

## 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
Marcelo Costilla	Principal	mcostilla@cps.edu
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Lisette Zamudio	Teacher Leader	llebron@cps.edu
Ashley Ng	Other [Counselor]	ang9@cps.edu

## Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	6/26/23	7/17/23
Reflection: Curriculum & Instruction (Instructional Core)	7/17/23	7/24/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/24/23	7/31/23
Reflection: Connectedness & Wellbeing	7/24/23	7/31/23
Reflection: Postsecondary Success	7/31/23	8/7/23
Reflection: Partnerships & Engagement	8/7/23	8/14/23
Priorities	8/14/23	8/14/23
Root Cause	8/14/23	8/14/23
Theory of Acton	8/14/23	8/21/23
Implementation Plans	8/21/23	8/28/23
Goals	8/28/23	9/4/23
Fund Compliance	8/28/23	9/4/23
Parent & Family Plan	9/4/23	9/4/23
Approval	9/7/23	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	10/27/2023
Quarter 2	12/14/2023
Quarter 3	3/21/2024
Quarter 4	5/23/2024

**Indicators of a Quality CIWP: Reflection on Foundations**

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

**Resources**

[Reflection on Foundations Protocol](#)

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**Curriculum & Instruction**

**Using the associated references, is this practice consistently implemented?**

**References**

**What are the takeaways after the review of metrics?**

**Metrics**

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	<a href="#">CPS High Quality Curriculum Rubrics</a>	<p>Access- Do all teachers know how to access ss skyline and amplify? </p> <p>Balanced Assessment/Daily: The first two tiers are aligned. There needs to be a focus on Common Assessments in ELA (K-3). In Science alignment should be reviewed for K-2. Social Science should be reviewed for K-8 (CCSS). What programs are aligned and being used in these grades. Based on assessments we have a plan who needs Tier 2 or Tier 3. Based on Rigor Walk data and references there is evidence of student opportunities to have daily assessment in several forms (exit tickets, warm-ups/cool downs, retrieval, summary discussions, and formative and informal assessments. Strongly recommended collaboration with content peers and on use of assessment.</p> <p>Standard Aligned: While Math and Science provide students with standard-aligned instruction, there is still a need for a standard-aligned curriculum for Social Sciences and ELA in the primary grades.</p> <p>Inner Core- Takeaways- To continue to offer opportunities for students to embrace their identity, community and relationships with the school.</p>	<p><a href="#">iAR (Math)</a></p> <p><a href="#">iAR (English)</a></p> <p>Rigor Walk Data (School Level Data)</p> <p><a href="#">PSAT (EBRW)</a></p> <p><a href="#">PSAT (Math)</a></p> <p><a href="#">STAR (Reading)</a></p> <p><a href="#">STAR (Math)</a></p> <p><a href="#">iReady (Reading)</a></p> <p><a href="#">iReady (Math)</a></p> <p><a href="#">Cultivate</a></p> <p><a href="#">Grades</a></p> <p><a href="#">ACCESS</a></p> <p><a href="#">TS Gold</a></p> <p><a href="#">Interim Assessment Data</a></p>
Partially	Students experience grade-level, standards-aligned instruction.	<a href="#">Rigor Walk Rubric</a> <a href="#">Teacher Team Learning Cycle Protocols</a> <a href="#">Quality Indicators Of Specially Designed Instruction</a>		
Yes	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	<a href="#">Powerful Practices Rubric</a> <a href="#">Learning Conditions</a>	<p>Inner Core- Takeaways- To continue to offer opportunities for students to embrace their identity, community and relationships with the school. </p> <p>Feedback- Stakeholders will continue to follow-up with colleagues and students to continue cultivating student-centered classrooms.</p>	
Partially	The ILT leads instructional improvement through distributed leadership.	<a href="#">Continuum of ILT Effectiveness</a> <a href="#">Distributed Leadership</a>		
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.	<a href="#">Customized Balanced Assessment Plan</a> <a href="#">ES Assessment Plan Development Guide</a> <a href="#">HS Assessment Plan Development</a>		
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.	<a href="#">Assessment for Learning Reference Document</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> <p>Improvement efforts include reviewing our understanding of culturally responsive teaching. Introducing a school-wide math curriculum. Making literacy instruction a focus as we move forward this year. Investing in a systematic instructional curriculum for foundational skills. </p>	

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

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

Students lack school-wide approach to learning foundational skills. Students are entering intermediate and middle school grades lacking strong reading and comprehension skills.

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**Inclusive & Supportive Learning Environment**

