

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
Conrey Callahan	Principal	clcallahan@cps.edu
Alfredo Lopez	AP	aalopez1@cps.edu
Neida Martinez	Other [Type In]	nsoto2@cps.edu
Lauren Kim	Teacher Leader	lskim@cps.edu
Angela Papa	Curriculum & Instruction Lead	ajpapa@cps.edu
Claire Kunkel	Connectedness & Wellbeing Lead	cekunkel1@cps.edu
Kendayl Loesch	Inclusive & Supportive Learning Lead	krloesch@cps.edu
Yadira Espino	LSC Member	yespino@cps.edu
Jennifer Nelson	Teacher Leader	jnelson@cps.edu
Laura Wipf	Teacher Leader	lwipf@cps.edu
Laura Wipf	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	5/1/23	6/1/23
Reflection: Curriculum & Instruction (Instructional Core)	6/29/23	7/6/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/29/23	7/1/23
Reflection: Connectedness & Wellbeing	7/6/23	7/11/23
Reflection: Postsecondary Success	07/2023	07/2023
Reflection: Partnerships & Engagement	7/6/23	7/11/23
Priorities	7/11/23	7/11/23
Root Cause	7/18/23	7/18/23
Theory of Acton	7/18/23	7/19/23
Implementation Plans	8/15/23	8/30/23
Goals	8/15/23	8/30/23
Fund Compliance	8/1/23	8/1/23
Parent & Family Plan	9/7/23	9/7/23
Approval	9/12/23	9/12/23

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	11/2023
Quarter 2	2/2024
Quarter 3	4/2024
Quarter 4	06/2024

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](#)

[Return to Top](#) **Curriculum & Instruction**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	CPS High Quality Curriculum Rubrics	<i>[takeaways reflecting most students; takeaways reflecting specific student groups]</i> Click here for data reviewed by CIWP team What does this data not tell us? Curriculum for ELA: LC for R/W but no phonics (Foundations & Estrellita are new) WTW will be used as a supplemental resource No consistency in using iReady data to plan for instruction Curriculum for Math: Eureka Math Scope & Sequence does not align with iReady assessment Academic vocab difficult for struggling readers, above expected grade level Text translated, not authentic Spanish No Eureka digital resources MTSS interventions do not address math Minimal PD provided for math Need for supplemental materials for math centers No consistency in using iReady data to plan for instruction Continuum of ILT Effectiveness: Culture (3 Performing) Decision-making based on data, need for progress monitoring Structure (2 Developing) Some ILT members are leaders of their teams; Not all grade levels, content areas, programs, related services are represented on ILT; Admin created agenda & facilitated ILT meetings most of the time. Knowledge & Skills (2.5 Developing/Performing) *Identifying strong teacher models for peer observation and working with. Data thru EL lens OLCE audit: not providing Tier 1, differentiated instruction across all content areas. Missing ESL explicit instruction Rigor Walk Data: There was a huge growth: something to celebrate 2nd & 4th exceeded in math and reading Proficiency level: 35-40% at or above grade level STLS students are scoring lower than peers No math interventions provided	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading)
Partially	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction	What is the feedback from your stakeholders? <i>[feedback trends across stakeholders; feedback trends across specific stakeholder groups]</i> - We need consistent use of student assessment data, (formative assessments, practice data, BOY, MOY, EOY benchmark data), to drive differentiated instruction, particularly for our ELs and our DL students - We need to adjust our scope and sequence for Math to meet student needs and better align with benchmark assessments. We also need to ensure all grade levels are making it through all EM units. - Consistency in implementation of EM curriculum and use of an aligned math block to ensure we are hitting all components of CCSS-aligned instruction - Better access to authentic Spanish materials in all content areas (not translated) - We are implementing a new foundational skills curriculum in all grade levels. Teachers need time to learn, plan, reflect and adjust based on implementation and feedback. Teachers need time to meet and connect about implementation. - We know that Calkins' isn't a highly rated curricula and we must make a switch in our literacy curriculum by EOY SY24. - Based on OLCE and ISBE feedback, and knowing our population of EL students is growing, we must differentiate all of our instruction based on students' language needs (including science, social studies). - Large gap in knowledge base due to the pandemic: 3rd & 4th still need foundation in phonics	STAR (Math) iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold Interim Assessment Data
Partially	Powerful Practices Rubric Learning Conditions		
Partially	Continuum of ILT Effectiveness Distributed Leadership		
Partially	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan		
No	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? <i>[impact on most students; impact on specific student groups]</i> - New foundational skills curricula - Math committee - GLM time and PD time dedicated to planning and implementation for new and continued curricula.	

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]

- No consistent, aligned foundational skills curriculum until SY24, as a result students experience major gaps in knowledge, exposure and access to foundational skills instruction
- Students do not have access to a high quality, highly rated literacy curriculum
- Our DL and EL students are not consistently receiving differentiated instruction
- New Field students as a whole are not meeting average expected growth metrics on normed assessments.

