

## 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
Dr. Dawn Hill	Principal	
Ethel Barker	AP	
Bridget Kraft	Teacher Leader	
Stephanie Smoot	Teacher Leader	
Guadalupe Sandoval	Teacher Leader	
Anna Waldron	LSC Member	
Rosa Cole	LSC Member	
Tamira Davis	LSC Member	
	Select Role	
	Select Role	
	Select Role	
	Select Role	

## Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	5/16/23	5/16/23
Reflection: Curriculum & Instruction (Instructional Core)	5/30/23	5/30/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	8/10/23	8/3/23
Reflection: Connectedness & Wellbeing	8/3/23	8/3/23
Reflection: Postsecondary Success	8/10/23	8/3/23
Reflection: Partnerships & Engagement	8/3/23	8/3/23
Priorities	8/3/23	8/3/23
Root Cause	8/17/23	8/17/23
Theory of Acton	8/24/23	8/24/23
Implementation Plans	8/31/23	8/31/23
Goals	9/7/23	9/7/23
Fund Compliance	9/7/23	9/7/23
Parent & Family Plan	9/7/23	9/7/23
Approval	9/14/23	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	10/13/23
Quarter 2	12/15/23
Quarter 3	3/15/24
Quarter 4	5/24/24

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

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

**Resources**

[Reflection on Foundations Protocol](#)

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
No	<p>All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</p> <p><a href="#">CPS High Quality Curriculum Rubrics</a></p>	<p>All teachers have access to Unique K-8th                      Pre K teachers have access to TS gold                      All teachers have access to 2nd step curriculum (SEL)                      Teacher created materials to provide student access                      Consultation w/ support staff in creating access to materials</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>
Partially	<p>Students experience grade-level, standards-aligned instruction.</p> <p><a href="#">Rigor Walk Rubric</a></p> <p><a href="#">Teacher Team Learning Cycle Protocols</a></p> <p><a href="#">Quality Indicators Of Specially Designed Instruction</a></p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>Implementation/Alignment: Vertical and horizontal alignment                      Some evidence of horizontal alignment in pockets                      Not as much evidence vertically                      Supplemental materials needed to help provide access                      ELL component for english learners                      6th-8th grade "jump" in curriculum                      Student exposure to standards in primary grades                      Licenses being shared                      Implementing curriculum based assessments                      Input of student data into profiles to generate curriculum</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>
Yes	<p>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.</p> <p><a href="#">Powerful Practices Rubric</a></p> <p><a href="#">Learning Conditions</a></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>Some evidence of horizontal alignment in pockets                      Input of student data into profiles to generate curriculum</p>	
Partially	<p>The ILT leads instructional improvement through distributed leadership.</p> <p><a href="#">Continuum of ILT Effectiveness</a></p> <p><a href="#">Distributed Leadership</a></p>		
No	<p>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.</p> <p><a href="#">Customized Balanced Assessment Plan</a></p> <p><a href="#">ES Assessment Plan Development Guide</a></p> <p><a href="#">HS Assessment Plan Development</a></p>		
Yes	<p>Evidence-based assessment for learning practices are enacted daily in every classroom.</p> <p><a href="#">Assessment for Learning Reference Document</a></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.

scope and sequence by grade level and vertical alignment of standards is a challenge of the current instructional practice which impacts students access to standards aligned instruction at each grade level

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
No	<p>School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.</p> <p><a href="#">MTSS Integrity Memo</a></p> <p><a href="#">MTSS Continuum</a></p> <p><a href="#">Roots Survey</a></p>	<p>RSP's provide push-in services vs. pull-out so student can remain w/ peers                      Transitioning students who would be more successful in a LRE                      Progress monitoring is a strength                      Being culturally responsive and connections to community.                      Provide similar experiences to Gen Ed peers                      Improved learning conditions for organizing classrooms</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>
No	<p>School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.</p> <p><a href="#">MTSS Integrity Memo</a></p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>Creating IEP's that are meeting expectations/standards.                      Having a review process for IEP's (quality)                      Number of goals for students</p>	<p><a href="#">Quality Indicators of Specially Designed Curriculum</a></p> <p><a href="#">EL Program Review Tool</a></p>
Yes	<p>Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.</p> <p><a href="#">LRE Dashboard Page</a></p>		

Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	<a href="#">IDEA Procedural Manual</a>	Significantly modified curriculum so what is prioritized for each grade level Pacing scope and sequence Implementation of ELD modules (ex. Language objectives etc.) ELD learning is implemented More detailed information in specialized instruction and specific to the goal  <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>  Continue to have RSP's push into classrooms and train PSRP's to support instruction 🙌
Partially	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>	
Partially	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 CIWP.

