CIWP Team & Schedules

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

CIWP Team Guidance

Name	Role	Email
Veronica Thompson	Principal	vjthompson@cps.edu
Romanetha Walker	CCT/BHT	rlooper@cps.edu
Selena Countee	Math Interventionist	sdcountee@cps.edu
Sarah Azzarello	Teacher Leader	Sarah Azzarello <smazzarello@cps.edu>
Mary Dieudonne	DL Teacher Leader	mldieudonne@cps.edu
Tayo Martin	Connectedness & Wellbeing Lead	tnladipo@cps.edu
Antonise Cox	Connectedness & Wellbeing Lead	acox16@cps.edu
Monica Beal	Restorative Justice Coordinator	mibeal@cps.edu
Tina Hawkins	Teacher Leader	tjohnson-ha@cps.edu
Cathleen Carmen	Teacher	cscarmen@cps.edu
Jaleelah Campbell	STLS Advocate	jcampbell84@cps.edu
Lashanda Gipson	Parent	cookie2010.Lg@gmail.com

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	4/20/23	6/6/23
Reflection: Curriculum & Instruction (Instructional Core)	7/18/23	7/18/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/18/23	7/18/23
Reflection: Connectedness & Wellbeing	8/2/23	8/3/23
Reflection: Postsecondary Success	8/17/23	8/21/23
Reflection: Partnerships & Engagement	8/3/23	8/16/23
Priorities	7/19/23	7/19/23
Root Cause	7/19/23	7/19/23
Theory of Acton	8/3/23	8/8/23
Implementation Plans	8/22/23	8/22/23
Goals	8/29/23	8/29/23
Fund Compliance	8/4/23	8/7/23
Parent & Family Plan	8/28/23	9/1/23
Approval	9/5/23	9/5/23

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	10/30/2023
Quarter 2	12/18/2023
Quarter 3	3/18/2024
Quarter 4	5/20/2024

Indicators of a Quality CIWP: Reflection on Foundations

Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.

Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.

Stakeholders are consulted for the Reflection of Foundations.

Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

Resources 🚀

Reflection on Foundations Protocol

Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	100% Implementation of Skyline in grades K-8 for ELA and math. ✏️ Rigor walks show implementation of learning targets and other components aligned to Skyline K-2 Internal Foundation Walkthoughs submitted .	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math)
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction	With exception of science, REACH observation focused on Skyline ELA and math implementation. IAR ELA - Did not meet expectations decreased from pre-pandemic SY 20 75 to 50. IAR Math - Did not meet expectations decreased from pre-pandemic SY 20 69-56 iREADY typical growth less than 100% - R - 87%, M - 90% K-2 attendance rates below 90% suggest more time and closer monitoring of interventions for all grade levels. Grade Level Attendance EOY22 and EOY23 Comparisons All 88.1 (+5.5) Only two grade levels posted attendance rates of 90 or above. PK- 88.04(+3.4) K- 80.2(-5.39) 1st- 88.5(+11) 2nd- 83.4(+.07) 3rd- 87.7(+4.2) 4th- 88.5(-0.48) 5th- 91.4(+9.9) 6th-89.2(+6) 7th- 92.8(+11.3) 8th-88 (+2) 26 extended day program offers from YMCA/CSI in the categories of health and wellness, enrichment and academic support YMCA/CSI attendance average 90% Summer 23 OST served 50 students	STAR (Reading)
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions	**What is the feedback from your stakeholders?** Instructional coach and math interventionist effectively supported growth in the instructional core. ✏️ Impact of funded Restorative Justice Coordinator increased programming in sports (CPS Score, Special Olympics for DLs, Fashion Design, and Student Voice) . The RJ also coordinated quarterly field trips and co-sponsored a fashion show and sneaker ball to celebrate student success.	STAR (Math) iReady (Reading) iReady (Math)
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership	CCT established tier 1 structures using the BAGS (Behavior, Attendance, Grades and Sports/Service point system and rewards.	Cultivate Grades ACCESS
		Customized Balanced Assessment Plan ES Assessment Plan Development Guide	Established partnerships with CHAMPS and Polished Pebbles for 6-8 mentoring. Students more receptive than the previous year. New Life Convenant implemented a 3-5 grade choir and supported our fashion show and sneaker ball. Representatives applauded our CCT and students.	TS Gold Interim Assessment Data

| Partially | School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals. | HS Assessment Plan Development Guide | Need to define supportive leadership practices and engage in more difficult conversations regarding collective responsibility and an understanding of distributed leadership.

EOY Reflection surveys shows that family engagement and outreach and managing challengng behaviors should be prioritized for classroom management growth.

The SY24 balanced assessment plan includes interim and common assessments. with an 83% approval rate.

PK teacher agreed to adopt Skyline Foundations to support PK-K transition. |

| Yes | Evidence-based assessment for learning practices are enacted daily in every classroom. | Assessment for Learning Reference Document | |

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

Restructure instructional and MTSS schedules to increase minutes for core and MTSS instruction. Schedules will reflect the following:

Breakfast 8:30-8:45A, Mindfulness and Thrively Check-in by 9A.
Instructional periods begin promptly at 9A
K-5 120 ELA blocks
K-5 120 Math blocks
75 minutes 6-8 blocks for ELA, math, science, social science
heterogeneous MTSS blocks include 3 days of direct instruction for tier 3 students
Weekly advisory for 6-8 grade and SEL reflection

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.