**Using the associated references, is this practice consistently implemented?**

**References**

**What are the takeaways after the review of metrics?**

**Metrics**

Partially	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.	<a href="#">MTSS Integrity Memo</a> <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a>	<p>Only 45% of interventions for Tier 2 Reading students had 75-100% of their minutes met. We have such a large percentage of Tier 3 students, that it is hard to meet the intervention minutes for Tier 2 students.</p> <p><b>What is the feedback from your stakeholders?</b></p> <p>As a whole there is agreement that this area needs to be improved to provide all our students an equitable education. We need to strengthen our core curriculum, but also strengthen our interventions, tiering and MTSS process.</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>Last year, the students that were chosen to participate in the tutoring program were chosen based on teacher recommendations, the first week of school. This year students were identified for interventions based on Branching Minds data from the previous year. Over the last year, teachers and tutors have received training on tracking student interventions in Branching Minds.</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p><a href="#">MTSS Continuum</a></p> <p><a href="#">Roots Survey</a></p> <p><a href="#">ACCESS</a></p> <p><a href="#">MTSS Academic Tier Movement</a></p> <p><a href="#">Annual Evaluation of Compliance (ODLSS)</a></p> <p><a href="#">Quality Indicators of Specially Designed Curriculum</a></p> <p><a href="#">EL Program Review Tool</a></p>
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	<a href="#">MTSS Integrity Memo</a>		
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="#">LRE Dashboard Page</a>		
Yes	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>		
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	<a href="#">EL Placement Recommendation Tool ES</a> <a href="#">EL Placement Recommendation Tool HS</a>		
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.			

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

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

One obstacle of implementing effective interventions last year were scheduling conflicts. Due to lack of coordination of teacher and tutor schedules, students were being pulled from their core subjects in which they were already struggling. Students stayed in the program the entire year, no one moved up or out of the tutoring program.

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<a href="#">BHT Key Component Assessment</a> <a href="#">SEL Teaming Structure</a>	<p>Reilly has a BHT structures in place such as student referral form, a team that meets bi-weekly, and community partnerships to support students' wellbeing. BHT is in the beginning stages of utilizing data to assign interventions appropriately and collaboratively with all stakeholders. Teachers have access to Tier 1 SEL curriculum and resources, however continued monitoring of implementation with fidelity is needed. Teachers have access to a menu of interventions, however more stakeholder buy-in is needed. A culture and climate team meets regularly to monitor and support tier 1 for the whole school. More Tier 1 school-wide structures are needed to continue to foster student connectedness.</p> <p><b>What is the feedback from your stakeholders?</b></p> <p>BHT is working to include teachers in conversations around supporting tier 2 and tier 3 students. More tier 1 practices need to be in place schoolwide and in the classroom. Nationwide, chronic absenteeism is on the rise and we are seeing that at Reilly. School wide incentives can be implemented to help improve attendance.</p>	<p><a href="#">% of Students receiving Tier 2/3 interventions meeting targets</a></p> <p><a href="#">Reduction in OSS per 100</a></p> <p><a href="#">Reduction in repeated disruptive behaviors (4-6 SCC)</a></p> <p><a href="#">Access to OST</a></p> <p><a href="#">Increase Average Daily Attendance</a></p> <p><a href="#">Increased Attendance for Chronically Absent Students</a></p> <p><a href="#">Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</a></p> <p><a href="#">Cultivate (Belonging &amp; Identity)</a></p>
Yes	<p>Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.</p>		
Yes	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>		
Yes	<p>All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.</p>		

Jump to...	<a href="#">Curriculum &amp; Instruction</a>	<a href="#">Inclusive &amp; Supportive Learning</a>	<a href="#">Connectedness &amp; Wellbeing</a>	<a href="#">Postsecondary</a>	<a href="#">Partnerships &amp; Engagement</a>
	Other student interests and needs.			improve attendance.	Staff trained on alternatives to exclusionary discipline (School Level Data)
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.				<a href="#">Enrichment Program Participation: Enrollment &amp; Attendance</a>  <a href="#">Student Voice Infrastructure</a>  <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.

Students would benefit from an increase in school community building activities (social, community-building) that build a stronger sense of belonging 🍌

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

The school is implementing a school wide tier 1 SEL curriculum. Teachers have access to the resources but could use more support with the implementation and scope and sequence. All students will have access to this curriculum. The BHT referral process has been updated to include teachers in the discussion for supporting their students. 🍌

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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
No	<a href="#">College and Career Competency Curriculum (C4)</a>	51% of overall students are On-Track, but 46% of ELs On-track, 53% of DLs are On-track. 8th graders are at 50% On-track. Also, the 100% of our 8th graders graduated and were accepted at a HS. What is worrisome is that only 25% of our Black student are On-track compared to their Hispanic (51%) and White (67%) peers. 🍌	<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>		
N/A	<a href="#">Work Based Learning Toolkit</a>	<b>What is the feedback from your stakeholders?</b> Staff feel that we are making gains in Postsecondary Success. There is a strong emphasis in MS that promotes students to think about where they want to go to school and what they want to study. MS team works collaboratively with other departments, specifically with the counselor in having students apply through GoCPS (which was 100%) last year. There is a need to promote this sooner in the early grades so students are not bombarded with this in MS. 🍌	<a href="#">Cultivate (Relevance to the Future)</a>  Freshmen Connection Programs Offered (School Level Data)
N/A			
N/A	<a href="#">ECCE Certification List</a>		
N/A	<a href="#">PLT Assessment Rubric</a>		
Select Rating	<a href="#">Alumni Support Initiative One Pager</a>	<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> As mentioned there needs to be a concerted effort to have Postsecondary planning and success be part of the values at our school. This includes, but it is not limited to Career Night, shadowing a student at school of their choice, HS Fairs, College/University visits or fairs. 🍌	

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

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

Students would benefit from earlier exposure to Postsecondary planning, goal making and discussions with staff/counselor about what establishing their academic/career goals. 🍌

