

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 
Tonya Weatherly	Principal	tiwilliams@cps.edu
Shanee Childs-Beavers	AP	sdchilds@cps.edu
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Alexis Curington	Teacher Leader	adcurington@cps.edu
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Yvette Farmer	Partnerships & Engagement Lead	yfarmer1@cps.edu
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Denise Miranda	Teacher Leader	dlimiranda@cps.edu
Christian Knighten	Partnerships & Engagement Lead	cdknighten1@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date 	Planned Completion Date 
Team & Schedule	7/11/23	7/11/23
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	7/18/23	7/18/23
Reflection: Postsecondary Success	7/18/23	7/18/23
Reflection: Partnerships & Engagement	7/18/23	7/18/23
Priorities	7/19/23	7/19/23
Root Cause	7/25/23	7/25/23
Theory of Action	7/26/23	7/26/23
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	9/11/23	9/11/23

SY24 Progress Monitoring Schedule

Indicate the SY24 dates when your CIWP team will hold progress monitoring check-ins.

As a reference, these dates will auto-populate in your implementation plans.

CIWP Progress Monitoring Meeting Dates

Quarter 1	10/27/23
Quarter 2	12/22/23
Quarter 3	4/1/24
Quarter 4	6/7/24

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](#)


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Curriculum & Instruction


Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	CPS High Quality Curriculum Rubrics	<p>Teachers in grades K-8th utilize Skyline for instruction. across all four major content areas. Skyline curriculum is used for core subjects (Math, E.L.A., and Science). (#1 & #2). Recognition and affirmation of student identities: Students feel more connected to and motivated in classes that recognize and affirm their backgrounds and identities (e.g., gender, race, ethnicity, religion, ability, language, etc.). Level of interest and relevance of classroom learning for students: Students are more motivated to learn when the work in class feels interesting and relevant to them. Including comprehensive 21st STEAM Programming which includes providing students with exposure to integrating Coding, Programming Language into elective classes with music, arts, P.E. and visual arts is additional course offerings to ensure well rounded students. Opportunities for and responsiveness to student ideas and input: Students take ownership of their learning and are more actively engaged in their schoolwork when they have choices, share their ideas, and feel heard.</p> <p>#4 There is representation among all groups in the school on the ILT team (Primary, Intermediate, and Middle School Teachers, Ancillary Staff, and Prep teachers).</p> <p>#5 There is a comprehensive assessment plan in place that provides (Classroom Assessments, Benchamrks, and Large Scale Assessments). We have in place small group data talk. (#6) Nature and quality of teacher feedback to improve student work: Students learn more effectively when their teachers set high expectations, recognize progress, and offer respectful, critical feedback to help students improve. MTSS strategies, Data Presentations, and Family Data Night. Accessibility and connectedness of instructional goals: Students learn more effectively when it is clear to them what they are supposed to be learning and how it fits into the big ideas of that subject area. Opportunities for and responsiveness to student ideas and input: Students take ownership of their learning and are more actively engaged in their schoolwork when they have choices, share their ideas, and feel heard. Clarity and helpfulness of classroom systems and routines: Students learn more effectively and are more motivated when the teacher develops routines and systems that contribute to the smooth functioning of the classroom.</p>	<p>iAR (Math)</p> <p>iAR (English)</p> <p>Rigor Walk Data (School Level Data)</p> <p>PSAT (EBRW)</p> <p>PSAT (Math)</p> <p>STAR (Reading)</p>