[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
-----------------------------------------------------------------------------	------------	-----------------------------------------------------	---------

<p>Yes</p>	<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><i>[takeaways reflecting most students; takeaways reflecting specific student groups]</i></p> <p>Newcomers need an immense amount of support, perhaps at times as much as a student with an IEP</p> <p>EL placements: EL/DLs required in TBE settings are not receiving native language instruction</p> <p>ELs are missing explicit ESL instruction</p> <p>IEPs: Progress monitoring of IEPs successful Discrepancy: DLs have a lower attendance rate: Need to provide accessible grade-level contents that is aligned to grade-level standards.</p> <p>-EL students are not receiving differentiated, Tier 1 instruction based on proficiency levels -EL students are not receiving embedded ESL instruction across all content areas</p> <p>-ILT: students in varying levels for differentiated instructions -DLs also need differentiated supports -Data Driven: K-3rd not meeting the average growth from BOY and MOY -Experience anxiety more so than before -Students may not be experiencing instructions that reach to the highest levels</p> <p>Students receive instruction in LRE: Partial (more differentiation needs to be provided within curricula) Staff ensures students are receiving high quality IEPs: Partial (quarter 4 changes made it hard to implement all, lacking some SMART IEP goals that allow for adequate data-tracking) ELLs are placed with the appropriate EL endorsed teacher: Partial (we do have a plan for improving by placing EL DLs with TBE teachers) Language objectives across content areas: Partial (plan for PD at BOY to address this)</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> <p>Quality Indicators of Specially Designed Curriculum</p> <p>EL Program Review Tool</p>
<p>Yes</p>	<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>What is the feedback from your stakeholders?</p> <p><i>[feedback trends across stakeholders; feedback trends across specific stakeholder groups]</i></p> <p>Possible areas of focus could be on more differentiation of the curricula for students with IEPs, as well as addressing the language needs of ELs across content areas through language objectives.</p> <p>Students are not receiving a universal foundational skills curriculum, evidenced by iReady and Star 360 data.</p> <p>Students are not reaching growth metrics in K, 1st, and 3rd, evidenced by iReady and Star 360 data.</p> <p>Students are not receiving embedded ESL instruction, per the OLCE audit.</p> <p>Students are not always receiving differentiated instruction in the classroom.</p> <p>Students with inconsistent attendance are not meeting average growth.</p>	<p>EL Program Review Tool</p>
<p>Partially</p>	<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, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p><i>[impact on most students; impact on specific student groups]</i></p> <ul style="list-style-type: none"> - Improved student placement in correct EL models. - Focus on better student placement for EL models underway - Full case manager to support professional learning, monitoring and planning structures for LBS team - Teacher mentors for new LBS teachers to coach/support on targeted instruction as aligned with IEP goals. 	<p>Quality Indicators of Specially Designed Curriculum</p>
<p>Partially</p>	<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>	<p>Students are not receiving a universal foundational skills curriculum, evidenced by iReady and Star 360 data.</p> <p>Students are not reaching growth metrics in K, 1st, and 3rd, evidenced by iReady and Star 360 data.</p> <p>Students are not receiving embedded ESL instruction, per the OLCE audit.</p> <p>Students are not always receiving differentiated instruction in the classroom.</p> <p>Students with inconsistent attendance are not meeting average growth.</p>	<p>EL Program Review Tool</p>
<p>Partially</p>	<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>Students are not receiving a universal foundational skills curriculum, evidenced by iReady and Star 360 data.</p> <p>Students are not reaching growth metrics in K, 1st, and 3rd, evidenced by iReady and Star 360 data.</p> <p>Students are not receiving embedded ESL instruction, per the OLCE audit.</p> <p>Students are not always receiving differentiated instruction in the classroom.</p> <p>Students with inconsistent attendance are not meeting average growth.</p>	<p>EL Program Review Tool</p>
<p>Partially</p>	<p>There are language objectives (that demonstrate HOW students will use language) across the content.</p>	<p>Students are not receiving a universal foundational skills curriculum, evidenced by iReady and Star 360 data.</p> <p>Students are not reaching growth metrics in K, 1st, and 3rd, evidenced by iReady and Star 360 data.</p> <p>Students are not receiving embedded ESL instruction, per the OLCE audit.</p> <p>Students are not always receiving differentiated instruction in the classroom.</p> <p>Students with inconsistent attendance are not meeting average growth.</p>	<p>EL Program Review Tool</p>

What student-centered problems have surfaced during this reflection?


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[problems experienced by most students; problems experienced by specific student groups]

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
<p>Yes</p>	<p>BHT Key Component Assessment</p> <p>SEL Teaming Structure</p>	<p><i>[takeaways reflecting most students; takeaways reflecting specific student groups]</i></p> <p>Click here for data used</p> <p>Universal teaming structures to support connectedness: Yes Students experience Tier 1 Healing Centered supports: Partial/Almost Yes (lack of restorative practices in every classroom) Students have equitable access to student-centered enrichment and out-of-school-time programs: Yes (impossible to have every child in a program but program metrics are met) Students with chronic attendance issues have re-entry plan: No</p> <p>Discussion of 5 Essential Data: Many 4th graders do not feel safe in bathrooms. Some students report that their teachers do not ask difficult questions or challenge them.</p> <p>Attendance: Gradual decline of past few years, particularly in K and 1. Possible attendance incentives? Further information provided to parents about excused/unexcused absences and writing excuse notes.</p> <p>Discussion of Student Behavior: Is this something that needs to be addressed as a whole school, or only within certain classrooms? Will discuss this further when Alfredo pulls Aspen data.</p> <p>Per the Behavior Data: -Students with incidents were mostly male students - High number of incidents involved African-American male students - High number of incidents involving 1st grade students - Incidents seemed to take place in a number of locations (lunchroom, recess, classrooms). Not necessarily in just one location - Some students with BIPs were involved in multiple incidents -Additional students in the cluster program do not currently have BIPs in place</p>	<p>% of Students receiving Tier 2/3 interventions meeting targets</p> <p>Reduction in OSS per 100</p> <p>Reduction in repeated disruptive behaviors (4-6 SCC)</p> <p>Access to OST</p> <p>Increase Average Daily Attendance</p> <p>Increased Attendance for Chronically Absent Students</p> <p>Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</p>
<p>Partially</p>	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>	<p>What is the feedback from your stakeholders?</p>	<p>Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</p>

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.
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

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

Possible pre and post survey for every group.
Possibility of having small group referral paired with BHT referral.