Core instruction does not provide equitable opportunities for students to access the challenging or rigorous components of the curriculum that demand written expression and multi-step problem-solving.

Tier 3 and DL students receive limited support to access grade level content and interventions to address their specific needs as a result of limited teacher collaboration in planning and assessment.

Grade level team meetings will be restructured to reflect the following:

1. coaching cycle feedback for lesson plan implementation focused on evidence for gen ed/DL collaboration, writing instruction and feedback and formative assessment results from monitoring tools.

2. MTSS cycles of learning and admin, ILT/teacher three targeted students.

3. Dedicated ILT meeting to review IAR samples for multi-step problems and written expression.

Teachers showing curriculum implementation with fidelity did not meet growth proficiency benchmarks for K-2 or 3-8 assessments. Provide differentiated coaching supports for core and MTSS cycles of learning to ensure teachers teach and assess priority standards. and instructional grouping skills and standards from benchmark screeners (i-Ready and STAR 360).

Inclusive & Supportive Learning Environment

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Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo

MTSS Continuum

Roots Survey | Roots Survey stats show areas of opportunities in the following:
At-risk screener 58%
Primay Instruction/Core Tier 1 36%
Tier 2, 3 Intervention Planning 58%
Progress Monitoring 33%
Systems and Infrastructure 60%
Meeting Quality 26%
As discssed during our CIWP session on 7/18 and 7/19 and the ILT institute on July 13, systems and structures are in place that show evidence of compliance with the MTSS cycle calendars and teacher/MTSS lead responsibilities for updating trackers and BrM; however, there is a critial need to show a complete cycle of learning that reflects progress monitoring, equitable supports for all tiers and meetings focused on accountability for intervention results from varied staff. | Unit/Lesson Inventory for Language Objectives (School Level Data)

MTSS Continuum

Roots Survey

ACCESS

MTSS Academic Tier Movement

Annual Evaluation of Compliance (ODLSS)

Quality Indicators of Specially Designed Curriculum

EL Program Review Tool |
| Partially | School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo. | MTSS Integrity Memo | | |
| Partially | 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. | LRE Dashboard Page | **What is the feedback from your stakeholders?**

Teacher/ILT feedback shows a lack of collective responsibility for tier 3 scholars. In addition, meeting quality is impacted by the lack of evidence for using the problem solving protocol and reflective data cycle conversations that celebrate successes and address next steps for growth. | |

		References		
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual		

successes and address next steps for growth.

The DL case manager provided professional development and coaching supports for writing IEPs, as she had two first year teachers.

No	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS

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?

Prioritized improvements for MTSS will be pulled from the Roots Survey recommendations. ✍️

Align student interventions from CPS Tutor Corp, i-READY and STAR 360 screeners to instructional grouping recommendations.

Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

Progress monitor mastery of skills instruction with coaching observations and data conversations.

Continue to work with the CCT on tier 1 classroom management structures and tier 2 and 3 interventions to increase time on task for all learners in the classroom setting.

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.

In addition to platforms, ensure direct instruction interventions address skill deficits. Use MTSS accountability meetings to monitor teacher instructional and assessment practices.

Teachers do not engage or collaborate to provide equitable core or intervention support to address individual or target group skill deficits. ✍️

Provide interventions for an adequate amount of academic engagement time (60 additional minutes per week for Tier 2; 120 additional minutes per week for Tier 3).

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Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		**References**	**What are the takeaways after the review of metrics?**	**Metrics**
Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment SEL Teaming Structure	SY22- 23 EOY On Track Comparisons 21 on track + 5 21 Almost +2 Near on Track 8% (-) 1 Far from 25% +9 Off Track 25% -16 Off track decreased 16% OSS Suspension 60% male, 40% female SY23 (Prior year was 50/50) Suspension rate by grade SY23 3rd 2.86 4th 2.86 5th No OSS - 6th 22.86 (5th SY 16.67) 7th 17.14 8th 54.29 SY22-23 Comparison G1 9.21 +1 G2 9.21 (-.46) G3 14.47 (-1.78) G.4 59.21 +11.7 G.5 7.89 +5.39 ✍️	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST Increase Average Daily Attendance
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		As part of the Community School Initiative we targeted 50 students for extended day tutpromg and enrichment. In addition, we participated in summer OST programs. As of right now, our data is not reflected on Dashboard. According to the Cultivate survey, classroom community was a prioritized learning condition. The inconsistency of Tier 1 structures for classroom management show in the 6-8 OSS data, as they did not implement the BAG incentive program. SY23 On Track 21 index	Increased Attendance for Chronically Absent Students
			What is the feedback from your stakeholders?	Reconnected by 20th Day, Reconnected after 8 out of 10 days absent