Partially	<p>Rigor Walk Rubric</p> <p>Teacher Team Learning Cycle Protocols</p> <p>Quality Indicators Of Specially Designed Instruction</p>	<p>What is the feedback from your stakeholders?</p> <p>(#3) Equal distribution of instructional minutes have been a challenge to ensure that core subjects areas in (Math, Social Science and Science) are equaitable. Overall goal is to have solid uninteruppped blocks that will provide time to complete labs and small group in structions for Math and Science. Teaching these identified subjects will need to have students engage in hands on learning. However the time schedules causes conflict with the learning. This is based on data from the Instructional Walks. (#4) Students have not been assessed in Social Science and Science</p>	<p>STAR (Math)</p> <p>iReady (Reading)</p> <p>iReady (Math)</p> <p>Cultivate</p> <p>Grades</p> <p>ACCESS</p> <p>TS Gold</p> <p>Interim Assessment Data</p>
Partially	<p>Powerful Practices Rubric</p> <p>Learning Conditions</p>	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>Clarity and helpfulness of classroom systems and routines: Students learn more effectively and are more motivated when the teacher develops routines and systems that contribute to the smooth functioning of the classroom. (#3). Students will be given the Interim Assessments in Science and Social Science which will give teachers evidence on how to monitor students progress toward the end of the year goals. (#5)</p>	<p>STAR (Math)</p> <p>iReady (Reading)</p> <p>iReady (Math)</p> <p>Cultivate</p> <p>Grades</p> <p>ACCESS</p> <p>TS Gold</p> <p>Interim Assessment Data</p>
Yes	<p>Continuum of ILT Effectiveness</p> <p>Distributed Leadership</p>	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>Clarity and helpfulness of classroom systems and routines: Students learn more effectively and are more motivated when the teacher develops routines and systems that contribute to the smooth functioning of the classroom. (#3). Students will be given the Interim Assessments in Science and Social Science which will give teachers evidence on how to monitor students progress toward the end of the year goals. (#5)</p>	<p>STAR (Math)</p> <p>iReady (Reading)</p> <p>iReady (Math)</p> <p>Cultivate</p> <p>Grades</p> <p>ACCESS</p> <p>TS Gold</p> <p>Interim Assessment Data</p>
Partially	<p>Customized Balanced Assessment Plan</p> <p>ES Assessment Plan Development Guide</p> <p>HS Assessment Plan Development</p>	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>Clarity and helpfulness of classroom systems and routines: Students learn more effectively and are more motivated when the teacher develops routines and systems that contribute to the smooth functioning of the classroom. (#3). Students will be given the Interim Assessments in Science and Social Science which will give teachers evidence on how to monitor students progress toward the end of the year goals. (#5)</p>	<p>STAR (Math)</p> <p>iReady (Reading)</p> <p>iReady (Math)</p> <p>Cultivate</p> <p>Grades</p> <p>ACCESS</p> <p>TS Gold</p> <p>Interim Assessment Data</p>
No	<p>Assessment for Learning Reference Document</p>	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>Clarity and helpfulness of classroom systems and routines: Students learn more effectively and are more motivated when the teacher develops routines and systems that contribute to the smooth functioning of the classroom. (#3). Students will be given the Interim Assessments in Science and Social Science which will give teachers evidence on how to monitor students progress toward the end of the year goals. (#5)</p>	<p>STAR (Math)</p> <p>iReady (Reading)</p> <p>iReady (Math)</p> <p>Cultivate</p> <p>Grades</p> <p>ACCESS</p> <p>TS Gold</p> <p>Interim Assessment Data</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.

- #1. Students aren't receiving standards-aligned instruction for Science and Social Studies. 
- #2. As a result, students don't understand the real-world connection to Science and Social Studies. #3. Teachers aren't assessing with fidelity and aren't able to determine whether students have a deep/conceptual understanding of standards-aligned concepts.

