

## 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
Ayesha Hai Syed	Teacher Leader	ahai@cps.edu
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## 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	5/30/23
Reflection: Curriculum & Instruction (Instructional Core)	5/30/23	6/30/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/30/23	6/30/23
Reflection: Connectedness & Wellbeing	5/30/23	6/30/23
Reflection: Postsecondary Success	5/30/23	6/30/23
Reflection: Partnerships & Engagement	5/30/23	6/30/23
Priorities	6/30/23	7/30/23
Root Cause	6/30/23	7/30/23
Theory of Action	6/30/23	7/30/23
Implementation Plans	7/30/23	8/30/23
Goals	7/30/23	8/30/23
Fund Compliance	9/1/23	9/14/23
Parent & Family Plan	9/1/23	9/14/23
Approval	9/1/23	9/14/23

## SY24 Progress Monitoring Schedule

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

### CIWP Progress Monitoring Meeting Dates 📅

Quarter 1	10/20
Quarter 2	12/21
Quarter 3	3/22
Quarter 4	6/6

**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	
Yes	<a href="#">CPS High Quality Curriculum Rubrics</a>	<p>All teachers have access to high quality curricular materials that are standards aligned. Our students of color, EL, and DL are achieving at lower/slower rates than their white non-DL and EL peers. Implementation of materials that is culturally responsive lacks fidelity. Teachers may need more support in implementing culturally responsive materials. We would like more information about whether Skyline contains culturally responsive instructional materials and training to access the materials. Based on feedback from the rigor walks this year, the large majority of classrooms were implementing grade-level, standards-aligned instruction. The SEL curriculum at Pulaski provides students with the opportunity to explore their identity in the classroom, foster positive relationships, and grow community as a class. The IB PYP and MYP programs also help teachers create units that are culturally responsive. Further, vertical alignment can be done to ensure it is happening K-8 with fidelity. The ILT at Pulaski is gaining momentum and working to lead instructional improvement, but the committee needs a better system to collect and disseminate information from/to staff. Based on the information gathered during the rigor walks, we are able to infer that classroom assessments measure student learning as it related to grade-level standards. However, large-scale assessments are new (IAR, etc.) and we are less able to use the assessments to guide instruction because results are not made available in a timely manner.</p> <p><b>What is the feedback from your stakeholders?</b></p> <p>Stakeholders would like to see more horizontal and vertical alignment and the curriculum taught with fidelity, as well as dedicated vertical planning time built into the school day, especially for IB and literacy units. RGC stakeholders' feedback is that they would like to grow program numbers in order to achieve sustainability, increase resources and equity for the program, as well as additional enrichment for students, visibility within the school and wider community, and respect for the Ss' heritage.</p> <p><b>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?</b></p> <p>Pulaski introduced an SEL curriculum at the beginning of the 2022/23 school year in an effort for teachers to learn more about their students and provide teachers with an opportunity to create more culturally responsive classrooms. GLT planning time for IB unit revision was in place during the 22-23 SY; data analysis for priority groups helps to ensure continued growth towards rigorous and culturally responsive classrooms is in progress.</p>	<a href="#">IAR (Math)</a> <a href="#">IAR (English)</a> Rigor Walk Data (School Level Data) <a href="#">PSAT (EBRW)</a> <a href="#">PSAT (Math)</a>  <a href="#">STAR (Reading)</a>  <a href="#">STAR (Math)</a>	
Yes	<a href="#">Rigor Walk Rubric</a>  <a href="#">Teacher Team Learning Cycle Protocols</a>  <a href="#">Quality Indicators Of Specially Designed Instruction</a>			<a href="#">STAR (Math)</a>  <a href="#">iReady (Reading)</a>  <a href="#">iReady (Math)</a>  <a href="#">Cultivate</a> <a href="#">Grades</a> <a href="#">ACCESS</a>  <a href="#">TS Gold</a>  <a href="#">Interim Assessment Data</a>
Partially	<a href="#">Powerful Practices Rubric</a>  <a href="#">Learning Conditions</a>			
Partially	<a href="#">Continuum of ILT Effectiveness</a> <a href="#">Distributed Leadership</a>			
Partially	<a href="#">Customized Balanced Assessment Plan</a>  <a href="#">ES Assessment Plan Development Guide</a>  <a href="#">HS Assessment Plan Development</a>			
Yes	<a href="#">Assessment for Learning Reference Document</a>			
<p><b>What student-centered problems have surfaced during this reflection?</b>                      If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>One issue with student-centered problem is how our data for our under achieving population is stagnant. There is growth happening at the school level, but it is not showing in the standardized test results. How can we show and celebrate growth in our data?</p>				