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.	BHT/CCT observations showed need for stronger tier 1 structures ✍️ Gen Ed and Sped teams need to collaborate on ways to mitigate inappropriate/disruptive from DL students. The absence of data on Dashboard for CSI indicates the need for admin to work with the CSI coordinator on metrics for evidence of high quality extended day programming. We did not have 100% buy-in with BAGs. Sneaker Ball eligibility was only 20% of students meeting BAG required points. Goals to decrease tier 1 misconducts needed to be reinforced with tier 1 SEL instruction. CTU recognized Revere for the Climate Justice Education Project Extended day programs did not impact attendance goal of 90% or academic outcomes. Need more accountability for extended day instruction to ensure higher usage rates and progress monitoring for Freckle, Amira, Reflex and guided reading and math practice aligned to Skyline.	**Cultivate (Belonging & Identity)** Staff trained on alternatives to exclusionary discipline (School Level Data) **Enrichment Program Participation: Enrollment & Attendance** **Student Voice Infrastructure** **Reduction in number of students with dropout codes at EOY**
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		

What student-centered problems have surfaced during this reflection?	**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?**
If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.	
Students need access to stronger tier 1 classroom structures through effective and consistent implementation of the SEL curriculum and tier 2 and 3 behavioral supports to reduce tier 1 infractions and OSS suspensions. ✍️ CCT/BHT need to support staff in establishing clear grade appropriate expectations for the implementation of BAGs. Families need a clear understanding of how BAG reports will be issued prior to progress reports and report cards.	Implementing BAGs school wide. ✍️ Restructured middle school teaching assignments to provide stability of classroom management and instruction for tier 1. Retained members for the BHT/CCT Continue with CPS Score, including DLs Restorative Justice coordinator and counselor received guidance on how to make entries for student incidents to reflect corrective responses vs OSS Branching Minds training for CCT/BHT to ensure tracking of MTSS tier 2, 3 interventions Received Rebels for Peace OSEL funded SEL programming for 5th-8th. Counselor Martin doing SEL push-in Polished Pebbles mentoring scheduled to return.

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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**
No	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	The highest HS adminssions test score was 92. ✍️ Ambitious Instruction - Strong 3-8 On Track 21 compred to 8th 10% 100% Implementation of Skyline in grades K-8 for ELA and math. IAR ELA - Did not meet expectations decreased from pre-pandemic SY 20 75 to 50. IAR Math - Did not meet expectations decreased from pre-pandemic SY 20 69-56	**Graduation Rate** **Program Inquiry: Programs/participation/attainment rates of % of ECCC** **3 - 8 On Track**
Partially	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans	iREADY typical growth less than 100% - R - 87%, M - 90% K-2 attendance rates below 90% suggest more time and closer monitoring of interventions for all grade levels. Grade Level Attendance EOY22 and EOY23 Comparisons All 88.1 (+5.5) Only two grade levels posted attendance rates of 90 or above. PK- 88.04(+3.4) K- 80.2(-5.39) 1st- 88.5(+11) 2nd- 83.4(+.07) 3rd- 87.7(+4.2) 4th- 88.5(-0.48) 5th- 91.4(+9.9) 6th-89.2(+6) 7th- 92.8(+11.3) 8th-88 (+2)	**Learn, Plan, Succeed** **% of KPIs Completed (12th Grade)** **College Enrollment and Persistence Rate**
Partially	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th)	Work Based Learning Toolkit	**What is the feedback from your stakeholders?** Learn Plan Succeed Data ✍️ Student interests limited to cosmetology, rap, basketball and blogging	**9th and 10th Grade On Track** **Cultivate (Relevance to the Future)**

	(6th-12th).		Freshmen Connection Programs Offered (School Level Data)
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).		
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	[ECCE Certification List](#)	
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	[PLT Assessment Rubric](#)	
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	[Alumni Support Initiative One Pager](#)	

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

Structured career exploration opportunities need to be explicitly taught and experienced by students. ✏️

Upper right column text:

blogging
Low motivation
Lack of vision
Only 2/12 classroom teacher buy-in for Thrively which offers career exploration
Students enjoy CHAMPS Male and Polished Pebble mentoring programs
Substance use interventions had little to no impact
Student identity challenges
Fear of communicating/engagement outside of their communities

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?

Identified teacher lead for Thrively ✏️
CCT/BHT observation of SEL tier 1 instruction
Pre K- 8th Weekly SEL classes
Rebels for Peace partnership established
Polished Pebbles continued establishment
GameChangers partnership established
Planning career fair
6-8 Career vision boards
ILP data (via Dashboard) will monitor the progress of post secondary options
CPS High School Fair
Revere High School Fair
Parent Night
Tier 2 Small Groups (Rainbos & Anger/Coping)
Restorative Justice Tier 2&3 Peace Circles
CCT/BHT created a pamphlet fof their roles, responsibilities and goals or staff

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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	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	[Spectrum of Inclusive Partnerships](#)	Prioritized Learning Conditions - Curriculum and Instruction, Inclusive and Supportive Learning, Feedback for Growth ✏️ The highest HS adminssions test score was 92. Ambitious Instruction - Strong 3-8 On Track 21 compred to 8th 10% CSI program hour requirements met with varied programming Staff needs to understand the role of the CCT/BHT	[Cultivate](#) [5 Essentials Parent Participation Rate](#) [5E: Supportive Environment](#)
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	[Reimagining With Community Toolkit](#)		Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)
Yes	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	[Student Voice Infrastructure Rubric](#)	**What is the feedback from your stakeholders?** Parent involevement is weak. ✏️ Programmng partners need classroom management support. Polished Pebbles AND CHAMPS mentoring programs connect with our scholars. Students need projects and opportunities to craft their vision for the school and programming. YMCA programming less appealing to 6-8. 0 of 2 algebra students completed the course.	Formal and informal family and community feedback received locally. (School Level Data)

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.