Inclusive & Supportive Learning Environment

	Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.</p>	<p>MTSS Integrity Memo</p> <p>MTSS Continuum</p> <p>Roots Survey</p>	<p> Ruggles has established an Equity-Based MTSS leadership team. The team is made up of teachers, administrators, counselors, case managers, and STEAM Specialists. This team represents a variety of staff roles and includes an administrator or someone with designated decision-making authority. The MTSS leadership team drives evidence-based systems and structures to support students. These systems and structures include student-level data analysis, engaging in the problem solving process, collaborating with Instructional Leadership Teams and Behavioral Health Teams, and providing professional learning for school teams to implement the MTSS framework. Examples at Ruggles are insource and outsource tutoring, small groups instruction and evidence and data given instruction.</p> <p>MTSS Lead and Interventionist. Ruggles has a MTSS Lead and Interventionist that provides services from Primary to Middle School. The assigned MTSS lead and interventionist provides a schedule that is bi-weekly that addresses the students needs. The teachers and the lead collaborate to ensure effectiveness of the student . This management of a school-wide implementation of MTSS serves as collaboration of the main liaison with school leaders and other school teams. The interventionist at Ruggles ensures that qualifying students are provided academic interventions, supports, and services aligned to their needs. The Ruggles MTSS team members consistently maintain meeting norms which include bias awareness and shared appreciation of participants' lived experiences. Additionally, members actively guard against "groupthink" and provide safe space to engage in uncomfortable conversations.MTSS team members make a concerted effort to engage diverse populations ie. ILTs, BHTs, grade/content level teams, students, while incorporating the unique needs of school context and culture when making decisions that impact teams across the school's MTSS ecosystem</p> <p>Branching Minds Platform: The Ruggles Team uses the Branching Minds platform to manage their MTSS framework implementation. Branching Minds will be continued to be used to analyze multiple data points that will guide the problem-solving process; create plans for students; assign interventions, set goals, and progress monitor plan implementation; and monitor outcomes. The Branching Minds platform is used to record interventions, supports and services. Academic and social-emotional supports and interventions have been documented and updated within the Branching Minds platform on an ongoing basis. Ruggles utilizes research-Based Supports and Interventions to create strategies that are research- or evidence-based and meet ESSA criteria for being strong or moderate in the areas of literacy, math and social-emotional learning (SEL). The Ruggles team uses CPS's curated pool of interventions and support options within the Branching Minds platform. The team uses CPS Tutor Corps program when necessary. The team is intentional in providing the appropriate academic and SEL strategies, supports, services and interventions are employed to support the needs of the whole child.</p> <p>Data Collection and Usage: The Ruggles team implements a balanced assessment system that measures the depth and breadth of student learning, monitors student progress, and provides actionable data to inform planning for instruction and academic supports. The teachers collect and analyze multiple measures, including screening and benchmark assessments, classroom assessments, observations, and attendance data to gain holistic insight into students' needs. The team does weekly meetings, diagnose and progress monitoring assessments that will be used to identify specific skill gaps and monitor student progress. With these gaps, when targeted, interventions are deemed necessary and are provided.</p> <p>Problem Solving Process (PSP): School teams should employ the PSP to identify the potential root cause and contributing factors that are impeding the successful learning of grade-level content and standards. This must include an in-depth look at school and classroom wide implementation of high-quality Tier 1 curriculum and instruction. The PSP may additionally determine whether high-quality interventions are needed to address an underlying root cause and contributing factors that are necessary for student progress.</p> <p>Teachers understand the importance of using data to drive instruction in their LRE at Ruggles. The teachers understand and are fluent in the referral process. The teachers collaborate across curriculum standards, grade level, and specialized instructors. Teachers continuously use, monitor, maintain current knowledge of terms and implementation of IEP goals. The Ruggles Team ensures general education teachers have access to current IEPs for all students with disabilities they teach. They ensure all separate special education classrooms are located near the same age/grade general education classrooms and/or accessible entrances as appropriate; They ensure special education teachers have copies of teacher's editions for all subjects and grade levels they teach. The team also ensures students with disabilities have age/grade-appropriate general education textbooks and materials. The team schedules common planning time for general education teachers and special education teachers. Ruggles English language data is 0,04</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p>MTSS Continuum</p> <p>Roots Survey</p> <p>ACCESS</p> <p>MTSS Academic Tier Movement</p>
Yes	<p>School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.</p>	<p>MTSS Integrity Memo</p>	<p>Branching Minds Platform: The Ruggles Team uses the Branching Minds platform to manage their MTSS framework implementation. Branching Minds will be continued to be used to analyze multiple data points that will guide the problem-solving process; create plans for students; assign interventions, set goals, and progress monitor plan implementation; and monitor outcomes. The Branching Minds platform is used to record interventions, supports and services. Academic and social-emotional supports and interventions have been documented and updated within the Branching Minds platform on an ongoing basis. Ruggles utilizes research-Based Supports and Interventions to create strategies that are research- or evidence-based and meet ESSA criteria for being strong or moderate in the areas of literacy, math and social-emotional learning (SEL). The Ruggles team uses CPS's curated pool of interventions and support options within the Branching Minds platform. The team uses CPS Tutor Corps program when necessary. The team is intentional in providing the appropriate academic and SEL strategies, supports, services and interventions are employed to support the needs of the whole child.</p> <p>Data Collection and Usage: The Ruggles team implements a balanced assessment system that measures the depth and breadth of student learning, monitors student progress, and provides actionable data to inform planning for instruction and academic supports. The teachers collect and analyze multiple measures, including screening and benchmark assessments, classroom assessments, observations, and attendance data to gain holistic insight into students' needs. The team does weekly meetings, diagnose and progress monitoring assessments that will be used to identify specific skill gaps and monitor student progress. With these gaps, when targeted, interventions are deemed necessary and are provided.</p> <p>Problem Solving Process (PSP): School teams should employ the PSP to identify the potential root cause and contributing factors that are impeding the successful learning of grade-level content and standards. This must include an in-depth look at school and classroom wide implementation of high-quality Tier 1 curriculum and instruction. The PSP may additionally determine whether high-quality interventions are needed to address an underlying root cause and contributing factors that are necessary for student progress.</p> <p>Teachers understand the importance of using data to drive instruction in their LRE at Ruggles. The teachers understand and are fluent in the referral process. The teachers collaborate across curriculum standards, grade level, and specialized instructors. Teachers continuously use, monitor, maintain current knowledge of terms and implementation of IEP goals. The Ruggles Team ensures general education teachers have access to current IEPs for all students with disabilities they teach. They ensure all separate special education classrooms are located near the same age/grade general education classrooms and/or accessible entrances as appropriate; They ensure special education teachers have copies of teacher's editions for all subjects and grade levels they teach. The team also ensures students with disabilities have age/grade-appropriate general education textbooks and materials. The team schedules common planning time for general education teachers and special education teachers. Ruggles English language data is 0,04</p>	<p>Annual Evaluation of Compliance (ODLSS)</p>