[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
Partially	<a href="#">MTSS Integrity Memo</a>  <a href="#">MTSS Continuum</a>  <a href="#">Roots Survey</a>	<p>Some GLTs follow the MTSS process really well for those students that need Tier II/III supports, but not necessarily as best practice initiative. Family engagement at the initial step is happening, but consistency with the follow-up needs to happen. Branching minds is relatively new and only those that had to input in Branching minds did. Groups were made, however the tool was never used to track and/or monitor student progress. IEPs are not necessarily being implemented due to lack of staffing. Some students are not receiving IEPs, despite needing them, due to staffing constraints. Additionally, sped teachers lack the training required to help students that learn at a slower rate. The same tools and training as general education teachers have. In terms of instruction of ELs, there are ESL and/or bilingual endorsed teachers in most of PYP classrooms. However, there are some</p>	<a href="#">Unit/Lesson Inventory for Language Objectives (School Level Data)</a>  <a href="#">MTSS Continuum</a>  <a href="#">Roots Survey</a>  <a href="#">ACCESS</a>  <a href="#">MTSS Academic Tier Movement</a>
	<a href="#">MTSS Integrity Memo</a>		

No	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. <a href="#">LRF Dashboard Page</a>
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity. <a href="#">IDEA Procedural Manual</a>
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier 1 instructional services. <a href="#">EL Placement Recommendation Tool ES</a> <a href="#">EL Placement Recommendation Tool HS</a>
No	There are language objectives (that demonstrate HOW students will use language) across the content.

gaps in MYP due to a shortage of ESL/BIL endorsed middle school teachers. in rigor walks performed, language objectives are also not being included in instructional lessons with fidelity.

**What is the feedback from your stakeholders?**

All stakeholders would like to see a coherent and transparent process for identifying, reporting and supporting students who fall below the 24th percentile in Reading and or Math and are in need of tier 2 and tier 3 supports. Teachers would like more support implementing tier 3 supports. An MTSS interventionist is needed for a school of our size for both PYP and MYP students.

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

At the beginning of SY 22-23, we began the work of providing professional development to all teachers in the creation of language and content objectives. For school year 23-24, the hope is that we can continue the development of these and further work on implementation in all classrooms. During the 3rd quarter, Laura Zaniolo from the Network held multiple Branching Minds training sessions to help acquaint teachers with the new MTSS tool. SY23-24, we will have a full time ELPT and a full time MTSS Interventionist, who will be great resources for these student groups.

[Annual Evaluation of Compliance \(ODLSS\)](#)

[Quality Indicators of Specially Designed Curriculum](#)

[EL Program Review Tool](#)

**What student-centered problems have surfaced during this reflection?**

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

Providing equity for all students, which really starts with the teachers and what they are equipped with and what they have to offer (time, trainings, class size, language support).

Students with Ds/Fs and/or are performing <24th percentile on universal screeners are not always receiving scaffolded tier 1 instruction and tier 2-3 interventions.

[Return to Top](#)

**Connectedness & Wellbeing**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<a href="#">BHT Key Component Assessment</a>  <a href="#">SEL Teaming Structure</a>	Pulaski focuses on restorative justice and parent conferences before suspensions. There is a behavioral health team in place that consists of clinicians and teaching staff. Staff are able to refer students to the behavioral health team for support in attendance and personal problems within and outside of the classroom. There is currently no Culture and Climate Team at Pulaski. Additionally, Pulaski has a below average number of OST programs compared to other schools and the amount of students enrolled in OST programs is below 50%. Our school is in the unique position that a large percentage of students are bussed in from other neighborhoods because of the Regional Gifted Program. The busses do not offer late transportation, so these students are unable to participate in after-school programming. Further investigation is needed on how to increase student enrollment in OST and ensure all students can be participants. At Pulaski there are activities are in place to motivate and celebrate student achievements they are not the result of an action plan or team (PBIS). There are solid tier 1 SEL structures in place with curriculums provided, however it is unknown to what extent these curriculums are being implemented. While there is an attendance policy, there is no designated staff in charge of following up with absences.	<a href="#">% of Students receiving Tier 2/3 interventions meeting targets</a>  <a href="#">Reduction in OSS per 100</a>  <a href="#">Reduction in repeated disruptive behaviors (4-6 SCC)</a>  <a href="#">Access to OST</a>  <a href="#">Increase Average Daily Attendance</a>  <a href="#">Increased Attendance for Chronically Absent Students</a>  <a href="#">Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</a>
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Continue implementing safe keeper support for the first 25min as a way to allow for all students at Pulaski to establish a trusting relationship with another adult in the building. Keep Fun Friday activities for all students, as a positive incentive; All classroom continue implementing Morning Meeting / SEL blocks allow for building classroom community and connection.	<a href="#">Cultivate (Belonging &amp; Identity)</a>  Staff trained on alternatives to exclusionary discipline (School Level Data)
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	Families voice a desire for more enrichment program for students, such as debate, karate, yoga, drama.	<a href="#">Enrichment Program Participation: Enrollment &amp; Attendance</a>  <a href="#">Student Voice Infrastructure</a>
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	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 href="#">Reduction in number of students with dropout codes at EOY</a>