Students experience a gap in the continuum of learning. It isn't clear what makes a rudolph student from grade level to grade level  
 Better align student experience at school to similar age peers  
 Some students may not be perceiving themselves as learners  
 Coordination of access by language 🙌

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<a href="#">BHT Key Component Assessment</a>  <a href="#">SEL Teaming Structure</a>	referrals were student specific in the (BHT). Culture and climate team does not currently exist. Staff received training on SEL curriculum (2nd step) not clear on consistency of implementation across the school -shared communication of school SEL priorities to families -difficult for a parent to identify what is in place. Are there other supports for kids that families are not aware of. -previously established the listening rules for secon step. Are these rules applicable for students with varying needs. What adjustments need to be made to curriculum in place. -student centered enrichment and teachers adapt curriculum based on student need. (Yoga therapy/art) -out of school time enrichment only include art and it is virtual. -plan for supporting students who have high absence does not currently exist. What are supports that student need who may have high absences. How do we include providers in this plan and suppot teachers with reentry.	🙌 <a href="#">% of Students receiving Tier 2/3 interventions meeting targets</a>  <a href="#">Reduction in OSS per 100</a>  <a href="#">Reduction in repeated disruptive behaviors (4-6 SCC)</a>  <a href="#">Access to OST</a>  <a href="#">Increase Average Daily Attendance</a>  <a href="#">Increased Attendance for Chronically Absent Students</a>  <a href="#">Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</a>
No	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	<b>What is the feedback from your stakeholders?</b> school check-in for families of students who have high numbers of absences or resources available to families during the absence. 🙌	<a href="#">Cultivate (Belonging &amp; Identity)</a>  Staff trained on alternatives to exclusionary discipline (School Level Data)  <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>
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?**  
 If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

-students with frequent absences are not making much progress or regression due to lack of instruction when they are out (student who do not receive homebound services) 🙌  
 -In the middle school too wide of a developmental gap between the students and the SEL curriculum so student weren't experiencing SEL instruction with fidelity.  
 -student with inconsistent attendance may have challenging behaviors when they return and school needs a plan to address that

**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?**  
 -Creation of an ILT team. Can leverage team for SEL supports and improvement. 🙌  
 -BHT is functioning and have capacity to take on student referrals and provide resources and interventions to referring staff member.

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

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Select Rating	<a href="#">College and Career Competency Curriculum (C4)</a> 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).	[takeaways reflecting most students; takeaways reflecting specific student groups]	<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>
Select Rating	<a href="#">Individualized Learning Plans</a> Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).		<a href="#">9th and 10th Grade On Track</a>
Select Rating	<a href="#">Work Based Learning Toolkit</a> 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).	<b>What is the feedback from your stakeholders?</b> [feedback trends across stakeholders; feedback trends across specific stakeholder groups]	<a href="#">Cultivate (Relevance to the Future)</a> Freshmen Connection Programs Offered (School Level Data)
Select Rating	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).		
Select Rating	<a href="#">ECCE Certification List</a> Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		
Select Rating	<a href="#">PLT Assessment Rubric</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).		
Select Rating	<a href="#">Alumni Support Initiative One Pager</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).		
<b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.			
[problems experienced by most students; problems experienced by specific student groups]			

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<a href="#">Spectrum of Inclusive Partnerships</a> 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.	As a school they are strong at developing relationships but leveraging resources from families and community doesn't happen as much -lack of 5essentials data. How is this being communicated to families. -LSC, PAC and BAC are the only ways community members are aware they can communicate with the school -school uses email, remind etc. to communicate -not many community engagement events took place. Increase opportunities for this to happen -leverage volunteer opportunities for families -leveraging community organizations in support of the school. -opportunities to set up trainings for families (academic/social & emotional) based on family/community need -student preference assessments and choice in learning tasks -integrating family input	<a href="#">Cultivate</a> <a href="#">5 Essentials Parent Participation Rate</a> <a href="#">5E: Involved Families</a> <a href="#">5E: Supportive Environment</a> Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)
Partially	<a href="#">Reimagining With Community Toolkit</a> Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.		

			<p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
<p>Partially</p>	<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>-not many community engagement events took place. Increase opportunities for this to happen 📌</p> <p>-leverage volunteer opportunities for families</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> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>	<p><b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b></p> <p>Functioning BAC and PAC can be leverage 📌 School Remind account has increased communication w/ families -established a friends and family day as a community event</p>	
<p>Families need more opportunities to provide input on needs and how they can contribute to the school 📌</p>			

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

No	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
No	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Partially	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?