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?

All adults need to value student voice and trauma-informed practices to create supportive classroom environments,

Families introduced to the Right to Read Raising Readers Initiative at the 9/7 open house.
100% of the classrooms agreed to issuing bi-weekly newsletters to their families
Grade specific family calendars created by teams in June
Teachers will plan family educatonal nights for SY24
CCT will create a parent culture and climate focus group
CCT will monitor the implementation of Calm Classroom and Second Step
PK -2nd will plan family social events.
Counselor Martin attending Aspen Portal training for use of the QR code to reduce barriers for parent access.
Admin will collaborate with the new YMCA/CSI coordinator on alignment and evaluation of programming as it relates to Dashboard metrics
ILT will design a structured IAR after school program
CCT/BHT leads will develop after school enrichment programs targeted for 5th-8th using OST funds.
Revere Student Voice became officially recognized by CPS on 9/8/23.
4 algebra students committed.

Curriculum & Instruction

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

What are the takeaways after the review of metrics?

100% Implementation of Skyline in grades K-8 for ELA and math.

Rigor walks show implementation of learning targets and other components aligned to Skyline

K-2 Internal Foundation Walkthoughs submitted .

With exception of science, REACH observation focused on Skyline ELA and math implementation.

IAR ELA - Did not meet expectations decreased from pre-pandemic SY 20 75 to 50.

IAR Math - Did not meet expectations decreased from pre-pandemic SY 20 69-56

iREADY typical growth less than 100% - R - 87%, M - 90%
K-2 attendance rates below 90% suggest more time and closer monitoring of interventions for all grade levels.

What is the feedback from your stakeholders?

Instructional coach and math interventionist effectively supported growth in the instructional core.

Impact of funded Restorative Justice Coordinator increased programming in sports (CPS Score, Special Olympics for DLs, Fashion Design, and Student Voice) . The RJ also coordinated quarterly field trips and co-sponsored a fashion show and sneaker ball to celebrate student success.

CCT established tier 1 structures using the BAGS (Behavior, Attendance, Grades and Sports/Service point system and rewards.

Established partnerships with CHAMPS and Polished Pebbles for 6-8 mentoring. Students more receptive than the previous year.

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What student-centered problems have surfaced during this reflection?

Core instruction does not provide equitable opportunities for students to access the challenging or rigorous components of the curriculum that demand written expression and multi-step problem-solving.

Tier 3 and DL students receive limited support to access grade level content and interventions to address their specific needs as a result of limited teacher collaboration in planning and assessment.

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?

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Grade level team meetings will be restructured to reflect the following:

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3. Dedicated ILT meeting to review IAR samples for multi-step problems and written expression.

Teachers showing curriculum implementation with fidelity did not meet growth proficiency benchmarks for K-2 or 3-8 assessments. Provide differentiated coaching supports for core and MTSS cycles of learning to ensure teachers teach and assess priority standards. and instructional grouping skills and standards from benchmark screeners (i-Ready and STAR 360).

Curriculum & Instruction

Determine Priorities

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

Students...

need access to rigor and differentiated 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.

Root Cause

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

As adults in the building, we...

need to commit to high leverage planning opportunities to address written expression and minilessons that challenge and support so that all students access grade level content and rigor regardless of performance level.

Resources:

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

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

The root cause is based on evidence found when examining the student-centered problem.

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

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What is your Theory of Action?

If we....

provide focused coaching cycles of learning for the implementation of Skyline curriculum with fidelity

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....

teachers engaged in timely pacing and high leverage planning decisions and the ILT providing focused feedback using the anecdotal checklist to guide how teachers identify and execute lessons and assessments for priority standards and written expression with explicit instruction of Skyline's K-5 foundational skills and varied comprehension strategies

which leads to...

Increasing the number of students meeting Skyline MOY and EOY interim assessments and Spring IAR benchmarks.