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.	LRE Dashboard Page
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
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
No	There are language objectives (that demonstrate HOW students will use language) across the content.	

What is the feedback from your stakeholders?

The stakeholder feedback from administration, counselors and casemanagers is the use of evidence based systems is a valuable tool that helps to guide the process of identifying students who need MTSS and providing them with consistent and effective instruction designed to move them toward meeting grade level attainment. The stakeholders feedback from administration and interventionist is positive based upon the times and rates of implementation of MTSS is moving toward success with buy-in from teachers and students with supports being put in place systematically and with fidelity. The feedback from stakeholders from administration, casemanagers and specialized services is that there clear expectations about students receiving instruction in their least restrictive environment and who is to provide that instruction. There have been put into place opportunities for professional development and collaboration between stakeholders to promote the use of the least restrictive environment to ensure that students receive instruction based upon their IEP goals as well as structures in place to support those students in their subjects in thier least restrictive environment. The feedback from stakeholders such as administration, case managers, DL teachers and GE teachers has been gathered to ensure that the direction that the school is moving in is to ensure that there is a system in place for students who may require specialized services be available. The process is a systematic and timely one that teachers are familiar with so that they can focus on the needs of the students.

[Quality Indicators of Specially Designed Curriculum](#)

[EL Program Review Tool](#)

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

The related improvements the team implemented were to identify the students and group them. The students were monitored on a bi-weekly basics. The results were positive. As the students improved their attendance which gave them the opportunity to receive academic support and academic success.

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.