RSP's provide push-in services vs. pull-out so student can remain w/ peers  
 Transitioning students who would be more successful in a LRE  
 Progress monitoring is a strength  
 Being culturally responsive and connections to community.  
 Provide similar experiences to Gen Ed peers  
 Improved learning conditions for organizing classrooms

What is the feedback from your stakeholders?

Creating IEP's that are meeting expectations/standards. Having a review process for IEP's (quality)  
 Number of goals for students  
 Significantly modified curriculum so what is prioritized for each grade level  
 Pacing scope and sequence  
 Implementation of ELD modules (ex. Language objectives etc.)  
 ELD learning is implemented  
 More detailed information in specialized instruction and specific to the goal

What student-centered problems have surfaced during this reflection?

Students experience a gap in the continuum of learning. It isn't clear what makes a rudolph student from grade level to grade level  
 Better align student experience at school to similar age peers  
 Some students may not be perceiving themselves as learners  
 Coordination of access by language

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?

Continue to have RSP's push into classrooms and train PSRP's to support instruction

[Return to Top](#)

Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

scope and sequence by grade level and vertical alignment of standards is a challenge of the current instructional practice which impacts students access to standards aligned instruction at each grade level. Student learners experience an unclear continuum of learning from grade level to grade level which impacts them perceiving themselves as learners. What makes a rudolph student from grade level to grade level?



Indicators of a Quality CIWP: Determine Priorities

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

[Return to Top](#)

Root Cause

Resources:

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

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

As adults in the building, we...

Teacher planning isn't vertically or horizontally aligned  
 Mandated curriculum that was in place was made optional  
 Principal directed preps were not focus on lesson planning. Teachers are submitting individual/unit lesson plans. Teachers should be working from the same document.  
 Planning as a group was difficult because teachers were using different resources  
 No universal curriculum identified at the school (teacher created/LLI/etc)  
 Teachers are creating their own curriculum  
 Teachers are planning on their own without access to a high quality curriculum (scope and sequence)



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....

engage in professional learning cycles focused on internalization & implementation of our high quality curriculum highlighting the connection between CCSS & DLM essential elements and utilize a protocol to analyze unit pre and post assessment data



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 collaboratively planning from a high quality curriculum, instruction and student tasks aligned to CCSS DLM essential elements and teachers using pre and post student assessment data to adjust instruction



which leads to...

100% of teachers using student assessment data to write standards aligned IEP's and students engaged in modified grade level instruction



[Return to Top](#)

Implementation Plan

Resources:

**Indicators of a Quality CIWP: Implementation Planning**  
 Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.  
 Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.  
 Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.  
 Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.  
 Action steps are inclusive of stakeholder groups and priority student groups.  
 Action steps have relevant owners identified and achievable timelines.

**Team/Individual Responsible for Implementation Plan**

ILT

**Dates for Progress Monitoring Check Ins**

Q1 10/13/23 Q3 3/15/24  
 Q2 12/15/23 Q4 5/24/24

	<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 are internalizing all first quarter units and using checkpoints	ILT/GL Teachers/Admin	End of Q1	In Progress
<b>Action Step 1</b>	Seating and creating/updating profiles for each student	Teachers	End of Q1	In Progress
<b>Action Step 2</b>	Provide professional learning around adaptations for checkpoints	Admin/ILT	End Q1	In Progress
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	100% of teachers are internalizing all second quarter units and co-planning using pre and post checkpoint data	ILT/GL Teachers/Admin	End of Q2	Select Status
<b>Action Step 1</b>	Common planning by grade band	Admin	ongoing	Select Status
<b>Action Step 2</b>	Analyze data to gain knowledge of each student to inform individual instruction	ILT/Teachers	ongoing	Select Status
<b>Action Step 3</b>	ILT conducts observations using protocol	ILT	End of Q2	Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>	100% of teachers are internalizing all third quarter units and differentiating instruction using checkpoint data	ILT/Teachers/Admin	End of Q3	Select Status
<b>Action Step 1</b>	Analyze data to gain knowledge of each student to assess progress and inform individual instruction	ILT/Teachers	ongoing	Select Status
<b>Action Step 2</b>	Provide professional learning on differentiated instruction	Admin/ILT	ongoing	Select Status
<b>Action Step 3</b>	All teachers participate in peer observations using protocol	Teachers/Admin	ongoing	Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>	100% of teachers are collaboratively internalizing units, co-plannings and using checkpoints in unique	ILT/Admin/Teachers	End of Q4	Select Status
<b>Action Step 1</b>	Common planning by grade band	Admin	ongoing	Select Status
<b>Action Step 2</b>	Analyze data to gain knowledge of each student to assess progress and inform individual instruction	Teachers	ongoing	Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