Implementation Plan

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Resources:

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan	**Dates for Progress Monitoring Check Ins**	
Instructional Leadership Team/Instructional Coach	Q1 10/30/2023	Q3 3/18/2024

Curriculum & Instruction

Q2 12/18/2023   Q4 5/20/2024

SY24 Implementation Milestones & Action Steps ✍	Who ✍	By When ✍	Progress Monitoring
Implementation Milestone 1 — Skyline CoLab	Countee and Diedudonne	9.28.23	Not Started
Action Step 1 — Match mentor coaches for new teachers	Principal Thompson	August 26	Completed
Action Step 2 — Schedule planning socials to support Skyline Lesson Plan review.	Mentors	August 31	Completed
Action Step 3 — GLT content designated PLC (K-3) 4-8 ELA/Math	Principal Thomspon	August 31	Not Started
Action Step 4 — Academic Journey Assignments	PK-Teachers, Support Staff	August 31	In Progress
Action Step 5			Select Status
Implementation Milestone 2 — Skyline Assessment and Observation Data	ILT	October 30	Not Started
Action Step 1 — PK-2 Cohort Data Analysis	Dieudonne/PK-2 Teachers	September 27	Not Started
Action Step 2 — 3-8 Content Area PLC	3-8 ELA, Math PLCs	October 2	Not Started
Action Step 3 — ELA and Math Lesson Study	K-2, 3-5, 6-8 teams	September 25	Not Started
Action Step 4 — Skyline Social Science Observations	Thompson	October 16	Not Started
Action Step 5			Select Status
Implementation Milestone 3			Select Status
Action Step 1			Select Status
Action Step 2			Select Status
Action Step 3			Select Status
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 4			Select Status
Action Step 1			Select Status
Action Step 2			Select Status
Action Step 3			Select Status
Action Step 4			Select Status
Action Step 5			Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Teacher teams independently faciliate co-labs with a focus on unit plans.	✍
SY26 Anticipated Milestones	Teacher teams engage in colabs for social science units to support civic engagement.	✍

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Goal Setting

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

IL-EMPOWER Goal Requirements

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

| Jump to... | Priority | TOA | Goal Setting | Progress |
| Reflection | Root Cause | Implementation Plan | | Monitoring |

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

Curriculum & Instruction

Performance Goals

| Specify the Goal ✍ | Can this metric be frequently monitored? | Metric | Student Groups (Select 1-2) | Baseline ✍ | Numerical Targets [Optional] ✍ | | |
					SY24	SY25	SY26
At least 50% will meet their growth goals by mid-year and 100% by the EOY. as measured by the K-2 IREADY MOY and Spring assessments.	Yes	iReady (Reading)	Overall	46	56	66	76
			Other 2nd	21	31	41	51
Decrease the number of students who did not meet expectations by 50%. as measured by the Spring 24 IAR.	Yes	IAR (English)	Select Group or Overall				
			Students with an IEP	0	10	20	30

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.	GLT and ILT reflections on priority standards and student engagement as it relates to questioning and discussion, writing and launch, explore and discuss.	GLT and ILT will continue to focus on questioning and discussion and short reesponse in social science.	GLT and ILT will continue to focus on questioning and discussion and short reesponse in social science.
C&I:2 Students experience grade-level, standards-aligned instruction.	Use ILT and peer evaluations to monitor and provide feedback on targets, aligned tasks and formative assessment results.	GLT and ILT will focus on common unit assessments for Skyline co-labs.	GLT and ILT will focus on common unit assessments for Skyline co-labs.
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT analyzes student work samples for proficiency in written expression and two part questions.	ILT analyzes student work samples for proficiency in written expression and two part questions.	"ILT analyzes student work samples for proficiency in written expression and two part questions. "

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SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
At least 50% will meet their growth goals by mid-year and 100% by the EOY. as measured by the K-2 IREADY MOY and Spring assessments.	iReady (Reading)	Overall	46	56	Select Status	Select Status	Select Status	Select Status
		Other 2nd	21	31	Select Status	Select Status	Select Status	Select Status
Decrease the number of students who did not meet expectations by 50%. as measured by the Spring 24 IAR.	IAR (English)	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Students with an IEP	0	10	Select Status	Select Status	Select Status	Select Status

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

Curriculum & Instruction

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.	GLT and ILT reflections on priority standards and student engagement as it relates to questioning and discussion, writing and launch, explore and discuss.	On Track	*Select Status*	*Select Status*	*Select Status*
C&I:2 Students experience grade-level, standards-aligned instruction.	Use ILT and peer evaluations to monitor and provide feedback on targets, aligned tasks and formative assessment results.	Limited Progress	*Select Status*	*Select Status*	*Select Status*
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT analyzes student work samples for proficiency in written expression and two part questions.	No Progress	*Select Status*	*Select Status*	*Select Status*

Practice Goals

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

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

Roots Survey stats show areas of opportunities in the following:
At-risk screener 58%
Primay Instruction/Core Tier 1 36%
Tier 2, 3 Intervention Planning 58%
Progress Monitoring 33%
Systems and Infrastructure 60%
Meeting Quality 26%
As discssed during our CIWP session on 7/18 and 7/19 and the ILT institute on July 13, systems and structures are in place that show evidence of compliance with the MTSS cycle calendars and teacher/MTSS lead responsibilities for updating trackers and BrM; however, there is a critial need to show a complete cycle of learning that reflects progress monitoring, equitable supports for all tiers and meetings focused on accountability for intervention results from varied staff.

According to the LRE Dashboard Revere metrics show the following:
Students are LRE 1 or 2
65% are LRE 2 and 35% LRE 1

Revere received recognition for compliance; however, the current dashboard show 100% past due.