The student -centered problems that has arised are students that require extra support due to their attendance. Those that need MTSS support also require supports to increase thier attendance rates. This is a connection observed while analyzing the data. Incentives and parental support are just a couple of examples the Ruggles Team has implemented to address.

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

Using the associated references, is this practice consistently implemented?	References
Yes	BHT Key Component Assessment SEL Teaming Structure
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.
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

Our school has structures in place for Tier 1 school-wide supports that promote a positive and safe learning climate by implementing a universal tracking system - Secure The B.A.G. We also have in place a classroom-based SEL curriculum that teaches social and emotional skills to all student - Second Step and PATHS. Time is scheduled throughout the day for structured meetings, grade level meetings and BHT meetings, with dedicated time for SEL support for staff and time to discuss students' needs and supports. We have a functioning before and after-school program with 21st Century that effectively complement and supplement student learning and respond to the interests and needs of the students.

Metrics

[% of Students receiving Tier 2/3 interventions meeting targets](#)

[Reduction in OSS per 100](#)

[Access to OST](#)

[Increase Average Daily Attendance](#)

[Reconnected by 20th Day, Reconnected after 8 out of 10 days absent](#)

[Cultivate \(Belonging & Identity\)](#)

Staff trained on alternatives to exclusionary

[Enrichment Program Participation: Enrollment & Attendance](#)

[Student Voice Infrastructure](#)

What is the feedback from your stakeholders?

There is not a re-entry plan for students with extended or chronic absenteeism. We have an Attendance Team, however, this plan is not in place for some of our students with multiple absences. Teachers are also not using the SEL curriculum with fidelity across graded levels even though we have a school wide curriculum and imbedded SEL supports in Skyline.

What student-centered problems have surfaced during this reflection?

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

Our attendance has been below 90% for the last two years. SY21-22 was 86.93% and SY22-23 was 88.19%. We have several students who have chronic absenteeism and extended absences. We do not have an intentional re-entry plan in place to properly address this issue. Students miss invaluable instructional time and are not able to address the missed learning opportunities due to these missed days. We also do not monitor the implementation of the SEL curriculum throughout the school and across grade levels. This leads to the social and emotional needs of the students left unaddressed. This causes the academic and social growth of the students to be negatively impacted.



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?

We have restructured our Attendance Team, Culture and Climate, and BHT. We have put in place systems and structures for SY23-24 to ensure SEL procedures are in place across grade levels and the social and emotional needs of the students and staff are addressed. We also put systems in place for our Attendance Team to track and monitor chronic absenteeism and extended absences.



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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

Yes	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)
Yes	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
Yes	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
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

The CPS Success Bound Curriculum encourages collaboration among all school staff in this Tier 1 support in order to be more impactful. Each grade's curriculum includes: Daily lesson plans with educator instructions and prep notes, Powerpoint presentations, printable worksheets/activities, teacher tips and resources to support further learning/exploration of topics, and all materials are on Google Suite to easily add to Google Classroom.

Students are introduced to setting meaningful goals. This activity is intended to emphasize the importance of grades, attendance, self monitoring towards success, and asking for help when needed. Students will learn about high school programs in Chicago, research their options for high school based on fit and match, and build a list of favorite high schools. Career days are activities in the Career Awareness stage of the work-based learning continuum, which provides authentic experiences to all students engaged in career-related programs or courses of study in Chicago Public Schools.

What is the feedback from your stakeholders?

We are currently awaiting feedback from the Success Bound Team regarding Growth Scale and EOY Status Form results.



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

A Growth Scale and BOY, MOY, EOY Status Form is utilized to monitor progress. The impact shows the curriculum is not being used with at least 80% of completion. During the presentation of Success Bound information, other supplements will be used during the delivery.



[Graduation Rate](#)

[Program Inquiry: Programs/participation/attainment rates of % of ECCE](#)

[3 - 8 On Track](#)

[Learn, Plan, Succeed](#)

[% of KPIs Completed \(12th Grade\)](#)

[College Enrollment and Persistence Rate](#)

[9th and 10th Grade On Track](#)

[Cultivate \(Relevance to the Future\)](#)

Freshmen Connection Programs Offered (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 CIWR.