**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.

We are not targeting our highest needs students by not providing them with after-school enrichment programs. The after-school enrichment programs that are in place are all year long, locking students into a program for the entire year. This limits opportunities to try new things and meet new people. The school needs some sort of team/committee that runs culture/climate/student connectedness- currently there is not any group of people(s) in place for this.

*[Impact on most students; impact on specific student groups]*  
 4th-8th teachers are considering using Fun Friday for community-building purposes between grade levels only instead of for behavior incentive i.e. no "Reflection Room" to ensure equity of involvement within priority groups, especially Diverse Learners.

[Return to Top](#) **Postsecondary Success**

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Yes	<a href="#">College and Career Competency Curriculum (C4)</a>	We've discovered the same cohort of students who off track remain off track the entire school year. We also noted that since we are implementing Success Bound more alignment and collaboration needs to take place with all MYP teachers, the IB MYP coordinator and the counselor and CCR teacher. We can do more to communicate the lesson of the week and showcase, communicate and celebrate.	<a href="#">Graduation Rate</a> <a href="#">Program Inquiry: Programs/participation/attainment rates of % of ECCC</a> <a href="#">3 - 8 On Track</a> <a href="#">Learn, Plan, Succeed</a> <a href="#">% of KPIs Completed (12th Grade)</a> <a href="#">College Enrollment and Persistence Rate</a> <a href="#">9th and 10th Grade On Track</a>
Partially	<a href="#">Individualized Learning Plans</a>		<a href="#">Cultivate (Relevance to the Future)</a>
Partially	<a href="#">Work Based Learning Toolkit</a>	<p><b>What is the feedback from your stakeholders?</b></p> Align Success Bound and IB Approaches to Learning (ATL) skills. 8th grade teachers should be aware of the lessons being taught in Success Bound.	Freshmen Connection Programs Offered (School Level Data)
Partially			
N/A	<a href="#">ECCE Certification List</a>		
N/A	<a href="#">PLT Assessment Rubric</a>		
N/A	<a href="#">Alumni Support Initiative One Pager</a>	<p><b>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?</b></p> The counselor, IB MYP Coordinator and CCR teacher will create a more cohesive action plan using Success Bound, ATL and Naviance tools to explore their interests and strengths, and to research possible careers and postsecondary schools.	
<p><b>What student-centered problems have surfaced during this reflection?</b>                      If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>The higher performing students understand the importance of postsecondary planning and taking classes like Success Bound more seriously. Students who are failing or are unmotivated do not perform well in this class either. Are aim will be to create pathway opportunities this will include using survey data such as WCSD SECA and Cultivate with all of our students to help identify and elevate choices.</p>			

[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	<a href="#">Spectrum of Inclusive Partnerships</a>	There is a high level of trust between teachers, parents, and school leaders. Teachers feel that the school leader cares about them and puts the needs of the school first. Teachers feel a high level of support from parents.  We score the strongest in involved families then ambitious instruction. Collaborative teachers is the lowest followed by effective leaders.	<a href="#">Cultivate</a> <a href="#">5 Essentials Parent Participation Rate</a> <a href="#">5E: Involved Families</a>