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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><a href="#">Spectrum of Inclusive Partnerships</a></p>	<p><b>STRONG AREAS</b> 🍌</p> <ul style="list-style-type: none"> <li>-85% parent teacher conferences (Report Card)</li> <li>-BAC/PAC strong</li> <li>-Open House</li> <li>-Specialized services (IEP; Diverse learning dept.)</li> <li>-Trunk and Treat</li> <li>-Earth Day (Community/Neighborhood Involvement)</li> <li>-Coffee with the principal</li> <li>-Game Night</li> <li>-100th Day</li> <li>-LSC</li> <li>-Field Day</li> <li>-DC Connection</li> <li>-Santa Letters</li> <li>-Assemblies</li> <li>-Multicultural Assembly</li> <li>-Kindergarten Celebration</li> <li>-8th Graduation</li> <li>-Food Drives</li> <li>-Refugee essential drive</li> </ul> <p><b>AREAS TO IMPROVE</b></p> <ul style="list-style-type: none"> <li>-Expand our Parent involvement to include diverse language groups (PTA)</li> <li>-Academic nights should be considered to help this area improve</li> <li>-Parent Volunteers (Forms make it difficult)</li> <li>-Parent portal (Difficult for parents)</li> <li>-Workshops to help parents learn how to use our resources (parent portal)</li> <li>-Parent involvement dropped From 60% 2021 to 52% 2023</li> </ul>	<p><a href="#">Cultivate</a></p> <p><a href="#">5 Essentials Parent Participation Rate</a></p> <p><a href="#">5E: Involved Families</a></p>
Yes	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p> <p><a href="#">Reimagining With Community Toolkit</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>	<p><a href="#">5E: Supportive Environment</a></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><a href="#">Student Voice Infrastructure Rubric</a></p>	<p><b>What is the feedback from your stakeholders?</b> 🍌</p> <p>Parents would like to see more parents get involved in the school governance and activities. Parent engagement is increasing because the school is creating new activities and avenues, but there is still work to be done.</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>Based on data, but anecdotal evidence from SY23 there needs to be more work done in students welcoming, inclusive of EL, DL and other students that are different (even between same language groups). Student proactiveness and engagement would help in problem-solving some of these issues. 🍌</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>5 Essential scores are moving in the right direction</p> <ul style="list-style-type: none"> <li>-78% to 65% to 71% (Academic support)</li> <li>-73% to 99% (Peer Support)</li> <li>-84% to 70% to 78% ( ELL Academic Support)</li> </ul> <p>We are trending in the right direction, but these 2 subgroups are our priority groups in our CIWP.</p>	



Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Yes	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
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?

Access- Do all teachers know how to access ss skyline and amplify?  
 Balanced Assessment/Daily: The first two tiers are aligned. There needs to be a focus on Common Assessments in ELA (K-3). In Science alignment should be reviewed for K-2. Social Science should be reviewed for K-8 (CCSS). What programs are aligned and being used in these grades. Based on assessments we have a plan who needs Tier 2 or Tier 3. Based on Rigor Walk data and references there is evidence of student opportunities to have daily assessment in several forms (exit tickets, warm-ups/cool downs, retrieval, summary discussions, and formative and informal assessments. Strongly recommended collaboration with content peers and on use of assessment.  
 Standard Aligned: While Math and Science provide students with standard-aligned instruction, there is still a need for a standard-aligned curriculum for Social Sciences and ELA in the primary grades.

What is the feedback from your stakeholders?

Inner Core-  
 Takeaways- To continue to offer opportunities for students to embrace their identity, community and relationships with the school.  
 Feedback- Stakeholders will continue to follow-up with colleagues and students to continue cultivating student-centered classrooms.

What student-centered problems have surfaced during this reflection?

Students lack school-wide approach to learning foundational skills. Students are entering intermediate and middle school grades lacking strong reading and comprehension skills.

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?

Improvement efforts include reviewing our understanding of culturally responsive teaching. Introducing a school-wide math curriculum. Making literacy instruction a focus as we move forward this year. Investing in a systematic instructional curriculum for foundational skills.

Return to Top Determine Priorities

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

Students...  
 in our priority groups (DL & ELs) are lagging behind in academic achievement. Students in Urgent Intervention are high in certain grades. Students are not receiving highly rigorous Tier 1 instruction universally across all grades before being referred to Tier 2/3 supports.

Resources:

[Determine Priorities Protocol](#)

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

Return to Top Root Cause

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

As adults in the building, we...  
 are lacking strong training and implementation of foundational literacy skills to impact student learning across all grades and all students.

Resources:

[5 Whys Root Cause Protocol](#)

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

Return to Top Theory of Action

What is your Theory of Action?

If we....  
 Invest, train teachers and implement an evidence-based high quality curriculum beginning with Tier 1 Literacy Instruction that impacts knowledge building across all grades  
 Implement a high quality curriculum in ELA.

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 receive universal quality instruction, which includes Tier 1 and Tier 2



which leads to...

overall student improvement/growth in assessment and standardized measurements and less students requiring Tier 2 and 3 interventions



[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**

Teachers, ILT, MTSS, ELA/Math, EL Dept.