**SY25-SY26 Implementation Milestones**

**SY25 Anticipated Milestones**  
 Teachers are developing data based, standards-aligned IEPs in connection with Unique curriculum

**SY26 Anticipated Milestones**  
 100% of teachers using student assesment data to write standards aligned IEP's and students engaged in modified GL instruction

[Return to Top](#)

Goal Setting

Resources:

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

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

**Performance Goals**

Specify the Goal 📌	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 📌	Numerical Targets [Optional] 📌		
					SY24	SY25	SY26
% of students making progress in Reading who took the SANDI assessment in the fall and spring	No	SANDI	Overall	57%	62%	67%	72%
			Select Group or Overall				
% of students making progress in Math who took the SANDI assessment in the fall and spring	No	SANDI	Overall	50%	55%	60%	65%
			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. 📌

Identified Practices	Practice Goal	SY24	SY25	SY26
		C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	100% of teachers are collaboratively internalizing units, co-plannings and using checkpoints in unique	100% of teachers will use data to write standards aligned IEPs
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
% of students making progress in Reading who took the SANDI assessment in the fall and spring	SANDI	Overall	57%	62%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
% of students making progress in Math who took the SANDI assessment in the fall and spring	SANDI	Overall	50%	55%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

**Practice Goals**

**Progress Monitoring**

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	100% of teachers are collaboratively internalizing units, co-plannings and using checkpoints in unique	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status



Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

referrals were student specific in the (BHT). Culture and climate team does not currently exist. Staff received training on SEL curriculum (2nd step) not clear on consistency of implementation across the school

- shared communication of school SEL priorities to families
- difficult for a parent to identify what is in place. Are there other supports for kids that families are not aware of.
- previously established the listening rules for second step. Are these rules applicable for students with varying needs. What adjustments need to be made to curriculum in place.
- student centered enrichment and teachers adapt curriculum based on student need. (Yoga therapy/art)
- out of school time enrichment only include art and it is virtual.
- plan for supporting students who have high absence does not currently exist. What are supports that student need who may have high absences. How do we include providers in this plan and support teachers with reentry.

What is the feedback from your stakeholders?

school check-in for families of students who have high numbers of absences or resources available to families during the absence.

What student-centered problems have surfaced during this reflection?

- students with frequent absences are not making much progress or regression due to lack of instruction when they are out (student who do not receive homebound services)
- In the middle school too wide of a developmental gap between the students and the SEL curriculum so student weren't experiencing SEL instruction with fidelity.
- student with inconsistent attendance may have challenging behaviors when they return and school needs a plan to address that

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?

- Creation of an ILT team. Can leverage team for SEL supports and improvement.
- BHT is functioning and have capacity to take on student referrals and provide resources and interventions to referring staff member.

Return to Top Determine Priorities

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

Students... are not experiencing SEL instruction with fidelity (schoolwide and content) and school hasn't established clear Tier 1 culture and climate expectations.

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 support, training, and planning time to adapt the current SEL curriculum for students at Rudolph

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... Establish clear tier 1 school-wide expectations and engage in professional learning of the SEL standards and coaching, feedback, monitoring and implementation support of our SEL core curriculum through partnerships and family engagement.

then we see... staff collaboration in the planning of weekly modified explicit SEL lessons and SEL strategies integrated school-wide throughout the day,

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.

which leads to...  
 increase of students engaged with the environment, increased on-task student behaviors and an increase in student social awareness 📌

[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.

<b>Team/Individual Responsible for Implementation Plan</b> 📌	<b>Dates for Progress Monitoring Check Ins</b>
ILT/Counselor	Q1 10/13/23      Q3 3/15/24 Q2 12/15/23      Q4 5/24/24

	<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 and staff will internalize SEL standards during first quarter.	Teachers	End of Q1	Select Status
<b>Action Step 1</b>	Conduct SEL needs assessment with teachers and staff	Teachers/Admin/Counselor	ongoing	Select Status
<b>Action Step 2</b>	Provide professional learning around SEL standards	ILT/Counselor	ongoing	Select Status
<b>Action Step 3</b>	SEL standards used to promote staff well-being and self-care	Admin/Counselor	ongoing	Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	100% of teachers and staff will internalize SEL curriculum during second quarter.	Teachers	End of Q2	Select Status
<b>Action Step 1</b>	Provide professional learning around available SEL curriculum	ILT/Counselor	ongoing	Select Status
<b>Action Step 2</b>	Teacher leaders share use of SEL curriculum	ILT/Teachers	ongoing	Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>	100% of teachers will modify explicit SEL lessons during third quarter.	Teachers	End of Q3	Select Status
<b>Action Step 1</b>	Common planning by grade band	Admin	ongoing	Select Status
<b>Action Step 2</b>	Provide professional learning around modifications	Admin/Counselor/ILT	ongoing	Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>	100% of teachers will co-plan weekly lessons using SEL curriculum.	ILT/Teachers	End of Q4	Select Status
<b>Action Step 1</b>	Common planning by grade band	Admin	ongoing	Select Status
<b>Action Step 2</b>	All teachers participate in peer observations using protocol	ILT/Teachers	ongoing	Select Status
<b>Action Step 3</b>	Communicate SEL lessons with families	Admin/Teachers	ongoing	Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