Students with inconsistent attendance are not meeting average growth.

Students experiencing behavior difficulties are impacting their own learning, as well as the learning of others.

[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](#)


What student-centered problems have surfaced during this reflection?

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[problems experienced by most students; problems experienced by specific student groups] 

Students are losing learning time and community connectedness when students with significant behaviors (SCC group 4-higher) are frequently interrupting learning. Not all students are experiencing Tier 1, healing-centered practices, in all classrooms. As a result, this could be increasing student behaviors resulting in higher instances of Tier 2 and 3 behavioral needs




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] 

- BHT revamp for SY24
- Better reporting systems via ASPEN and in turn, better data analysis available
- Clearer behavior response flowchart developed for staff.
- Culture/Climate team to focus more specifically on issues of connectedness and well-being
- Student engagement lead identified and routed to support students with lowest attendance
- Schoolwide attendance initiatives in planning phase


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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
N/A	College and Career Competency Curriculum (C4) 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).	<i>[takeaways reflecting most students; takeaways reflecting specific student groups]</i>  n/a	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track
N/A	Individualized Learning Plans Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).		Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate
N/A	Work Based Learning Toolkit 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).		9th and 10th Grade On Track Cultivate (Relevance to the Future)
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).	<i>[feedback trends across stakeholders; feedback trends across specific stakeholder groups]</i>  n/a	Freshmen Connection Programs Offered (School Level Data)
N/A	ECCE Certification List Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		
N/A	PLT Assessment Rubric 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).		
N/A	Alumni Support Initiative One Pager 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).	<i>[impact on most students; impact on specific student groups]</i>  N/A	

What student-centered problems have surfaced during this reflection?





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[problems experienced by most students; problems experienced by specific student groups] 

N/A

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Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>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.</p>	<p><i>[takeaways reflecting most students; takeaways reflecting specific student groups]</i> </p> <p>Click here to view data used</p> <p>Ratings on Priorities (Foundation #4) ----> Reviewed 5 Essentials and LSC Data</p> <p>School fosters 2-way communication with families and community members: Partial (based on what further things we can do to involve families) Staff fosters 2-day communication with families and community members creative ways to participate: Yes (but we need to continue to focus on the creative aspect of this) School teams have a student voice infrastructure that builds youth-adult partnerships in decision making: Yes (Student Voice Committee, students of all ages are involved)</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
Yes	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
Yes	<p>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>What is the feedback from your stakeholders?</p> <p><i>[feedback trends across stakeholders; feedback trends across specific stakeholder groups]</i> </p> <p>Families of students would like more opportunities to become involved in the happenings of the school.</p> <p>SVC is a critical school structure that should be continued, and deepened, to dig into issues raised on the BOY student voice survey</p> <p>Continue with student voice survey as developed by ILT</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>	
<p><i>[problems experienced by most students; problems experienced by specific student groups]</i> </p> <p>Students and families may not experience strong relationships with school due to lack of opportunities for meaningful collaboration.</p>		<p><i>[impact on most students; impact on specific student groups]</i> </p> <p>Increase in family engagement events and activities</p> <p>Increased outreach to families for involvement in school through recruitment efforts for volunteers, committees, LSC.</p> <p>Provide more socialization opportunities throughout the school year to welcome families into our building</p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of metrics?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Partially	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
No	Evidence-based assessment for learning practices are enacted daily in every classroom.

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

[Click here for data reviewed by CIWP team](#)

What does this data not tell us?
 Curriculum for ELA:
 LC for R/W but no phonics (Foundations & Estrellita are new)
 WTW will be used as a supplemental resource
 No consistency in using iReady data to plan for instruction

Curriculum for Math:
 Eureka Math Scope & Sequence does not align with iReady assessment
 Academic vocab difficult for struggling readers, above expected grade level
 Text translated, not authentic Spanish
 No Eureka digital resources
 MTSS interventions do not address math
 Minimal PD provided for math
 Need for supplemental materials for math centers
 No consistency in using iReady data to plan for instruction

Continuum of ILT Effectiveness:
 Culture (3 Performing) Decision-making based on data, need for progress monitoring
 Structure (2 Developing) Some ILT members are leaders of their teams; Not all grade levels, content areas, programs, related services are represented on ILT; Admin created agenda & facilitated ILT meetings most of the time.
 Knowledge & Skills (2.5 Developing/Performing)

**Identifying strong teacher models for peer observation and working with.*

Data thru EL lens
 OLCE audit: not providing Tier 1, differentiated instruction across all content areas. Missing ESL explicit instruction

Rigor Walk Data:
 There was a huge growth: something to celebrate
 2nd & 4th exceeded in math and reading
 Proficiency level: 35-40% at or above grade level
 STLS students are scoring lower than peers
 No math interventions provided

What is the feedback from your stakeholders?

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

- We need consistent use of student assessment data, (formative assessments, practice data, BOY, MOY, EOY benchmark data), to drive differentiated instruction, particularly for our ELs and our DL students

- We need to adjust our scope and sequence for Math to meet student needs and better align with benchmark assessments. We also need to ensure all grade levels are making it through all EM units.

- Consistency in implementation of EM curriculum and use of an aligned math block to ensure we are hitting all components of CCSS-aligned instruction

- Better access to authentic Spanish materials in all content areas (not translated)

- We are implementing a new foundational skills curriculum in all grade levels. Teachers need time to learn, plan, reflect and adjust based on implementation and feedback. Teachers need time to meet and connect about implementation.

- We know that Calkins' isn't a highly rated curricula and we must make a switch in our literacy curriculum by EOY SY24.