**Dates for Progress Monitoring Check Ins**

Q1 10/27/2023

Q3 3/21/2024

Q2 12/14/2023

Q4 5/23/2024

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	100% of teachers implement ELA curriculum (word recognition and language comprehension)	Instructional coach, ILT	Jan 26, 2024	<input type="text" value="Select Status"/>
<b>Action Step 1</b>	Curriculum is purchased and delivered to every classroom in which ELA is taught	Instructional coach, ILT	September 22, 2023	<input type="text" value="Select Status"/>
<b>Action Step 2</b>	Introductory and follow up professional development for ELA curriculum	Instructional coach, ILT	September 22, 2023	<input type="text" value="Select Status"/>
<b>Action Step 3</b>	Instructional rounds in which all ELA classrooms are visiting	Instructional coach, ILT	November 30, 2023	<input type="text" value="Select Status"/>
<b>Action Step 4</b>	Gather and aggregate data in order to provide effective feedback and plan future professional development	Instructional coach, ILT	January 26, 2024	<input type="text" value="Select Status"/>
<b>Action Step 5</b>	Provide opportunities for ELA teacher to meet with an instructional coach to address areas of growth	Instructional coach, ILT	January 26, 2024	<input type="text" value="Select Status"/>
<b>Implementation Milestone 2</b>	C & I meets developed components for high quality, well-documented student support and support plan on MTSS continuum.	MTSS coordinator, Classroom teachers, BHT team, ELPT, ILT	November 22, 2023	<input type="text" value="Select Status"/>
<b>Action Step 1</b>	Determine students that are in need of Tier 2 and Tier 3 based districtwide screeners (e.g. I-Ready, BOY Star 360).	MTSS coordinator, BHT team, ELPT	August 2023	<input type="text" value="Select Status"/>
<b>Action Step 2</b>	Provide PD on implementing diagnostic assessments and progress monitoring interventions in BMs	MTSS coordinator, BHT team, ELPT	October 2023	<input type="text" value="Select Status"/>
<b>Action Step 3</b>	Provide teachers with resources (i.e. materials and tutors) and strategies to implement interventions that align with tier 1 instruction.	MTSS coordinator, BHT team, ELPT	January 2024	<input type="text" value="Select Status"/>
<b>Action Step 4</b>	Provide on-going PD of interventions that target specific deficits particularly with our EL population.	MTSS coordinator, BHT team, ELPT	January 2024	<input type="text" value="Select Status"/>
<b>Action Step 5</b>	Monitor the number of students moving from a need of tier 2 instruction to tier 1	MTSS coordinator, BHT team, ELPT	February 2024	<input type="text" value="Select Status"/>
<b>Implementation Milestone 3</b>	Continued professional development, which includes coaching, rigor walks, and constructive feedback.	ILT, Instructional Coach	October 2023	<input type="text" value="Select Status"/>
<b>Action Step 1</b>	Providing PD on implementing curriculums with fidelity.	Teachers	August 2023	<input type="text" value="Select Status"/>
<b>Action Step 2</b>	Peer observations and follow up team meeting for collaboration.	Teachers, MTSS	October 2023	<input type="text" value="Select Status"/>
<b>Action Step 3</b>	Rigor walks to provide feedback and continued growth.	ILT, Network	January 2024	<input type="text" value="Select Status"/>
<b>Action Step 4</b>	Regular coaching sessions to provide feedback and continued growth.	Instructional Coach	January 2024	<input type="text" value="Select Status"/>
<b>Action Step 5</b>	GLTs targeted toward reflection and continued improvement in implementation.	Teachers, instructional coach	January 2024	<input type="text" value="Select Status"/>
<b>Implementation Milestone 4</b>	Provide access, support, and differentiation for our EL and DL subgroups.	Gen Ed/DL Teacher, ELPT, CM, BHT	November 22, 2023	<input type="text" value="Select Status"/>
<b>Action Step 1</b>	Honor students culturally by utilizing preferred language of instruction as an access point.	Classroom teachers (Gen Ed / DL)	October 20, 2023	<input type="text" value="Select Status"/>

Jump to... Reflection	Priority Root Cause	TOA Implementation Plan	Goal Setting Implementation Plan	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>	Curriculum & Instruction	
Action Step 2	Ongoing collaboration with DL teachers to maximize student learning/participation in the classroom			GLT/Content Teams	December 2, 2023	Select Status	
Action Step 3	Identify just-in time supports within the curriculum			Content teacher	December 22, 2023	Select Status	
Action Step 4	Diversify the types of assessment to create several ways to capture student learning.			Content teacher	March 23, 2024	Select Status	
Action Step 5	Build student agency by allowing them to construct their own learning through rigorous tasks in the content area.			GLT, content teacher	March 23, 2024	Select Status	

### SY25-SY26 Implementation Milestones

<b>SY25 Anticipated Milestones</b>	overall student improvement/growth in assessment and standardized measurements and less students requiring Tier 2 and 3 interventions	
<b>SY26 Anticipated Milestones</b>	Peer observations become the norm as our focus of practice data. ILT is more involved in leading internal walks, data talk and feedback for continued growth. Coaching is part of the investment (internally and with external partners, as needed).	