The consistency and fidelity of the delivery of curriculum due to other internal events occurring during the school day.



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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

Yes	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
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit
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

We partner with people most impacted by inequities to value and publicly acknowledge a diverse array of perspectives; engage in authentic and collaborative experiences and; recognize and prioritize communities' and cultures' solutions and ideas, which may have previously been ignored. Our school uses Remind to provide vital information to parents. Our goal is to involve parents in addressing challenges with parental engagement with the school and to help increase parents' comfort in sharing and building on each other's ideas.



[Cultivate](#)

[5 Essentials Parent Participation Rate](#)

[5E: Supportive Environment](#)

Formal and informal family and community feedback received locally. (School Level Data)

What is the feedback from your stakeholders?

The Prevention Partnership created a resource manual that included Ruggles students and their suggestions.. The manual is available on line.



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

The improvement efforts in progress are discussion around how to effectively use this partnership to develop a stronger student voice. The impact are to be discussed. At this time barriers/obstacles have not been discussed



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.

During this reflection the amount time given was not enough with our external partner Prevention Partnership the middle school students created an action plan to be implemented during the SY23-24 that was based solely on student voice.



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.
Yes	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
No	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

Teachers in grades K-8th utilize Skyline for instruction. across all four major content areas. Skyline curriculum is used for core subjects (Math, E.L.A., and Science). (#1 & #2)). Recognition and affirmation of student identities: Students feel more connected to and motivated in classes that recognize and affirm their backgrounds and identities (e.g., gender, race, ethnicity, religion, ability, language, etc.). Level of interest and relevance of classroom learning for students: Students are more motivated to learn when the work in class feels interesting and relevant to them.

Including comprehensive 21st STEAM Programming which includes providing students with exposure to integrating Coding, Programming Language into elective classes with music, arts, PE. and visual arts is additional course offerings to ensure well rounded students. Opportunities for and responsiveness to student ideas and input: Students take ownership of their learning and are more actively engaged in their schoolwork when they have choices, share their ideas, and feel heard.

#4 There is representation among all groups in the school on the ILT team (Primary, Intermediate, and Middle School Teachers, Ancillary Staff, and Prep teachers).

#5 There is a comprehensive assessment plan in place that provides (Classroom Assessments, Benchmarks, and Large Scale Assessments). We have in place small group data talk. (#6) Nature and quality of teacher feedback to improve student work: Students learn more effectively when their teachers set high expectations, recognize progress, and offer respectful, critical feedback to help students improve. MTSS strategies, Data Presentations, and Family Data Night. Accessibility and connectedness of instructional goals: Students learn more effectively when it is clear to them what they are supposed to be learning and how it fits into the big ideas of that subject area. Opportunities for and responsiveness to student ideas and input: Students take ownership of their learning and are more actively engaged in their schoolwork when they have choices, share their ideas, and feel heard. Clarity and helpfulness of classroom systems and routines: Students learn more effectively and are more motivated when the teacher develops routines and systems that contribute to the smooth functioning of the classroom.

What is the feedback from your stakeholders?

(#3) Equal distribution of instructional minutes have been a challenge to ensure that core subjects areas in (Math, Social Science and Science) are equitable. Overall goal is to have solid uninterrupted blocks that will provide time to complete labs and small group in structions for Math and Science. Teaching these identified subjects will need to have students engage in hands on learning. However the time schedules causes conflict with the learning. This is based on data from the Instructional Walks. (#4) Students have not been assessed in Social Science and Science

What student-centered problems have surfaced during this reflection?

#1. Students aren't receiving standards-aligned instruction for Science and Social Studies. #2. As a result, students don't understand the real-world connection to Science and Social Studies. #3. Teachers aren't assessing with fidelity and aren't able to determine whether students have a deep/conceptual understanding of standards-aligned concepts.

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?