Partially	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p> <p style="text-align: right;"><a href="#">Reimagining With Community Toolkit</a></p>		<p><a href="#">SE: Supportive Environment</a></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 &amp; CIWP).</p> <p style="text-align: right;"><a href="#">Student Voice Infrastructure Rubric</a></p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>Pulaski staff members have voiced a desire for more school celebrations. We do have a Pulaski student council that plans dances and other student centered celebratory events, but we do not have a student group to provide feedback on opportunities for improvement. 🗨️</p> <p>Organization and time management are listed as the highest in the cultivate survey, followed by relevance to the future. Growth mindset followed by academic risk taking are the lowest.</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p><b>What student-centered problems have surfaced during this reflection?</b></p> <p>If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p><b>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?</b></p>	
<p>The problem that we identified is a lack of opportunities for students to talk to school leadership. 🗨️</p>		<p>We set up a student mentoring group during the last two months of school. We plan to expand the program and implement from the beginning of next school year. 🗨️</p>	



Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	Students experience grade-level, standards-aligned instruction.
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.
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

All teachers have access to high quality curricular materials that are standards aligned. Our students of color, EL, and DL are achieving at lower/slower rates than their white non-DL and EL peers. Implementation of materials that is culturally responsive lacks fidelity. Teachers may need more support in implementing culturally responsive materials. We would like more information about whether Skyline contains culturally responsive instructional materials and training to access the materials. Based on feedback from the rigor walks this year, the large majority of classrooms were implementing grade-level, standards-aligned instruction. The SEL curriculum at Pulaski provides students with the opportunity to explore their identity in the classroom, foster positive relationships, and grow community as a class. The IB PYP and MYP programs also help teachers create units that are culturally responsive. Further, vertical alignment can be done to ensure it is happening K-8 with fidelity. The ILT at Pulaski is gaining momentum and working to lead instructional improvement, but the committee needs a better system to collect and disseminate information from/to staff. Based on the information gathered during the rigor walks, we are able to infer that classroom assessments measure student learning as it related to grade-level standards. However, large-scale assessments are new (IAR, etc.) and we are less able to use the assessments to guide instruction because results are not made available in a timely manner.

What is the feedback from your stakeholders?

Stakeholders would like to see more horizontal and vertical alignment and the curriculum taught with fidelity, as well as dedicated vertical planning time built into the school day, especially for IB and literacy units. RGC stakeholders' feedback is that they would like to grow program numbers in order to achieve sustainability, increase resources and equity for the program, as well as additional enrichment for students, visibility within the school and wider community, and respect for the Ss' heritage.

What student-centered problems have surfaced during this reflection?

One issue with student-centered problem is how our data for our under achieving population is stagnant. There is growth happening at the school level, but it is not showing in the standardized test results. How can we show and celebrate growth in our data?

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?

Pulaski introduced a SEL curriculum at the beginning of the 2022/23 school year in an effort for teachers to learn more about their students and provide teachers with an opportunity to create more culturally responsive classrooms. GLT planning time for IB unit revision was in place during the 22-23 SY; data analysis for priority groups helps to ensure continued growth towards rigorous and culturally responsive classrooms is in progress.

[Return to Top](#)

Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

Students who are below the 24th percentile are not moving out of intervention/urgent intervention, while students who are on watch or at/above grade level are growing at higher rates.

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.

Students of color and students in our DL and EL student groups are disproportionately represented in the 24th and below percentile.

[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...

There is not a shared understanding of what the needs of students below the 24th percentile are in order to help them access Tier 1 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.

There is a lack of culturally responsive instructional resources and practices that are used consistently for students.

The focus of teacher collaboration time has not been how to scaffold tier 1 instruction and provide small group supports for students achieving below the 24th percentile.

The focus of teacher collaboration time has not been how to build consistency in how we use culturally responsive practices & resources to achieve more equitable outcomes for students of color.

[Return to Top](#)

Theory of Action

What is your Theory of Action?

If we....

In implementing IB curriculum framework, we intentionally plan sustainable time to collaboratively create units with scaffolded supports and allocate more time for cross-content collaboration in planning and reflection.

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.

Engage teachers in shared learning about best practices for scaffolding tier 1 instruction so that students achieving below the 24th percentile have access. Engage teachers in shared learning to build consistency in how we use culturally responsive practices & resources.

Prioritize building a master schedule that maximizes time for teacher collaboration, including with DL/EL teachers

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.

then we see....

Teachers engaged in cycles of learning during GLT and staff development time that are focused on shared learning and planning around scaffolding tier 1 and embedding culturally responsive practices. While reviewing teachers' plans, we see tangible evidence of how the tier 1 curriculum is scaffolded to ensure access for all students.