## 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
% of students on on-track increases over the next 3 years.	Yes <input type="checkbox"/>	3 - 8 On Track	Overall	51%	54%	58%	60%
			Students with an IEP	53%	55%	57%	60%
Decrease in the number of students requiring Tier 3 instruction as measured by iReady and Star 360 screeners	Yes <input type="checkbox"/>	MTSS Academic Tier Movement	Overall	45%	40%	35%	30%
			English Learners				

### 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.	75% of ELA teachers will implement the curriculum with a high degree of fidelity, as measured by classroom walkthroughs	95% of ELA teachers will implement the ELA curriculum with a high degree of fidelity, as measured by classroom walkthroughs	100% of ELA teachers will implement the ELA curriculum with a high degree of fidelity, as measured by classroom walkthroughs
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.	C&C team will work with teacher teams to develop a vision for the Inner Core at Reilly and identify specific practices envisioned at each grade band.	Teachers create opportunities within the structure of planning and instructional practices to encourage students to become agents of their own learning that encourages collaboration, critical thinking,	The MTSS and Culture & Climate teams will utilize internal review of data to ensure student identity is included in instructional practices and overall climate and culture of school
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	As measured by classroom observations and Branching Minds documentation, 50% of ELA teachers deliver Tier 2 instruction with the aim of closing measured student learning gaps in English Language Arts.	As measured by classroom observations and Branching Minds documentation, 75% of ELA teachers deliver Tier 2 instruction with the aim of closing measured student learning gaps in English Language Arts.	As measured by classroom observations and Branching Minds documentation, 100% of ELA teachers deliver Tier 2 instruction with the aim of closing measured student learning gaps in English Language Arts.

## Return to Top SY24 Progress Monitoring

### Resources:



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

**Performance Goals**

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
% of students on on-track increases over the next 3 years.	3 - 8 On Track	Overall	51%	54%	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	53%	55%	Select Status	Select Status	Select Status	Select Status
Decrease in the number of students requiring Tier 3 instruction as measured by iReady and Star 360 screeners	MTSS Academic Tier Movement	Overall	45%	40%	Select Status	Select Status	Select Status	Select Status
		English Learners			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.	75% of ELA teachers will implement the curriculum with a high degree of fidelity, as measured by classroom walkthroughs	Select Status	Select Status	Select Status	Select Status
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.	C&C team will work with teacher teams to develop a vision for the Inner Core at Reilly and identify specific practices envisioned at each grade band.	Select Status	Select Status	Select Status	Select Status
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	As measured by classroom observations and Branching Minds documentation, 50% of ELA teachers deliver Tier 2 instruction with the aim of closing measured student learning gaps in English Language Arts.	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

Only 45% of interventions for Tier 2 Reading students had 75-100% of their minutes met. We have such a large percentage of Tier 3 students, that it is hard to meet the intervention minutes for Tier 2 students.

What is the feedback from your stakeholders?

As a whole there is agreement that this area needs to be improved to provide all our students an equitable education. We need to strengthen our core curriculum, but also strengthen our interventions, tiering and MTSS process.

What student-centered problems have surfaced during this reflection?

One obstacle of implementing effective interventions last year were scheduling conflicts. Due to lack of coordination of teacher and tutor schedules, students were being pulled from their core subjects in which they were already struggling. Students stayed in the program the entire year, no one moved up or out of the tutoring program.

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?

Last year, the students that were chosen to participate in the tutoring program were chosen based on teacher recommendations, the first week of school. This year students were identified for interventions based on Branching Minds data from the previous year. Over the last year, teachers and tutors have received training on tracking student interventions in Branching Minds.

Return to Top Determine Priorities

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

Students...  
 Students need well-structured academic supports (interventions and Tier 1 instructional practices), especially our long-term ELs who face barriers (such as native language supports and inclusive environments from peers).

Resources:

[Determine Priorities Protocol](#)

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

Return to Top Root Cause

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

As adults in the building, we...  
 need to improve our school-wide structures and plan to improve and implement Tier 1 practices (academic/instructional rigor); planning, universal expectations, and collaboration

Resources:

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

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

Return to Top Theory of Action

What is your Theory of Action?

If we....  
 implement a well-devised plan that is systematically/sequential in content areas, social language and SEL environment.

Resources:

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

## Inclusive & Supportive Learning Environment

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

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

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

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

then we see....  
Students better engaged and improve language and content knowledge across the curriculum

which leads to...  
higher achievement in on-track, but also in ACCESS scores and other standardized assessments.