What is the feedback from your stakeholders?

Teacher/ILT feedback shows a lack of collective responsibility for tier 3 scholars. In addition, meeting quality is impacted by the lack of evidence for using the problem solving protocol and reflective data cycle conversations that celebrate successes and address next steps for growth.

The DL case manager provided professional development and coaching supports for writing IEPs, as she had two first year teachers.

What student-centered problems have surfaced during this reflection?

Teachers do not engage or collaborate to provide equitable core or intervention support to address individual or target group skill deficits.

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?

Prioritized improvements for MTSS will be pulled from the Roots Survey recommendations.

Align student interventions from CPS Tutor Corp, i-READY and STAR 360 screeners to instructional grouping recommendations.

Progress monitor mastery of skills instruction with coaching observations and data conversations.

Continue to work with the CCT on tier 1 classroom management structures and tier 2 and 3 interventions to increase time on task for all learners in the classroom setting.

In addition to platforms, ensure direct instruction interventions address skill deficits. Use MTSS accountability meetings to monitor teacher instructional and assessment practices.

Determine Priorities

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

Students...

Students need dedicated supports from teachers that collaborate to ensure all students have access to core instruction and protected time for varied interventions and routine progress monitoring sessions focused on student work analysis that tracks and evaluates mastery of the standards.

Resources:

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

Root Cause

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

Resources:

5 Why's Root Cause Protocol

Jump to...
Reflection

Priority
Root Cause

TOA
Implementation Plan

Goal Setting

Progress
Monitoring

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

Inclusive & Supportive Learning Environment

As adults in the building, we...

need to collaborate and show evidence of valuing practice data through analysis and frequent celebration.

Indicators of a Quality CIWP: Root Cause Analysis

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

The root cause is based on evidence found when examining the student-centered problem.

Root causes are specific statements about adult practice.

Root causes are within the school's control.

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Theory of Action

What is your Theory of Action?

If we....

use universal screener data and instructional grouping plans to provide targeted direct instruction with a regular cadence of MTSS sessions and extended day learning opportunities

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

then we see....

students receiving high quality small group instruction using evidence- based interventions to target their MTSS/individual/small group skill/standard deficits and teachers engaged in student work analysis,timely progress monitoring and student/family data conversations

which leads to...

an increase of students advancing in each of the levels as measured by MOY STAR 360, and meeting benchmark as measured by EOY STAR 360, and meeting typical and annual growth as measured by MOY and EOY i-READY K-2 assessments.

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Implementation Plan

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍️

MTSS Leads

Dates for Progress Monitoring Check Ins

Q1	10/30/2023	Q3	3/18/2024
Q2	12/18/2023	Q4	5/20/2024

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1 Create Intervention Ecosystem - STAR Custom, Freckle, Amira, Reflex Math, Frax, Wilson, CPS Tutor Corp i-READY K-8 instructional plans	Countee, Dieudonne	9/6/23	In Progress
Action Step 1 Revere GLT MTSS Orientation Meeting	Countee, Dieudonne	9/22/23	In Progress
Action Step 2 MTSS Schedule	Countee, Dieudonne	8/27	In Progress
Action Step 3 Wilson Tier 3 After School	Dieudonne	9/25/23	Not Started
Action Step 4 Right to Read Literacy Awareness	ILT	9/7	In Progress
Action Step 5 K-8 i-READY Suite and STAR Custom 360 Training	Lead Teachers	9/15	In Progress
Implementation Milestone 2 MTSS Data Sessions	Countee, Dieudonne, Campbell	9/28	Select Status
Action Step 1 Feedback for Growth (Student Data Conversations and Celebrations)	Counselor Martin/K-8 Teachers	9/20	In Progress

Action Step 2	Small Group Observation Look-Fors	ILT	9/20	In Progress
Action Step 3	MTSS Tracker	Countee	8/30	Completed
Action Step 4	STAR 360, IREADY Report Analysis introduction/refresher	Countee/Thompson	End of Quater 1	Not Started
Action Step 5	Using STAR Custom and I-Ready Suite for interventions	Countee/Dieudonne	9/30/23	Not Started

Implementation Milestone 3				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

| SY25 Anticipated Milestones | MTSS leads collaborate with the case manager to identify students in need of the problem solving process and conduct meetings with teachers and related providers to support tier 3 students. |
| SY26 Anticipated Milestones | Teacher leads collaborate with various team members and related service providers to develop and monitor tier 2 and 3 meetings and plans within their grade levels/bands. |

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 ✍	SY24	SY25	SY26
STAR 360 Reading - Decrease intervention and urgent intervention(tiers 2 and 3) by at least 30% as measured by the Spring 24 EOY assessment.	Yes	STAR (Reading)	Overall	69.4	39.4	29.4	19.4
			Students with an IEP				
STAR 360 Math - Decrease urgent intervention and intervention (Tiers 2 and 3) by at least 30% as measured	Select Answer	STAR (Math)	Overall	74.3	44.3	34.3	24.3

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

Inclusive & Supportive Learning Environment

and 3) by at least 30% as measured
by the Spring 24 EOY assessment.