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)"

Plans include evidence of culturally responsive practices and resources. While observing instruction, we see tangible

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

Resources:

which leads to...

During observations, we see students engaging across lines of difference (race, religion, sexual orientation and gender) and highly engaged with the content as a result of the culturally responsive practices that teachers are intentionally planning for.



When examining quantitative and qualitative data, we see that students achieving <24th percentile are growing at the same rate as their peers who are achieving near or at/above grade level. Some evidence points will include: increased grades, increased quality of classwork demonstrating progress towards mastery of standards, increased Star360 percentiles.

[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**

Instructional Leadership Team

**Dates for Progress Monitoring Check Ins**

Q1	10/20	Q3	3/22
Q2	12/21	Q4	6/6

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
<b>Implementation Milestone 1</b>	By the end of Q1, ILT has identified 3-5 "look fors" for culturally responsive best practices that are anchored in IB units, that will support all students in accessing the rigor grade-level standard; teachers will receive learning on the types of scaffolds that will support students <24th percentile in accessing grade-level tier 1 instruction	ILT	Week 10	Select Status
<b>Action Step 1</b>	At BOY PD, build shared understanding of IB planner and language through trainings of the elements of the unit planner, targeting new teachers	ILT & IB Coordinators	Week 5	Select Status
<b>Action Step 2</b>	ILT identifies 3-5 "look fors" for the culturally responsive best practices from the IB units	ILT	Week 10	Select Status
<b>Action Step 3</b>	ILT engages in a book study of Culturally Responsive Teaching and the Brain	ILT	Week 10	Select Status
<b>Action Step 4</b>	ILT provides learning on the types of scaffolds that will support students <24th percentile in accessing grade-level tier 1 instruction	ILT	Week 10	Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	100% of teachers have revised an IB unit plan to include the 3-5 "look fors" for culturally responsive best practices and scaffolds for students <24th percentile that will support all students in accessing the rigor grade-level standards	ILT	Week 20	Select Status
<b>Action Step 1</b>	During quarter 2, complete a learning cycle in GLT to revise a unit plan to include culturally responsive elements & scaffolding	ILT	Week 20	Select Status
<b>Action Step 2</b>	ILT engages in a book study of Culturally Responsive Teaching and the Brain	ILT	Week 20	Select Status
<b>Action Step 3</b>	ILT engages in a walkthrough to monitor the 3-5 "look fors" and reports back to all staff	ILT	Week 20	Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>	In 70% of classrooms, we observe the 3-5 "look fors" of culturally responsive artifacts and scaffolding that will support the students <24th percentile that will support all students in accessing the rigor of grade-level standards	ILT	Week 30	Select Status
<b>Action Step 1</b>	During quarter 3, complete a learning cycle in GLT to revise a unit plan to include culturally responsive elements & scaffolding	ILT	Week 30	Select Status
<b>Action Step 2</b>	During quarter 3, teachers engage in peer observations to observe & give feedback for culturally responsive elements & scaffolding	ILT	Week 30	Select Status
<b>Action Step 3</b>	ILT engages in a walkthrough to monitor the 3-5 "look fors" and reports back to all staff	ILT	Week 30	Select Status
<b>Action Step 4</b>	ILT engages in a book study of Culturally Responsive Teaching and the Brain	ILT	Week 30	Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>	In 90% of classrooms, we observe the 3-5 "look fors" of culturally responsive artifacts and scaffolding that will support the students <24th percentile that will support all students in accessing the rigor of grade-level standards	ILT	Week 40	Select Status
<b>Action Step 1</b>	During quarter 4, complete a learning cycle in GLT to revise a unit plan to include culturally responsive elements & scaffolding	ILT	Week 40	Select Status
<b>Action Step 2</b>	During quarter 4, teachers engage in peer observations to observe & give feedback for culturally responsive elements & scaffolding	ILT	Week 40	Select Status
<b>Action Step 3</b>	ILT engages in a walkthrough to monitor the 3-5 "look fors" and reports back to all staff	ILT	Week 40	Select Status
<b>Action Step 4</b>	ILT engages in a book study of Culturally Responsive Teaching and the Brain	ILT	Week 40	Select Status
<b>Action Step 5</b>				Select Status

SY25-SY26 Implementation Milestones

**SY25 Anticipated Milestones** 80% of IB unit plans include culturally responsive elements informed by and in alignment with IB Standards and Practices. 80% of unit plans, including IB, include intentionally scaffolded instruction that support students achieving below the 24th percentile in accessing tier 1 grade-level standards