- Based on OLCE and ISBE feedback, and knowing our population of EL students is growing, we must differentiate all of our instruction based on students' language needs (including science, social studies).

- Large gap in knowledge base due to the pandemic: 3rd & 4th still need foundation in phonics

What student-centered problems have surfaced during this reflection?

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?

[problems experienced by most students; problems experienced by specific student groups]

- No consistent, aligned foundational skills curriculum until SY24, as a result students experience major gaps in knowledge, exposure and access to foundational skills instruction
 - Students do not have access to a high quality, highly rated literacy curriculum
 - Our DL and EL students are not consistently receiving differentiated instruction
 - New Field students as a whole are not meeting average expected growth metrics on normed assessments.

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

- New foundational skills curricula
 - Math committee
 - GLM time and PD time dedicated to planning and implementation for new and continued curricula.

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

[Determine Priorities Protocol](#)

Students...

If students receive instruction through an aligned foundational skills curriculum, they will demonstrate growth evidenced by iReady and Star 360 data.



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.

Resources: 

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

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

As adults in the building, we...

- Root Cause
- Attendance
- Lack of foundational skills
- Pandemic
- Training/support needed in using universal screeners
- Students' mobility
- EL need differentiation
- No expectations for including small group plans in current lesson plans
- Uncertainty regarding the use of math resources in order to differentiate instruction



Indicators of a Quality CIWP: Root Cause Analysis


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

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Theory of Action

What is your Theory of Action?

If we....


Use a systematic and explicit vertically aligned foundational skills curriculum (such as Fu 

Resources: 


Indicators of a Quality CIWP: Theory of Action

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

then we see....

Students receiving aligned universal phonics, phonemic awareness, high frequency words, and letter formation instruction. and Teachers collaboratively planning and monitoring student progress in their foundational skills curriculum. 

which leads to...


80% of students meeting their growth goals for phonics, phonemic awareness, and high frequency words (i-ready English test & Star360 English and Spanish) 

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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 

Literacy team, Grade level teams, LBS team

Dates for Progress Monitoring Check Ins

Q1	11/2023	Q3	4/2024
Q2	2/2024	Q4	06/2024

	SY24 Implementation Milestones & Action Steps 	Who 	By When 	Progress Monitoring
Implementation Milestone 1	Foundations, SKYLINE & Estrellita on-going professional learning opportunities	PK-4 teachers	02/2024	In Progress
Action Step 1	SKYLINE building lead identified	Literacy Committee	09/2023	Not Started
Action Step 2	Demo lessons for teachers initially launching units (eg Grade 3)	MTSS lead and SY23 literacy committee members	11/2023	In Progress
Action Step 3	Planning for third grade launch of Foundations (using Second Grade materials)-> drawing out the first two units a little bit longer → just complete second grade as third graders	Third Grade team, Literacy Committee	09/22/2023	In Progress
Action Step 4	Collaborative planning time at grade level meetings for Unit launches and to develop aligned vocabulary instruction (Semester 1: 10/14, 11/15, 12/14)	PK-4	10/11/2023	In Progress
Action Step 5	TBE vertical planning time where teachers are the sole TBE teacher within the GLT	TBE team	4/1/2024	In Progress
Implementation Milestone 2	Monitor schoolwide implementation to check for consistency and fidelity across literacy block	Literacy committee	4/2024	In Progress
Action Step 1	All grade levels collaboratively plan, launch, lead and engage in end-of-unit analysis for Unit 1	PK-4 grade levels	12/2023	In Progress
Action Step 2	literacy committee engages in an environmental walk through to check for evidence of implementation (posters, word cards, bagnet boards, etc)	Literacy committee	10/2023	Not Started
Action Step 3	Literacy committee engages in instructional rounds focused on Tier 1 implementation to identify celebrations and action steps	Literacy committee	03/2024	Not Started
Action Step 4	Teachers observe vertically for learning opportunities	Second and Third Grade teams	10/2023	Not Started
Action Step 5	Adjust Reading/Writing Units of Study Scope and sequence for current curriculum to account for increase time demands for foundational skills curriculum	Literacy committee	04/2024	In Progress
Implementation Milestone 3	Develop supplemental resources and supports	Literacy committee	06/2024	Not Started
Action Step 1	Sight word implementation: developing our own scope/sequence, by grade level, to full gaps in Foundations teaching (utilize Geodes too as resource)	K-2 team members	06/2024	Not Started
Action Step 2	Develop bank of aligned writing paper	admin	10/2023	In Progress
Action Step 3	Determine implementation plan for <i>Fugaces and Escalera</i> for newcomer TBE students	Grade 2-4 TBE teachers	10/2023	In Progress

Action Step 4	Integrate Geodes decodable texts into literacy block instruction	K-2 teachers	12/2023	In Progress
Action Step 5				Select Status
Implementation Milestone 4	Differentiation plan for students above and below grade level	PK-4 Teachers	04/2024	Not Started
Action Step 1	Time to analyze student data on foundational skills assessments	PK-4 Teachers	12/2024	In Progress
Action Step 2	Professional development and access opportunities for online resources from curriculum as well as provided by iready/STAR360 suites	K-4 Teachers	02/2024	In Progress
Action Step 3	Align Tier 2 and 3 MTSS groups using Foundations and Estrellita practice data.	MTSS team	12/2023	In Progress
Action Step 4	Launch Cycle 2 MTSS groups for Foundations and Estrellita	MTSS team	01/2024	Not Started
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	<p>[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]</p> <ul style="list-style-type: none"> - Sight word scope/sequence - New MTSS groups based on foundational skills curriculum - New high quality reading/writing curriculum - Implementation of Geodes with fidelity 	
SY26 Anticipated Milestones	<p>[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]</p> <ul style="list-style-type: none"> - Consider adjusting Theory of Action to focus on implementation of high-quality reading/writing curriculum (available in both Spanish & English) 	

