Goal Setting

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on an 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

Numerical Targets [Optional]

Specify the Goal 	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 	SY24	SY25	SY26
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Jump to...	Priority Reflection	TOA Root Cause	Goal Setting Implementation Plan	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>	Connectedness & Wellbeing			
Establish a student-led initiative that promotes awareness, understanding, and advocacy for social-emotional well-being for 100%.	Yes	Other	Overall	0%	50%	75%	100%		
			Select Group or Overall						
Ensure that all educators integrate Conscious Discipline, Sanford Harmony, and Restorative Practices into classroom activities and interactions. Consistently look at data to make adjustments as needed	Yes	Other	Overall	0%	50%	75%	100%		
			Select Group or Overall						

Practice Goals

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

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

	SY24	SY25	SY26
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Student Engagement and Early Impact. Action Steps: Foster student engagement and participation in healing-centered activities and discussions. Progress Monitoring: Collect data on student participation and attitudes toward healing-centered practices through surveys and reflective journals.	Impact on Student Well-Being Action Steps: Continuously assess changes in student well-being and connectedness, comparing data to Year 1. Progress Monitoring: Administer follow-up surveys and analyze disciplinary data to measure improvements in emotional regulation and behavior.	Sustainable Implementation Action Steps: Ensure the integration of healing-centered supports is sustained across classrooms and grade levels. Progress Monitoring: Conduct spot-check classroom observations and review ongoing assessment data to ensure consistent implementation.
Select a Practice			
Select a Practice			

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SY24 Progress Monitoring

Resources: 📖

Below are the goals for this Theory of Action that were created above. CIWP Teams will use this section to progress monitor the goals on a quarterly basis.

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Establish a student-led initiative that promotes awareness, understanding, and advocacy for social-emotional well-being for 100%.	Other	Overall	0%	50%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Ensure that all educators integrate Conscious Discipline, Sanford Harmony, and Restorative Practices	Other	Overall	0%	50%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

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

Connectedness & Wellbeing

into classroom activities and interactions. Consistently look at data to make adjustments as needed

Other

Select Group or Overall

Select Status

Select Status

Select Status

Select Status

Practice Goals

Progress Monitoring

Identified Practices

SY24

Quarter 1

Quarter 2

Quarter 3

Quarter 4

C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Student Engagement and Early Impact. Action Steps: Foster student engagement and participation in healing-centered activities and discussions. Progress Monitoring: Collect data on student participation and attitudes toward healing-centered practices through surveys and reflective journals.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Parent and Family Plan

If Checked:

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

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.

If Checked:

No action needed

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