<b>SY26 Anticipated Milestones</b>	80% of unit plans, including IB, include intentionally scaffolded instruction that support students achieving below the 24th percentile in accessing tier 1 grade-level standards. 90% of unit plans, including IB, include intentionally scaffolded instruction that support students achieving below the 24th percentile in accessing tier 1 grade-level standards	
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[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
Student responses will increase by at least 10% to the Cultivate item "I feel like my background and identity are valued in this class."	Yes <input type="checkbox"/>	Cultivate	Overall	81	84	88	91
			Latinx				
We will reduce the percentage of students performing in levels 1 and 2 on IAR Reading from 26% to 16%.	Yes <input type="checkbox"/>	IAR (English)	Overall	26%	22%	19%	16%
			Latinx	35%	33%	29%	25%

**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:3 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.	70% of IB unit plans include culturally responsive elements informed by and in alignment with IB Standards and Practices.	80% of IB unit plans include culturally responsive elements informed by and in alignment with IB Standards and Practices.	90% of IB unit plans include culturally responsive elements informed by and in alignment with IB Standards and Practices.
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	70% of unit plans, including IB, include intentionally scaffolded instruction that support students achieving below the 24th percentile in accessing tier 1 grade-level standards	80% of unit plans, including IB, include intentionally scaffolded instruction that support students achieving below the 24th percentile in accessing tier 1 grade-level standards	90% of unit plans, including IB, include intentionally scaffolded instruction that support students achieving below the 24th percentile in accessing tier 1 grade-level standards
Select a Practice			

[Return to Top](#) **SY24 Progress Monitoring**

**Resources:**

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

**Performance Goals**

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Progress Monitoring			
					Quarter 1	Quarter 2	Quarter 3	Quarter 4
Student responses will increase by at least 10% to the Cultivate item "I feel like my background and identity are valued in this class."	Cultivate	Overall	81	84	Select Status	Select Status	Select Status	Select Status
		Latinx			Select Status	Select Status	Select Status	Select Status
We will reduce the percentage of students performing in levels 1 and 2 on IAR Reading from 26% to 16%.	IAR (English)	Overall	26%	22%	Select Status	Select Status	Select Status	Select Status
		Latinx	35%	33%	Select Status	Select Status	Select Status	Select Status

**Practice Goals**

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
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Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>	Curriculum & Instruction			
Reflection	Root Cause	Implementation Plan							
C&I:3 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.	70% of IB unit plans include culturally responsive elements informed by and in alignment with IB Standards and Practices.					Select Status	Select Status	Select Status	Select Status
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	70% of unit plans, including IB, include intentionally scaffolded instruction that support students achieving below the 24th percentile in accessing tier 1 grade-level standards					Select Status	Select Status	Select Status	Select Status
Select a Practice						Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

Pulaski focuses on restorative justice and parent conferences before suspensions. There is a behavioral health team in place that consists of clinicians and teaching staff. Staff are able to refer students to the behavioral health team for support in attendance and personal problems within and outside of the classroom. There is currently no Culture and Climate Team at Pulaski. Additionally, Pulaski has a below average number of OST programs compared to other schools and the amount of students enrolled in OST programs is below 50%. Our school is in the unique position that a large percentage of students are bussed in from other neighborhoods because of the Regional Gifted Program. The busses do not offer late transportation, so these students are unable to participate in after-school programming. Further investigation is needed on how to increase student enrollment in OST and ensure all students can be participants. At Pulaski there are activities in place to motivate and celebrate student achievements they are not the result of an action plan or team (PBIS). There are solid tier 1 SEL structures in place with curriculums provided, however it is unknown to what extent these curriculums are being implemented. While there is an attendance policy, there is no designated staff in charge of following up with absences.

What is the feedback from your stakeholders?

Continue implementing safe keeper support for the first 25min as a way to allow for all students at Pulaski to establish a trusting relationship with another adult in the building. Keep Fun Friday activities for all students, as a positive incentive; All classroom continue implementing Morning Meeting / SEL blocks allow for building classroom community and connection.

Families voice a desire for more enrichment program for students, such as debate, karate, yoga, drama.

What student-centered problems have surfaced during this reflection?

We are not targeting our highest needs students by not providing them with after-school enrichment programs. The after-school enrichment programs that are in place are all year long, locking students into a program for the entire year. This limits opportunities to try new things and meet new people. The school needs some sort of team/committee that runs culture/climate/student connectedness- currently there is not any group of people(s) in place for this.