Return to Top **Goal Setting**

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on 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
By SY26, 80% of students meeting their growth goals for phonics, phonemic awareness, and high frequency words as assessed by iReady, K-2 and STAR360 assessment grades 3-4.	Yes	STAR (Reading)	Overall	52.50%	63%	73%	80%
By SY26, 80% of students meeting their growth goals for phonics, phonemic awareness, and high frequency words as assessed by iReady, K-2 and STAR360 assessment grades 3-4.	Yes	iReady (Reading)	Overall	43%	60%	70%	80%
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	100% of all PK-4 classrooms will implement foundational skills curriculum, with fidelity by the end of SY24. We will monitor progress through collaborative planning time, environmental walks, literacy committee-led instructional rounds and teacher/teacher feedback and next steps.	New Field will analyze available literacy curriculum for reading and writing instruction and will implement new, high quality literacy curricula, in addition to our foundational skills curriculum.	100% of all K-4 classrooms will implement a high quality literacy curriculum, with fidelity by the end of SY26. We will monitor progress through collaborative planning time, environmental walks, literacy committee-led instructional rounds and teacher/teacher feedback and next steps.

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
By SY26, 80% of students meeting their growth goals for phonics, phonemic awareness, and high frequency words as assessed by iReady, K-2 and STAR360 assessment grades 3-4.	STAR (Reading)	Overall	52.50%	63%	Select Status	Select Status	Select Status	Select Status
					Select Status	Select Status	Select Status	Select Status
By SY26, 80% of students meeting their growth goals for phonics, phonemic awareness, and high frequency words as assessed by iReady, K-2 and STAR360 assessment grades 3-4.	iReady (Reading)	Overall	43%	60%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	100% of all PK-4 classrooms will implement foundational skills curriculum, with fidelity by the end of SY24. We will monitor progress through collaborative planning time, environmental walks, literacy committee-led instructional rounds and teacher/teacher feedback and next steps.	Select Status	Select Status	Select Status	Select Status
		Select Status	Select Status	Select Status	Select Status
		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of metrics?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Partially	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
No	Evidence-based assessment for learning practices are enacted daily in every classroom.

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

Click here for data reviewed by CIWP team

What does this data not tell us?
 Curriculum for ELA:
 LC for R/W but no phonics (Foundations & Estrellita are new)
 WTW will be used as a supplemental resource
 No consistency in using iReady data to plan for instruction

Curriculum for Math:
 Eureka Math Scope & Sequence does not align with iReady assessment
 Academic vocab difficult for struggling readers, above expected grade level
 Text translated, not authentic Spanish
 No Eureka digital resources
 MTSS interventions do not address math
 Minimal PD provided for math
 Need for supplemental materials for math centers
 No consistency in using iReady data to plan for instruction

Continuum of ILT Effectiveness:
 Culture (3 Performing) Decision-making based on data, need for progress monitoring
 Structure (2 Developing) Some ILT members are leaders of their teams; Not all grade levels, content areas, programs, related services are represented on ILT; Admin created agenda & facilitated ILT meetings most of the time.
 Knowledge & Skills (2.5 Developing/Performing)

**Identifying strong teacher models for peer observation and working with.*

Data thru EL lens
 OLCE audit: not providing Tier 1, differentiated instruction across all content areas. Missing ESL explicit instruction

Rigor Walk Data:
 There was a huge growth: something to celebrate
 2nd & 4th exceeded in math and reading
 Proficiency level: 35-40% at or above grade level
 STLS students are scoring lower than peers
 No math interventions provided

What is the feedback from your stakeholders?

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

- We need consistent use of student assessment data, (formative assessments, practice data, BOY, MOY, EOY benchmark data), to drive differentiated instruction, particularly for our ELs and our DL students

- We need to adjust our scope and sequence for Math to meet student needs and better align with benchmark assessments. We also need to ensure all grade levels are making it through all EM units.

- Consistency in implementation of EM curriculum and use of an aligned math block to ensure we are hitting all components of CCSS-aligned instruction

- Better access to authentic Spanish materials in all content areas (not translated)

- We are implementing a new foundational skills curriculum in all grade levels. Teachers need time to learn, plan, reflect and adjust based on implementation and feedback. Teachers need time to meet and connect about implementation.

- We know that Calkins' isn't a highly rated curricula and we must make a switch in our literacy curriculum by EOY SY24.

- Based on OLCE and ISBE feedback, and knowing our population of EL students is growing, we must differentiate all of our instruction based on students' language needs (including science, social studies).

- Large gap in knowledge base due to the pandemic: 3rd & 4th still need foundation in phonics

What student-centered problems have surfaced during this reflection?

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?

[problems experienced by most students; problems experienced by specific student groups]

- No consistent, aligned foundational skills curriculum until SY24, as a result students experience major gaps in knowledge, exposure and access to foundational skills instruction
- Students do not have access to a high quality, highly rated literacy curriculum
- Our DL and EL students are not consistently receiving differentiated instruction
- New Field students as a whole are not meeting average expected growth metrics on normed assessments.

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

- New foundational skills curricula

- Math committee

- GLM time and PD time dedicated to planning and implementation for new and continued curricula.

Return to Top Determine Priorities

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

Students...
 If students receive differentiated, small group instruction, they will demonstrate growth evidenced by iReady and Star 360 data, as well as classroom assessments.

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

Resources:

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

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

As adults in the building, we...