Select Answer

STAR (Math)

Students with an IEP

Practice Goals

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

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

	SY24	SY25	SY26
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS leads monitor timely submission of interventions and assessment results. on the teacher's tracker.	MTSS leads monitor timely submission of interventions and assessment results. on the teacher's tracker.	Build teacher capacity to use Branching Minds.
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS sessions use several data metrics (ex. grades, attendance, behavioral data) to show collaboration between teachers and related personnel to consider root causes and contributing factors for academic and social emotional deficits.	MTSS sessions use several data metrics (ex. grades, attendance, behavioral data) to show collaboration between teachers and related personnel to consider root causes and contributing factors for academic and social emotional deficits.	Lead teachers facilitate problem solving protocol for grade level teams.
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
STAR 360 Reading - Decrease intervention and urgent intervention(tiers 2 and 3) by at least 30% as measured by the Spring 24 EOY assessment.	STAR (Reading)	Overall	69.4	39.4	Select Status	Select Status	Select Status	Select Status
		Students with an IEP			Select Status	Select Status	Select Status	Select Status
STAR 360 Math - Decrease urgent intervention and intervention (Tiers 2 and 3) by at least 30% as measured by the Spring 24 EOY assessment.	STAR (Math)	Overall	74.3	44.3	Select Status	Select Status	Select Status	Select Status
		Students with an IEP			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: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.	MTSS leads monitor timely submission of interventions and assessment results. on the teacher's tracker.	Select Status	Select Status	Select Status	Select Status
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS sessions use several data metrics (ex. grades, attendance, behavioral data) to show collaboration between teachers and related personnel to consider root causes and contributing factors for academic and social emotional deficits.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Inclusive & Supportive Learning Environment

Connectedness & Wellbeing

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
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?

SY22- 23 EOY On Track Comparisons

21 on track + 5
21 Almost +2
Near on Track 8% (-) 1
 Far from 25% +9
Off Track 25% -16 Off track decreased 16%

OSS Suspension 60% male, 40% female SY23 (Prior year was 50/50)

Suspension rate by grade SY23
3rd 2.86
4th 2.86
5th No OSS -
6th 22.86 (5th SY 16.67)
7th 17.14
8th 54.29

What is the feedback from your stakeholders?

BHT/CCT observations showed need for stronger tier 1 structures

Gen Ed and Sped teams need to collaborate on ways to mitigate inappropriate/disruptive from DL students.

The absence of data on Dashboard for CSI indicates the need for admin to work with the CSI coordinator on metrics for evidence of high quality extended day programming.

We did not have 100% buy-in with BAGs. Sneaker Ball eligibility was only 20% of students meeting BAG required points.

 Goals to decrease tier 1 misconducts needed to be reinforced with tier 1 SEL instruction.

What student-centered problems have surfaced during this reflection?

Students need access to stronger tier 1 classroom structures through effective and consistent implementation of the SEL curriculum and tier 2 and 3 behavioral supports to reduce tier 1 infractions and OSS suspensions.

CCT/BHT need to support staff in establishing clear grade appropriate expectations for the implementation of BAGs.

Families need a clear understanding of how BAG reports will be issued prior to progress reports and report cards.

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?

Implementing BAGs school wide.
Restructured middle school teaching assignments to provide stability of classroom management and instruction for tier 1 .
Retained members for the BHT/CCT
Continue with CPS Score, including DLs
Restorative Justice coordinator and counselor received guidance on how to make entries for student incidents to reflect corrective responses vs OSS
Branching Minds training for CCT/BHT to ensure tracking of MTSS tier 2, 3 interventions.
Received Rebels for Peace OSEL funded SEL programming for 5th-8th.
Counselor Martin doing SEL push-in
Polished Pebbles mentoring scheduled to return.

Determine Priorities

Return to Top

Resources: 🚀

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

Students...

Students need tier 1 learning conditions that promote self-esteem, community, collaboration, attendance, emotional well-being and acaemic growth.

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

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Resources: 🚀

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

As adults in the building, we...

need to share responsibility and accountability for student connectedness and well-being by cultivating a nurturing environment for all students to thrive emotionally and academically

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

Connectedness & Wellbeing

cultivating a nurturing environment for all students to thrive emotionally and academically.

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 evidence-bas

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.

then we see....

students as collaborators who have the confidence and support to access the core and supplemental curriculum (Second Step, SPARKS, Skyline, Thrively) regardless of tier performance levels, and teachers engaged in the problem solving process to determine root causes and interventions for tier 2, 3 (CICO, Rainbo, mentoring) behaviors and attendance barriers.

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...

a decrease in tier 1 misconducts and a 5% increase in overall attendance as measured by the EOY Dashboard for SY24 behavorial and attendance metrics.