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] 4th-8th teachers are considering using Fun Friday for community-building purposes between grade levels only instead of for behavior incentive i.e. no "Reflection Room" to ensure equity of involvement within priority groups, especially Diverse Learners.

Return to Top

Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

Not all students at Pulaski feel a strong sense of connection and belonging, especially students of color, DL, and bilingual students.



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...

-We do not consistently provide cost-free opportunities for financially-burdened families to engage in enrichment activities that are available to more resourced families.  
 -Our discipline systems are applied in ways that disproportionately impact students of color and DL students  
 -We could do a better job as a staff to connect with marginalized students and families.  
 -We do not have as many opportunities as we could for students to build relationships across lines of difference.



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

Resources:

What is your Theory of Action?

If we....

-Engage in shared learning about how to equitably apply our discipline systems (i.e. Student code conduct)  
 -Engage in shared learning about conscious discipline, SEL, and restorative justice practices (RJP) in order to consistently implement tier 1 SEL structures (Second Step, conscious discipline, nora project, calm classroom)  
 -Create a climate/culture team that creates a year-long plan and develops common IB-based language for supporting connection and belonging for every student



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....

-Consistent application of the Pulaski way and the student code of conduct use of restorative practices to respond to student misbehavior.  
 -Collaborative learning and planning time to support consistent implementation of tier 1 SEL practices (Second Step, conscious discipline, nora, calm classroom)



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.

-Design an OST/enrichment sign up process that prioritizes engaging students who might not yet feel connection belonging (from financially burdened families, low achievement, bilingual, DL)

which leads to...

- Increases in the % of students who feel a strong sense of belonging & connection on surveys (Cultivate, 5Es, etc)
- Reduction in discipline referrals and no disproportionate representation of students of color and DL students
- Increases in attendance rates and reductions in attendance gaps for students of color and DL students
- Equitable representation of marginalized students in OST/enrichment programs

[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** 🏆  
 Culture Climate Team

**Dates for Progress Monitoring Check Ins**  
 Q1 10/20      Q3 3/22  
 Q2 12/21      Q4 6/6

	SY24 Implementation Milestones & Action Steps 🏆	Who 🏆	By When 🏆	Progress Monitoring
<b>Implementation Milestone 1</b>	By the end of Q1, (1) the Climate and Culture team has defined 3-5 "look fors" for school-wide tier 1 climate & culture, aligned to the conscious discipline framework (brain smart start, tier 1 SEL lessons, greetings in morning meetings); (2) 100% of teachers will have been trained in the Pulaski Discipline Matrix & Student Rights/Responsibilities and trained in how to respond restoratively to group 1-3 misconducts.	Climate and Culture Team	Week 10	Select Status
<b>Action Step 1</b>	During Summer 2022, send 12 teachers to conscious discipline training.	Teachers	Before Week 0	Select Status
<b>Action Step 2</b>	During Week 0 PD, teachers will receive training from the Culture & Climate team about the Pulaski Behavior Matrix and restorative approaches to group 1 through 3 behaviors	Climate and Culture Team	End of Week 0	Select Status
<b>Action Step 3</b>	The Climate and Culture team creates a system to monitor teacher-managed group 1-3 misconducts and teachers' restorative responses to them	Climate and Culture Team	Week 10	Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	By the end of Q2, (1) 50% of classrooms visited during the Climate and Culture team tier 1 environmental walkthrough demonstrate the 3-5 schoolwide "look fors"; (2) 50% of teachers utilize the group 1-3 teacher-managed misconduct system created by the Culture and Climate team	Climate and Culture Team	Week 20	Select Status
<b>Action Step 1</b>	The Climate and Culture team leads a tier 1 environmental walkthrough to monitor progress towards the 3-5 schoolwide "look fors" and reports the data back to the school	Climate and Culture Team	Week 20	Select Status
<b>Action Step 2</b>	The Climate and Culture team leads professional learning for teachers about the teacher-managed misconduct system	Climate and Culture Team	Week 20	Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>	By the end of Q3, (1) 65% of classrooms visited during the Climate and Culture team tier 1 environmental walkthrough demonstrate the 3-5 schoolwide "look fors"; (2) 65% of teachers utilize the group 1-3 teacher-managed misconduct system created by the Culture and Climate team	Climate and Culture Team	Week 30	Select Status
<b>Action Step 1</b>	The Climate and Culture team leads a tier 1 environmental walkthrough to monitor progress towards the 3-5 schoolwide "look fors" and reports the data back to the school	Climate and Culture Team	Week 30	Select Status
<b>Action Step 2</b>	The Climate and Culture team leads professional learning for teachers about the teacher-managed misconduct system	Climate and Culture Team	Week 30	Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>	By the end of Q4, (1) 80% of classrooms visited during the Climate and Culture team tier 1 environmental walkthrough demonstrate the 3-5 schoolwide "look fors"; (2) 80% of teachers utilize the group 1-3 teacher-managed misconduct system created by the Culture and Climate team	Climate and Culture Team	Week 40	Select Status
<b>Action Step 1</b>	The Climate and Culture team leads a tier 1 environmental walkthrough to monitor progress towards the 3-5 schoolwide "look fors" and reports the data back to the school	Climate and Culture Team	Week 40	Select Status
<b>Action Step 2</b>	The Climate and Culture team leads professional learning for teachers about the teacher-managed misconduct system	Climate and Culture Team	Week 40	Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