- Root Cause
- Attendance
 - Lack of foundational skills
 - Pandemic
 - Training/support needed in using universal screeners
 - Students' mobility
 - EL need differentiation
 - No expectations for including small group plans in current lesson plans
 - Uncertainty regarding the use of math resources in order to differentiate instruction



Indicators of a Quality CIWP: Root Cause Analysis

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

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Theory of Action

What is your Theory of Action?

If we....

Use formative assessment and unit-based summative assessment data to collaboratively plan using universal design practices and
If we use universally designed unit plans coupled with formative and summative assessment 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.

then we see...

Targeted and differentiated small group instruction aligned to students' individual language proficiencies and specialized instructional needs (IEPs/504s)



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:

which leads to...

85% of students achieving 75% or higher on differentiated, CCSS-aligned, unit-based assessments across all content areas



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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

Math Committee, LBS Team, K-4 Teachers

Dates for Progress Monitoring Check Ins

Q1	11/2023	Q3	4/2024
Q2	2/2024	Q4	06/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Initiate new math content committee to launch ToA focused on math unit planning	Admin	1/2024	In Progress
Action Step 1	Convene new math committee, set meeting dates, nominate one team member per grade level	Admin	08/2023	Completed
Action Step 2	Teachers select math committee lead, admin meets cyclically to collaborate on committee progress and planning	math committee members	08/2023	In Progress
Action Step 3	Math committee lead engaged in collaborative planning for SY24 goals	Admin, math committee lead, ISL	09/2023	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Understand, analyze and leverage benchmarking assessment data, as well as formative assessment/practice data for developing small groups	ISL, K-4 teachers	01/2024	In Progress
Action Step 1	Teachers engage in professional development to better understand math benchmarking data	ISL	09/2023	In Progress
Action Step 2	Teachers provided with planning time following BOY and MOY benchmark tests to build instructional group goals as aligned to the core standards covered in upcoming units of instruction	ISL, Math Committee leads	10/2023	In Progress
Action Step 3	Utilize exit slips as a Friday assessment (was a common trend) → using that data for grouping adjustments, providing CPT at GLM to collaboratively plan using trends in data - work with math committee to ensure that exit slips being used are aligned to core standards.	Math committee	12/2023	Not Started
Action Step 4	Provide grade level team for math committee t olead data analysis of student exit slips, mid-module and end-of-module assessments for regrouping students	Math committee, admin	06/2024	Not Started
Action Step 5				Select Status
Implementation Milestone 3	Ensure alignment to math block guidance and provide coaching/support for creating differentiated math groups (leveraging math centers)	Math committee	02/2024	In Progress
Action Step 1	Identify teacher leaders for models of structures for small group time with math center (both for co-taught classrooms and teachers working solo)	Math committee	10/2023	In Progress
Action Step 2	Leverage teachers that have strong center practices for others to observe practices,provide consultation time and model how this is rolled out in a systematic way	Admin, math committee lead	11/2023	In Progress

Action Step 3	Review time distributions, confirm teachers have 70-90 minutes of math instruction in their schedule. Collaborate with teachers to support with building out the full 70-90 minutes, if missing.	Admin, math committee lead	09/2023	In Progress
Action Step 4	Update math block guidance to include new district priorities, provide time for teachers to compare practices and engage in realignment	ISL, math committee, GLTs	02/2024	In Progress
Action Step 5				Select Status
Implementation Milestone 4	Provide differentiated learning goals, assessments and small group structures to meet the needs of students below a 2.0 on ACCESS as well as for students with IEP goals	LBS team, ELPT, K-4 teachers	4/2024	Not Started
Action Step 1	All teachers review ACCESS data and map student progress to "Can do" proficiencies	K-4 teachers	10/2023	Not Started
Action Step 2	ELPT leads PD around language accommodations for newcomer students TBE teachers attend IRC focused on supporting students with a history of interrupting schooling, bring back learning to GLTs and TBE team work flow	ELPT, TBE team	2/2024	Not Started
Action Step 3	LBS team embeds student goal work in Unit Plans by aligning to CCSS identified in each unit	LBS team	12/2023	Not Started
Action Step 4	Teachers embed learning goals in unit plans that account for L, S, R, W demands in unit. Teacher develop modified assessment for newcomers below 2.0	K-4 teachers	12/2023	Not Started
Action Step 5	Teachers identify key academic vocabulary to explicitly teach using biliteracy strategies and bridging	K-4 teachers	on-going	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones

[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]

- Engage in the same process for other content areas, likely prioritizing literacy as the next major area of focus
- Adjust unit plans based on current groups of students
- Provide language accommodations for students between 2.0 - 4.8

SY26 Anticipated Milestones

[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]

- Engage in the same process for science and social studies units of study

[Return to Top](#) **Goal Setting**

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on 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
By SY2026, 85% of students with IEPs will achieve 75% or higher on differentiated, CCSS-aligned, unit-based assessments across all content areas	Yes	Grades	Students with an IEP	75%	78%	82%	85%
			Select Group or Overall				
By SY2026, 85% of EL and EL/DL students will achieve 75% or higher on differentiated, CCSS-aligned, unit-based assessments across all content areas	Yes	Grades	English Learners	79%	81%	83%	85%
			Other [Specify]	75%	78%	82%	85%

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: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.	Teachers will develop math unit plans using Universal Design for Learning and continually adjust small group instructional plans for math, as aligned with student IEP goals and formative assessment data, to ensure access to grade level content.	Teachers will develop literacy unit plans using Universal Design for Learning and continually adjust small group instructional plans for math, as aligned with student IEP goals and formative assessment data, to ensure access to grade level content.	Teachers will develop science and social studies unit plans using Universal Design for Learning and continually adjust small group instructional plans for math, as aligned with student IEP goals and formative assessment data, to ensure access to grade level content.
I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	Teachers will develop math unit plans using Universal Design for Learning and continually adjust small group instructional plans for math, as aligned with newcomer, (below 2.0 on screener or ACCESS), language proficiency needs.	Teachers will develop literacy unit plans using Universal Design for Learning and continually adjust small group instructional plans for math, as aligned with newcomer, (below 2.0 on screener or ACCESS), language proficiency needs.	Teachers will develop science and social studies unit plans using Universal Design for Learning and continually adjust small group instructional plans for math, as aligned with newcomer, (below 2.0 on screener or ACCESS), language proficiency needs.