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 ✍️

CCT/BHT

Dates for Progress Monitoring Check Ins

Q1	10/30/2023	Q3	3/18/2024
Q2	12/18/2023	Q4	5/20/2024

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1 CCT/BHT Organizational Meeting	Beal, Martin	8/18/23	Completed
Action Step 1 Tier 1 Expectations and PRTO Meetings with Staff	Martin	8/22/23	Completed
Action Step 2 DL Team Roles and Responsibilities PD	Dieudonne,, Esses - N12	8/24/23	Completed
Action Step 3 Staff and Parent Attendance Info Sessions	Attendance Team /STLS Advocate	9/7 (All) 9/21 (8th)	In Progress
Action Step 4 CCT/BHT Tier 2 Reflection (daily)	Beal, Martin	9/5	Completed
Action Step 5 Second Step/Rebels for Peace Tier 1 Launch	Martin	8/28	In Progress
Implementation Milestone 2 Programming/ DL Parent Advocacy Group	Martin	9/15	Not Started
Action Step 1 Thrively, Rebels for Peace, Tier 1 Push In	Azzarello (Thrively Teacher Lead) Martin	9/15	In Progress
Action Step 2 Restorative Justice Peace Circles	Beal	8/21	In Progress
Action Step 3 Tier 2 Referral (Rainbow - Anger, Coping, Grief)	Martin, Cox	9/4	Not Started

Action Step 4	Chess, Polished Pebbles, Game Changers, Rebels for Peace5th-8th	Martin	9/15	In Progress
Action Step 5	Progress monitoring and data capture in BrM	Martin/Cox	9/15	Not Started
Implementation Milestone 3				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]
SY26 Anticipated Milestones	[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]

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

Numerical Targets [Optional] ✏️

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	SY24	SY25	SY26
Attendance	Yes	Increase Average Daily Attendance	Overall	88.3	92	95	95
			Select Group or Overall				
Attendance	Yes	Increased Attendance for	Other PK-2	84.8	90	95	95

Attendance   Yes   Chronically Absent
                                                           Students

Select Group or Overall

<div align="right">Connectedness & Wellbeing</div>

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:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	The CCT/BHT collaborate with teachers and related service providers on problem solving protocols to address attendance barriers using Student/Family Attendance Success Plans.	The CCT/BHT collaborate with teachers and related service providers on problem solving protocols to address attendance barriers using Student/Family Attendance Success Plans.	"The CCT/BHT collaborate with teachers and related service providers on problem solving protocols to address attendance barriers using Student/Family Attendance Success Plans. "
I&S:3 Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	GenEd and DL teachers show evidence of collaboration in Skyline lesson planning and behavioral plans.	Engage teachers Skylab planning and data sessions to implement the co-teaching model.	Engage teachers Skylab planning and data sessions to implement the co-teaching model.
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT members lead Skyline co-labs based on their content areas.	ILT members lead Skyline co-labs based on their content areas.	ILT members lead Skyline co-labs based on their content areas.

Return to Top   **SY24 Progress Monitoring**

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Attendance	Increase Average Daily Attendance	Overall	88.3	92	On Track	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Attendance	Increased Attendance for Chronically Absent Students	Other PK-2	84.8	90	On Track	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals   Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	The CCT/BHT collaborate with teachers and related service providers on problem solving protocols to address attendance barriers using Student/Family Attendance Success Plans.	Limited Progress	Select Status	Select Status	Select Status
I&S:3 Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	GenEd and DL teachers show evidence of collaboration in Skyline lesson planning and behavioral plans.	Limited Progress	Select Status	Select Status	Select Status

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

Connectedness & Wellbeing

C&I:4 The ILT leads instructional improvement through distributed leadership.

ILT members lead Skyline co-labs based on their content areas.

No Progress

Select Status

Select Status

Select Status

If Checked:	☑	**Our school is a Title I school operating a Schoolwide Program**
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.
If Checked:	☐	**Our school is a non-Title I school that does not receive any Title I funds.**
No action needed		**(Continue to Approval)**

SCHOOL & FAMILY ENGAGEMENT POLICY

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

☑ The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.

☑ At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.

☑ Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.

☑ Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.

☑ Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.

☑ Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.

☑ Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.

☑ Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct
other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

☑ Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.

SCHOOL & FAMILY COMPACT

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

☑ The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.

☑ The school will hold parent-teacher conferences.

☑ The school will provide parents with frequent reports on their children's progress.

☑ The school will provide parents reasonable access to staff.

☑ The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.

☑ The parents will support their children's learning.

☑ The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

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

Budget
The academic priority area for our parent engagement and skills development will be to raise awareness for literacy. Based on the documentary Right to Read, Revere will partner with community organizations to launch the Raising Readers campaign to achieve the following goals: 1) Build capacity for parents to identify the attributes of evidenced-based reading curriculum, 2) Engage in read-aloud routines, 3) provide guidance on how to interpret data reports to identify resources and supports to address their child's deficits and opportunities for enrichment. 4) Establish commitments for their students to read a minimum of 20 minutes per night.. As part of the Raising Readers campaign, we will also use funds to support adult literacy. Title 1 expenditures will be used to fund the following events: Two Right to Read literacy symposiums for caregivers, a fall/spring teacher-faciliated reading routines and book discussion workshop, and two teacher-faciliated data conversation workshops. Metrics to assess the impact of the parent engagement include student attendance, on-track, parent portal usage, Branching Minds Family Communication Report, Q1-Q3 report card pick-up data, and reading accountability logs

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