<b>SY25 Anticipated Milestones</b>	In 90% of classrooms, we observe teachers utilizing school-wide tier 1 climate & culture look fors aligned to the conscious discipline framework (brain smart start, tier 1 SEL lessons, greetings in morning meetings)	
<b>SY26 Anticipated Milestones</b>	In 100% of classrooms, we observe teachers utilizing school-wide tier 1 climate & culture look fors aligned to the conscious discipline framework (brain smart start, tier 1 SEL lessons, greetings in morning meetings)	

[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
Increase the Cultivate score for students reporting they feel connected to their classroom community from a score of 49 to 59	Yes	Cultivate	Overall	49	52	56	59
			Latinx				
Reduce the number of group 4-6 disciplinary misconducts by 20% and ensure there is no disproportionate representation of students of color and DL students	Yes	Reduction in repeated disruptive behaviors (4-6 SCC)	Students with an IEP	31	25	17	11
			Latinx	41	35	27	21

**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.	In 80% of classrooms, we observe teachers utilizing school-wide tier 1 climate & culture look fors aligned to the conscious discipline framework (brain smart start, tier 1 SEL lessons, greetings in morning meetings)	In 90% of classrooms, we observe teachers utilizing school-wide tier 1 climate & culture look fors aligned to the conscious discipline framework (brain smart start, tier 1 SEL lessons, greetings in morning meetings)	In 100% of classrooms, we observe teachers utilizing school-wide tier 1 climate & culture look fors aligned to the conscious discipline framework (brain smart start, tier 1 SEL lessons, greetings in morning meetings)
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	80% of teachers will be consistently applying the Pulaski Discipline Matrix & Student Rights/Responsibilities and responding restoratively to group 1-3 misconducts.	90% of teachers will be consistently applying the Pulaski Discipline Matrix & Student Rights/Responsibilities and responding restoratively to group 1-3 misconducts.	100% of teachers will be consistently applying the Pulaski Discipline Matrix & Student Rights/Responsibilities and responding restoratively to group 1-3 misconducts.
Select a Practice			

[Return to Top](#) **SY24 Progress Monitoring**

**Resources:**

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

**Performance Goals**

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase the Cultivate score for students reporting they feel connected to their classroom community from a score of 49 to 59	Cultivate	Overall	49	52	Select Status	Select Status	Select Status	Select Status
		Latinx			Select Status	Select Status	Select Status	Select Status
Reduce the number of group 4-6 disciplinary misconducts by 20% and ensure there is no disproportionate representation of students of color and DL students	Reduction in repeated disruptive behaviors (4-6 SCC)	Students with an IEP	31	25	Select Status	Select Status	Select Status	Select Status
		Latinx	41	35	Select Status	Select Status	Select Status	Select Status



Connectedness & Wellbeing

Practice Goals

Progress Monitoring

Identified Practices	SY24	Progress Monitoring			
		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.	In 80% of classrooms, we observe teachers utilizing school-wide tier 1 climate & culture look fors aligned to the conscious discipline framework (brain smart start, tier 1 SEL lessons, greetings in morning meetings)	Select Status	Select Status	Select Status	Select Status
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	80% of teachers will be consistently applying the Pulaski Discipline Matrix & Student Rights/Responsibilities and responding restoratively to group 1-3 misconducts.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status