<i>Select a Practice</i>			
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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
By SY2026, 85% of students with IEPs will achieve 75% or higher on differentiated, CCSS-aligned, unit-based assessments across all content areas	Grades	Students with an IEP	75%	78%	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
		<i>Select Group or Overall</i>			<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
By SY2026, 85% of EL and EL/DL students will achieve 75% or higher on differentiated, CCSS-aligned, unit-based assessments across all content areas	Grades	English Learners	79%	81%	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
		Other [Specify]	75%	78%	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
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.	Teachers will develop math unit plans using Universal Design for Learning and continually adjust small group instructional plans for math, as aligned with student IEP goals and formative assessment data, to ensure access to grade level content.	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	Teachers will develop math unit plans using Universal Design for Learning and continually adjust small group instructional plans for math, as aligned with newcomer, (below 2.0 on screener or ACCESS), language proficiency needs.	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
<i>Select a Practice</i>		<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>

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.
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

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

Click here for data used

Universal teaming structures to support connectedness: Yes
 Students experience Tier 1 Healing Centered supports: Partial/Almost Yes (lack of restorative practices in every classroom)
 Students have equitable access to student-centered enrichment and out-of-school-time programs: Yes (impossible to have every child in a program but program metrics are met)
 Students with chronic attendance issues have re-entry plan: No

Discussion of 5 Essential Data:
 Many 4th graders do not feel safe in bathrooms.
 Some students report that their teachers do not ask difficult questions or challenge them.

Attendance:
 Gradual decline of past few years, particularly in K and 1.
 Possible attendance incentives?
 Further information provided to parents about excused/unexcused absences and writing excuse notes.

Discussion of Student Behavior:
 Is this something that needs to be addressed as a whole school, or only within certain classrooms?
 Will discuss this further when Alfredo pulls Aspen data.

Per the Behavior Data:
 -Students with incidents were mostly male students
 - High number of incidents involved African-American male students
 - High number of incidents involving 1st grade students
 - Incidents seemed to take place in a number of locations (lunchroom, recess, classrooms). Not necessarily in just one location
 - Some students with BIPs were involved in multiple incidents
 -Additional students in the cluster program do not currently have BIPs in place

What is the feedback from your stakeholders?

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

Possible pre and post survey for every group.
 Possibility of having small group referral paired with BHT referral.

Students with inconsistent attendance are not meeting average growth.

Students experiencing behavior difficulties are impacting their own learning, as well as the learning of others.

What student-centered problems have surfaced during this reflection?

[problems experienced by most students; problems experienced by specific student groups]

Students are losing learning time and community connectedness when students with significant behaviors (SCC group 4-higher) are frequently interrupting learning.
 Not all students are experiencing Tier 1, healing-centered practices, in all classrooms. As a result, this could be increasing student behaviors resulting in higher instances of Tier 2 and 3 behavioral needs

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]

- BHT revamp for SY24
- Better reporting systems via ASPEN and in turn, better data analysis available
- Clearer behavior response flowchart developed for staff.
- Culture/Climate team to focus more specifically on issues of connectedness and well-being
- Student engagement lead identified and routed to support students with lowest attendance
- Schoolwide attendance initiatives in planning phase

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Determine Priorities

Resources:

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

Students...
 If staff is provided with adequate uniformed tools and training to address and react to behavior, then staff will be able to consistently support and manage behavior across all school settings to best support all students and decrease behavior incidences. .

[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...
 Root Cause of Behavior
 -Environmental factors
 -Parent role
 -Classroom supports
 -Curriculum less engaging
 -SEL (students missing basic skills)
 -Staff knowledge

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

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

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Theory of Action

What is your Theory of Action?

If we....
 If teachers provide Tier 1 behavior protocol within their classroom and are provided with Tier 3 behavior training with uniformed tools/follow-up coaching for students exhibiting repeated

Resources:

Indicators of a Quality CIWP: Theory of Action

frequent challenging behavior

then we see...
Lower instances of Tier 3 behavior needs and consistent function-based intervention and progress monitoring for students needing individualized behavior support

which leads to...
A 50% decrease in targeted behaviors (within the classroom setting and during transitions).