### 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**

EL Teachers, Teachers, ELPT, Tutors

**Dates for Progress Monitoring Check Ins**

Q1 10/27/2023      Q3 3/21/2024  
Q2 12/14/2023      Q4 5/23/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
<b>Implementation Milestone 1</b>	Provide explicit English language instruction for newcomers.	EL Teachers, Teachers, ELPT, Tutors	November 2023	Select Status
<b>Action Step 1</b>	Set up structures to accurately identify potential EL students per HLS and screeners	ELPT	October 2023	Select Status
<b>Action Step 2</b>	Once identified, ensure that students are properly placed with certified teachers and the language model is implemented according to their EL status TBE or TPI	ELPT	October 2023	Select Status
<b>Action Step 3</b>	Review provided curriculum and materials to support newcomers ESL/explicit English instruction/ Review ACCESS/ Screener data	ELPT, ILT, MTSS team, teachers	November 2023	Select Status
<b>Action Step 4</b>	Create universal practices across the school to support EL students and newcomers	ELPT, ILT, MTSS team	January 2023	Select Status
<b>Action Step 5</b>	Provide teachers professional development on the universal ESL practices	ELPT, ILT, MTSS team, classroom teachers, tutors	February 2023	Select Status
<b>Implementation Milestone 2</b>	Meets developed components for high quality, well-documented student support and support plan on MTSS continuum.	MTSS coordinator, Classroom teachers, BHT team, ELPT, ILT	November 22, 2023	Select Status
<b>Action Step 1</b>	Determine students that are in need of Tier 2 and Tier 3 based districtwide screeners (e.g. I-Ready, BOY Star 360).	MTSS coordinator, BHT team, ELPT	August 2023	Select Status
<b>Action Step 2</b>	Provide PD on implementing diagnostic assessments and progress monitoring interventions in BMs	MTSS coordinator, BHT team, ELPT	October 2023	Select Status
<b>Action Step 3</b>	Provide teachers with resources (i.e. materials and tutors) and strategies to implement interventions that align with tier 1 instruction.	MTSS coordinator, BHT team, ELPT	January 2024	Select Status
<b>Action Step 4</b>	Provide on-going PD of interventions that target specific deficits particularly with our EL population.	MTSS coordinator, BHT team, ELPT	January 2024	Select Status
<b>Action Step 5</b>	Monitor the number of students moving from a need of tier 2 instruction to tier 1	MTSS coordinator, BHT team, ELPT	February 2024	Select Status
<b>Implementation Milestone 3</b>	Strategizing for grouping students based on data (ACCESS, IAR) scores for ELLs	ELPT, MTSS, Teachers		Select Status
<b>Action Step 1</b>	Gather data and place it in one location to share with staff.	ELPT, MTSS	February 2024	Select Status
<b>Action Step 2</b>	Grouping students by ELL and academic tiers	ELPT, TEACHERS and MTSS	March 2024	Select Status
<b>Action Step 3</b>	Entering data into branching and creating groups	Teachers and MTSS	November 2023	Select Status
<b>Action Step 4</b>	Integrating ELL students with IEPs into groups	Teachers	On-going	Select Status
<b>Action Step 5</b>	Executing grouping and small group instruction	Teacher, ELPT, MTSS	Quarterly/Semester	Select Status
<b>Implementation Milestone 4</b>	Implement a high quality professional development plan with school-wide support and commitment.			Select Status
<b>Action Step 1</b>	Develop a school mission and vision in order to ensure all staff are in alignment.	ILT, All Staff	September 2024	Select Status
<b>Action Step 2</b>	Establish a timeline per quarter to implement specific goals in a given timeframe.	ILT, All Staff	October 2024	Select Status
<b>Action Step 3</b>	Meet with publishers twice a year to deepen our understanding of the curriculum materials and their proper usage.	All staff, Publishers	December 2024	Select Status
<b>Action Step 4</b>	Monthly meetings with specialized coach in area of focus.	Content area teacher, coach	January 2025	Select Status
<b>Action Step 5</b>	Internal support from the instructional leadership team.	ILT, All staff	February 2025	Select Status

**SY25-SY26 Implementation Milestones**

<b>SY25 Anticipated Milestones</b>	Increase the number of teachers implementing differentiated and targeted Tier 2 supports within the scope of the classroom instruction	
<b>SY26 Anticipated Milestones</b>	Increase percentage that transition into monolingual setting based on ACCESS scores. Decrease number of students that require Tier 3 interventions based on standardized results/ academic achievement.	

[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
Decrease number of students requiring Tier 3 and transition to Tier 2 and Tier 1 at classroom level.	Yes	MTSS Academic Tier Movement	Overall	143	129	116	104
			English Learners	78	70	63	57
Increase number of students achieving English proficiency by 10%	Select Answer	ACCESS	Latino Male	83	88	90	95
			English Learners	63	67	70	75

**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:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	ELPT will work with network support to identify opportunities for improvement in student placement and instructional models. In the spring, ELPT and admin team will place students accordingly and identify most appropriate instructional models for SY25.	ELPT works with admin team to develop a comprehensive professional learning plan for teachers to strengthen Tier 1 instruction for ELs.	EL teachers develop professional learning communities to share and refine instructional practices that support English Language Development.
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	100% of teachers provide both content and language objectives in developmentally-appropriate student friendly language .	75% of teachers are observed providing language scaffolds to support student achievement of identified language objectives.	100% of teachers are observed providing language scaffolds to support student achievement of identified language objectives.
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.	75% of EL teachers will implement the schoolwide curriculum with a high degree of fidelity, as measured by classroom walkthroughs	95% of EL teachers will implement the schoolwide curriculum with a high degree of fidelity, as measured by classroom walkthroughs	100% of EL teachers will implement the schoolwide curriculum with a high degree of fidelity, as measured by classroom walkthroughs

[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**



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

## Inclusive & Supportive Learning Environment

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Decrease number of students requiring Tier 3 and transition to Tier 2 and Tier 1 at classroom level.	MTSS Academic Tier Movement	Overall	143	129	Select Status	Select Status	Select Status	Select Status
		English Learners	78	70	Select Status	Select Status	Select Status	Select Status
Increase number of students achieving English proficiency by 10%	ACCESS	Latino Male	83	88	Select Status	Select Status	Select Status	Select Status
		English Learners	63	67	Select Status	Select Status	Select Status	Select Status