**SY25-SY26 Implementation Milestones**

**SY25 Anticipated Milestones**  
 Implementation of consistent weekly explicit SEL lessons and SEL strategies integrated school-wide 📌

**SY26 Anticipated Milestones**  
 Increase of students engaged with the environment, increased on-task student behaviors and an increase in student social awareness 📌

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

Resources: 📌

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

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

**Performance Goals**

**Numerical Targets [Optional]** 📌

Specify the Goal 🏆	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 🏆	SY24	SY25	SY26
Increase percent of classrooms with supportive classroom climate using the CASEL SEL Walkthrough protocol	Yes <input type="checkbox"/>	CASEL SEL Walkthrough protocol	Overall <input type="text" value="64%"/>	64%	73%	82%	91%
			Select Group or Overall <input type="text"/>				
Increase use of SEL Tier I Curriculum to develop social skills and interactions	Yes <input type="checkbox"/>	SEL Curriculum <input type="text"/>	Overall <input type="text" value="73%"/>	73%	82%	91%	100%
			Select Group or Overall <input type="text"/>				

**Practice Goals**

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

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

	SY24	SY25	SY26
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	100% of teachers will co-plan weekly lessons using SEL curriculum.	100% of teachers will Implement consistent weekly explicit SEL lessons	Increase of students engaged with the environment, increased on-task student behaviors and an increase in student social awareness
Select a Practice <input type="text"/>			
Select a Practice <input type="text"/>			

[Return to Top](#)

**SY24 Progress Monitoring**

Resources: 🚀

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

**Performance Goals**

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase percent of classrooms with supportive classroom climate using the CASEL SEL Walkthrough protocol	CASEL SEL Walkthrough protocol	Overall <input type="text" value="64%"/>	64%	73%	Select Status <input type="text"/>	Select Status <input type="text"/>	Select Status <input type="text"/>	Select Status <input type="text"/>
		Select Group or Overall <input type="text"/>			Select Status <input type="text"/>	Select Status <input type="text"/>	Select Status <input type="text"/>	Select Status <input type="text"/>
Increase use of SEL Tier I Curriculum to develop social skills and interactions	SEL Curriculum <input type="text"/>	Overall <input type="text" value="73%"/>	73%	82%	Select Status <input type="text"/>	Select Status <input type="text"/>	Select Status <input type="text"/>	Select Status <input type="text"/>
		Select Group or Overall <input type="text"/>			Select Status <input type="text"/>	Select Status <input type="text"/>	Select Status <input type="text"/>	Select Status <input type="text"/>

**Practice Goals**

**Progress Monitoring**

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	100% of teachers will co-plan weekly lessons using SEL curriculum.	Select Status <input type="text"/>	Select Status <input type="text"/>	Select Status <input type="text"/>	Select Status <input type="text"/>
Select a Practice <input type="text"/>		Select Status <input type="text"/>	Select Status <input type="text"/>	Select Status <input type="text"/>	Select Status <input type="text"/>
Select a Practice <input type="text"/>		Select Status <input type="text"/>	Select Status <input type="text"/>	Select Status <input type="text"/>	Select Status <input type="text"/>

## Parent and Family Plan

If Checked:	<input checked="" type="checkbox"/>	<b>Our school is a Title I school operating a Schoolwide Program</b> 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:	<input type="checkbox"/>	<b>Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)</b>
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.

Parent engagement and skills development will be aligned to the following academic priority areas: Reading, Math, Science, and Social Studies using Unique curriculum. In accordance with the school's mission, we will engage all stakeholders in providing an individualized, modified grade level appropriate curriculum focused on communication, functional life skills, language development, social skills and access to technology. As a community, we strive to nurture the development of the whole child (physical, intellectual, emotional and social) through creative instructional programs and inclusive partnerships with families that support students in reaching their full potential. 🍌

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