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

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

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

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

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

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

Resources:

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

BHT, Culture & Climate Team

Dates for Progress Monitoring Check Ins

Q1 11/2023 Q3 4/2024
Q2 2/2024 Q4 06/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Provide explicit instruction for schoolwide expectations and clear, universal Tier 1 socio-emotional learning and environmental factors within the first 10 weeks of school. Ensure all staff understanding behavioral expectations	Admin, BHT	10/2023	In Progress
Action Step 1	Using the current behavior matrices to teach all expectations, revisit and reteach across all settings	All classroom and essentials teachers	06/2023	In Progress
Action Step 2	Train all support staff, supervising in non-instructional time, on schoolwide behavior expectations.	Admin, support personnel	09/2023	In Progress
Action Step 3	Develop and administer survey to check in on schoolwide routines as aligned to behavior matrix. Identify areas for reteaching, revisiting. Develop Tier 1 lessons to support reteaching and reinforcing expectations.	Counselor, BHT	10/2023	Not Started
Action Step 4	Analyze student 5Essentials results to identify areas where student feel are less supportive or unaligned to schoolwide expectations. Provide targeted solutions for addressing these areas.	Culture & Climate team	09/2023	In Progress
Action Step 5	Determine if we should relaunch a schoolwide incentive system as aligned to schoolwide matrix	Culture & Climate team / BHT	10/2023	Not Started
Implementation Milestone 2	Ensure alignment to Tier 1 strategies in all classrooms and supplement current Tier 1 SEL instruction to support increased emotion identification, emotion management and self-regulation. Ensure access to Tier 1 Arts programming and artist-in-residence programs that align with SEL CASEL standards. Consider adding new arts' partnerships for PK and Kinder based on partner program changes.	BHT, social work team, Culture & Climate teams	04/2024	In Progress
Action Step 1	Teach break space explicitly, provide tools for teaching break space, monitor classrooms for fidelity.	Admin, counselor	09/2023	Completed
Action Step 2	Identify teacher leader models for Tier 1 supports in classrooms (as aligned to BHT recommendations)	BHT	10/2023	In Progress
Action Step 3	Launch zones of regulation for all classrooms (sample lessons, visuals common across the classrooms, shared expectations across all classrooms)	Social work, counseling, BHT	04/2023	Not Started
Action Step 4	Create bank(s) of resource for differentiated Tier 1 supports (template social stories, reflection sheets, visual models of expected behaviors)	BHT	12/2023	In Progress
Action Step 5	Engage in environmental walk to progress monitor Tier 1 fidelity, determine areas for continued growth and support	BHT	01/2024	Not Started
Implementation Milestone 3	Develop tiering system for Tier 2 & 3 behavioral supports and build capacity to support effective, research-based interventions, as aligned to realtime data.	MTSS, BHT	02/2024	In Progress
Action Step 1	Utilize ASPEN logs, BHT requests for consultancy and informal radio calls for all students as universal screeners to quantify Tier 2 or Tier 3 supports. Work with MTSS, BHT and LBS lead to determine tiering criteria after collecting 6-8 weeks of schoolwide data.	MTSS Lead, BHT lead, admin	10/2023	Not Started
Action Step 2	Provide universal professional development on function of behavior, collecting ABC data and best practices in behavior support plans.	LBS lead, BHT lead	10/2023	Not Started
Action Step 3	Consults with SBSS (Specialized Behavior Support Team, ODLSS) regarding students with very dangerous behaviors (extreme self-injury, extreme threat of injury to others)	LBS Lead	04/2024	In Progress
Action Step 4	Continue to certify all staff in SafetyCare training and deescalation strategies. Prioritize training for staff members working on Crisis Response team, students with BIPs or students in Tier 3 behavioral supports	AP, BHT	04/2024	In Progress
Action Step 5	Expand partnerships with outside organizations to provide therapy and counseling services in native language, where possible, (Spanish high priority)	Admin, counselor	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
 [What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]
 Clear Tier 2 & Tier 3 tiering protocols
 Aligned, Tier 1 universal supports
 All staff trained in Function-based behavior strategies

SY26 Anticipated Milestones
 [What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]
 Integration of function-based behavior strategies

[Return to Top](#) **Goal Setting**

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

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
A 50% decrease in targeted behaviors (within the classroom setting and during transitions).	Yes <input type="checkbox"/>	Reduction in repeated disruptive behaviors (4-6 SCC)	Overall <input type="text"/>	230+ instances of repeated, frequently disruptive behaviors as logged in ASPEN ICT	180	140	110
			Select Group or Overall <input type="text"/>				
			Select Group or Overall <input type="text"/>				
	Select Answer <input type="text"/>	Select Metric <input type="text"/>	Select Group or Overall <input type="text"/>				
			Select Group or Overall <input type="text"/>				
			Select Group or Overall <input type="text"/>				

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.	All PK-4 classrooms have aligned universal Tier 1 healing-centered supports, as identified by BHT.	All PK-4 classrooms increase SEL explicit instruction by implementing zones of regulation curriculum	100% of teachers are trained in function-based behavioral interventions for students exhibiting repeated, frequent disruptive behavior
Select a Practice <input type="text"/>			
Select a Practice <input type="text"/>			

[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
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A 50% decrease in targeted behaviors (within the classroom setting and during transitions).	Reduction in repeated disruptive behaviors (4-6 SCC)	Overall	230+ instances of repeated, frequently disruptive behaviors as logged in ASPEN ICT	180	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select 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.	All PK-4 classrooms have aligned universal Tier 1 healing-centered supports, as identified by BHT.	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

<p>If Checked:</p> <p>Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections</p>	<input checked="" type="checkbox"/>	<p>Our school is a Title I school operating a Schoolwide Program</p> <p>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.</p>
<p>If Checked:</p> <p>No action needed</p>	<input type="checkbox"/>	<p>Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)</p>

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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


SCHOOL & FAMILY COMPACT

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

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

Our PAC organizational meeting is scheduled for Thursday, September 21 at 9:00 AM. In the interim, our funds are allocated based on our FY23 PAC budget and are as follows: 

\$934 for services-professional/administrative (workshop presenters)
 \$1251 - supplied food for PAC events (reading night, international cooking club and nutrition education)
 \$256 - instructional materials. Homework helpers and multilingual books
 \$266 - general supplies for operating PAC

Our PAC will adjust our budget for the FY24 school year after our organizational meeting and nafter new officers are elected.

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