### Practice Goals

### Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	ELPT will work with network support to identify opportunities for improvement in student placement and instructional models. In the spring, ELPT and admin team will place students accordingly and identify most appropriate instructional models for SY25.	Select Status	Select Status	Select Status	Select Status
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	100% of teachers provide both content and language objectives in developmentally-appropriate student friendly language .	Select Status	Select Status	Select Status	Select Status
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.	75% of EL teachers will implement the schoolwide curriculum with a high degree of fidelity, as measured by classroom walkthroughs	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

Reilly has a BHT structures in place such as student referral form, a team that meets bi-weekly, and community partnerships to support students' wellbeing. BHT is in the beginning stages of utilizing data to assign interventions appropriately and collaboratively with all stakeholders. Teachers have access to Tier 1 SEL curriculum and resources, however continued monitoring of implementation with fidelity is needed. Teachers have access to a menu of interventions, however more stakeholder buy-in is needed. A culture and climate team meets regularly to monitor and support tier 1 for the whole school. More Tier 1 school-wide structures are needed to continue to foster student connectedness.

What is the feedback from your stakeholders?

BHT is working to include teachers in conversations around supporting tier 2 and tier 3 students. More tier 1 practices need to be in place schoolwide and in the classroom. Nationwide, chronic absenteeism is on the rise and we are seeing that at Reilly. School wide incentives can be implemented to help improve attendance.

What student-centered problems have surfaced during this reflection?

Students would benefit from an increase in school community building activities (social, community-building) that build a stronger sense of belonging

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

The school is implementing a school wide tier 1 SEL curriculum. Teachers have access to the resources but could use more support with the implementation and scope and sequence. All students will have access to this curriculum. The BHT referral process has been updated to include teachers in the discussion for supporting their students.

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Determine Priorities

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

Students... would benefit from an increase in school community building activities that build a sense of belonging, connections and loyalty to their school community

Resources:

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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

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Root Cause

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

As adults in the building, we... require more school-wide support in time and resources to plan opportunities, initiatives and programs to strengthen this core value.

Resources:

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

Indicators of a Quality CIWP: Root Cause Analysis

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

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Theory of Action

What is your Theory of Action?

If we... create opportunities to increase student connectedness and build community within our school in all areas (school-wide and classroom)

Resources:

Indicators of a Quality CIWP: Theory of Action

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

then we see....

an increase in student wellbeing and sense of belonging

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

which leads to...

increased attendance, contributions to school community and less disruption due to behavior and OSS.

[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**   
 \*Teachers, Admin, Culture & Climate, RP Team, Security, Dean, Attendance Team, Clerks

**Dates for Progress Monitoring Check Ins**

Q1	10/27/2023	Q3	3/21/2024
Q2	12/14/2023	Q4	5/23/2024

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	Improve overall student attendance	Teachers, Admin, Culture & Climate, RP Team, Security, Dean, Attendance Team, Clerks	Dec 22, 2023	Select Status
<b>Action Step 1</b>	Attendance Team	Admin, clerks, security, Dean	Dec 2, 2023	Select Status
<b>Action Step 2</b>	Staff build strong home/school relationships	Teachers, parents, students, ELPT, Case Manager, Clinicians, SW	Oct 20, 2023	Select Status
<b>Action Step 3</b>	Increase connection points/communication for parents and students	Teachers, paraprofessionals, coaches,	Sept 22, 2023	Select Status
<b>Action Step 4</b>	Implement Attendance Plans for students (Re-entry Plans included)	Teachers, admin, counselor, Dean, parents,	Dec 2, 2023	Select Status
<b>Action Step 5</b>	Engaging and partnering with families to promote importance of	All staff	Oct 20, 2023	Select Status
<b>Implementation Milestone 2</b>	Increase the percentage of students (DL/EL) in OST/after school			Select Status
<b>Action Step 1</b>	Communicate with parents programs offered for all students	Teachers, Admin (School Newsletter), Culture and Climate	October 2023	Select Status
<b>Action Step 2</b>	Survey student interest for OST/Afterschool activities	Teachers, Admin	October 2023	Select Status
<b>Action Step 3</b>	Teacher input on programs they would like to offer	Teachers	October 2023	Select Status
<b>Action Step 4</b>	Showcase of afterschool activities being offered for students and parents	Teachers, Culture and Climate	November 2023	Select Status
<b>Action Step 5</b>	Student and teacher evaluation of current programs	Student, teachers	April 2024	Select Status
<b>Implementation Milestone 3</b>	Implement and increase SEL practices with fidelity across grade levels	Counselor, Culture and Climate Team, Admin		Select Status
<b>Action Step 1</b>	Ensure all staff members have materials and access to implement the Second Step curriculum.	Counselor, Culture and Climate Team, Admin	August 21, 2023	Select Status
<b>Action Step 2</b>	Provide Professional Development on SEL curriculums and resources.	Counselor, Culture and Climate Team, Admin	August 21, 2023	Select Status
<b>Action Step 3</b>	Create a structure and rubric for SEL walks to provide feedback on implementation.	Counselor, Culture and Climate Team, Admin	November 2023	Select Status
<b>Action Step 4</b>	Classrooms are observed during advisory using SEL rubric and teachers receive feedback on observations.	Counselor, Culture and Climate Team, Administration, All homeroom teachers	December 2023	Select Status
<b>Action Step 5</b>	Track of teachers following Second step scope and sequence	Counselor, Admin	October 2023	Select Status
<b>Implementation Milestone 4</b>	Increase school-wide events that build and foster school community			Select Status
<b>Action Step 1</b>	Establish a culture and climate committee that represents all grade levels and departments.	Teachers, Admin, Clinicians	September 2023	Select Status
<b>Action Step 2</b>	Regular school-wide community building events.	Teachers, Admin, Clinicians, All school staff	October 2023	Select Status
<b>Action Step 3</b>	Opportunities to demonstrate school pride(school apparel, pep rally).	Students, Teachers, Admin, Clinicians, All school staff	October 2023	Select Status

<b>Action Step 4</b>	Opportunities for students to contribute to school image.	Students, Teachers, Admin, Clinicians, All school staff	November 2023	Select Status
<b>Action Step 5</b>	Regular family engaging activities	Families, Teachers, Admin, Clinicians, All school staff	Septbmer 2023	Select Status

**SY25-SY26 Implementation Milestones**

<b>SY25 Anticipated Milestones</b>	Attendance goals to align with students receiving more instruction and greater access to connection at school.	
<b>SY26 Anticipated Milestones</b>	Increase SEL school-wide practices within the classroom, school and OST activities.	

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

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

**Resources:**

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

**Performance Goals**

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Increase and codify events, initiatives and programs that build upon relationships and create connectivity among one another to motivate students to look forward to school beyond the rigor of the classroom.	Yes	Enrichment Program Participation: Enrollment & Attendance	Overall	47.20%	50%	53%	55%
			English Learners	52.80%	55%	58%	60%
	Select Answer	Select Metric	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.	Some teachers have access to high quality curriculum. Consistency, equity, and implementation is observable through Rigor Walks and Instructional Routine Observations	Most teachers have access to high quality curriculum. Consistency, equity, and implementation is observable through Rigor Walks and Instructional Routine Observations	All teachers have access to high quality curriculum. Consistency, equity, and implementation is observable through Rigor Walks and Instructional Routine Observations
C&W:3 All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	48% of students participation is quantified and responsive interest surveys assist engaging and connecting to student learning based on curriculum and input from students and staff.	50% of u dents participation is quantified and responsive interest surveys assist engaging and connecting to student learning based on curriculum and input from students and staff.	53% of students participation is quantified and responsive interest surveys assist engaging and connecting to student learning based on curriculum and input from students and staff.
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Some students participate in morning cirlces, peace talks, and Second Step. Ongoing RP is done through Peacemakers and the supportive participation by the entire community. Number of classes implementing SS, Calm Classroom will be surveyed at BOY, MOY and EOY.	Most tudents participate in morning cirlces, peace talks, and Second Step. Ongoing RP is done through Peacemakers and the supportive participation by the entire community. Number of classes implementing SS, Calm Classroom will be surveyed at	Majority of students (50% to 75%) participate in morning circles, peace talks, and Second Step. Ongoing RP is done through Peacemakers and the supportive participation by the entire community. Number of classes implementing SS, Calm Classroom will



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 and codify events, initiatives and programs that build upon relationships and create connectivity among one another to motivate students to look forward to school beyond the rigor of the classroom.	Enrichment Program Participation: Enrollment & Attendance	Overall	47.20%	50%	Select Status	Select Status	Select Status	Select Status
		English Learners	52.80%	55%	Select Status	Select Status	Select Status	Select Status
	Select Metric				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.	Some teachers have access to high quality curriculum. Consistency, equity, and implementation is observable through Rigor Walks and Instructional Routine Observations	Select Status	Select Status	Select Status	Select Status
C&W:3 All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	48% of students participation is quantified and responsive interest surveys assist engaging and connecting to student learning based on curriculum and input from students and staff.	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.	Some students participate in morning circles, peace talks, and Second Step. Ongoing RP is done through Peacemakers and the supportive participation by the entire community. Number of classes implementing SS, Calm Classroom will be surveyed at BOY, MOY and EOY.	Select Status	Select Status	Select Status	Select Status

If Checked:  
Complete  
IL-Empower  
Section below

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

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

If Checked:  
No action needed

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



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

## Parent and Family Plan

If Checked:



### Our school is a Title I school operating a Schoolwide Program

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

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

If Checked:



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

No action needed

## SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

## SCHOOL & FAMILY COMPACT

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

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

## PARENT & FAMILY ENGAGEMENT BUDGET

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

School will hold an annual meeting in the fall to review parental involvement and policy in the scope of PAC, BAC, and LSC. In addition, school will inform parents about the role the Parent Club. During this meeting, nomination and election of officers takes place as required. Parents will have the opportunity to participate actively in monthly PAC meetings. Parents will be informed in the calendar, bulletin, flyers, and posted agenda. In addition, the principal will maintain an open door policy for parents to share more individual questions regarding their own children's progress. Principal will conduct quarterly coffee chats (cafe con el director) with parents in both buildings to share information and receive input from the community. Provide monthly parent meetings and workshops that support the learning in the classrooms  
Provide Family Math/STEAM and Reading Nights  
Provide professional development for parents (BAC / PAC)  
Family Resource Fairs  
Field Trips  
Parent Classes -SEL, Academic, Parenting, Financial Training



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