Clarity and helpfulness of classroom systems and routines: Students learn more effectively and are more motivated when the teacher develops routines and systems that contribute to the smooth functioning of the classroom. (#3). Students will be given the Interim Assessments in Science and Social Science which will give teachers evidence on how to monitor students progress toward the end of the year goals. (#5).

Return to Top Determine Priorities

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

Students...
 #1. Students do not receive, understand, or process feedback from their learning and tasks regularly. #2. Students do not collaborate and share feedback with each other and/or the teacher. #3 Students are limited to programming options in S.T.E.A.M. learning on a consistent basis to build strong S.T.E.A.M. skills for the 21st century.

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...
 #1. We are not assessing students' learning with fidelity (daily/weekly). #2. Teachers are not sharing supportive process feedback with students throughout the learning experience. #3. Teachers aren't integrating STEAM practices throughout the building with consistency.

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....
consistently implement a rigorous, standards-based STEAM curriculum that integrates Science, Technology, Engineering, Arts, Mathematics, and Literacy cohesively, employ research-backed and innovative instruction practices, and provide ongoing professional development for our teachers to enhance their pedagogical skills in these subjects.



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.

Resources:

then we see....
teachers systematically analyzing practice data to inform instructional practices, focusing on grade level, tier 1 instruction, targeted small groups and consistent student discourse,



which leads to...
closing achievement gaps and fostering a more equitable student led educational environment ensuring that all students have the opportunity to excel in all content areas.



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

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.

Resources:

Team/Individual Responsible for Implementation Plan
ILT

Dates for Progress Monitoring Check Ins
Q1 10/27/23 Q3 4/1/24
Q2 12/22/23 Q4 6/7/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Rigorous Instruction in all Classrooms	ILT	10/1/23	Not Started
Action Step 1	Ensure curriculum is culturally responsive, reflecting the Ruggles School community through a needs assesment	ILT	10/1/23	Not Started
Action Step 2	Provide ongoing training for teachers to enhance their pedagogical skills in STEAM and literacy .	Kendra Mallory	9/22/23	Not Started
Action Step 3	Encourage teachers to participate in relevant conferences and workshops.	Tonya Weatherly	4/1/24	Select Status
Action Step 4	Implement formative and summative assessments to monitor student progress.	ILT	10/1/23	Select Status
Action Step 5	Analyze data to identify areas of improvement and adjust instruction accordingly	ILT	10/1/23	Select Status
Implementation Milestone 2	Equity and Inclusion	ILT	10/4/23	Select Status
Action Step 1	Ensure equitable allocation of resources, including technology, materials, and classroom space.	Senior Leadership	10/1/23	Not Started
Action Step 2	Develop a BHT and Culture and Climate system to provide additional support to students who need it.	Farmer, Knighten, Fuller	10/1/23	Select Status
Action Step 3	Partner with local organizations to provide resources and opportunities for underserved students.	Farmer, Knighten, Fuller	11/1/23	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	STEAM Integration	Kendra Mallory	10/1/23	Select Status
Action Step 1	Conduct STEAM integration needs assesment	STEAM Team	10/23/23	Select Status
Action Step 2	Encourage interdisciplinary projects with all teachers .	STEAM Team	1/15/24	Select Status
Action Step 3	Provide STEAM based profession development for teachers on a monthy basis	STEAM Team	5/1/24	Select Status
Action Step 4	Infuse arts and design into STEM subjects to foster creativity and innovation.	STEAM Team	9/1/24	Select Status
Action Step 5	Include professional development on effective instruction practices such as project-based learning, differentiated instruction, and formative assessment techniques.	STEAM Team/ILT	9/1/24	Select Status
Implementation Milestone 4	Student Discourse with Fidelity	ILT	10/1/23	Select Status

Jump to... Reflection	Priority Root Cause	TOA Implementation Plan	Goal Setting Implementation Plan	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>	Curriculum & Instruction	
Action Step 1	Assess Current Practices in the classroom through needs assessment			ILT	11/1/23	Select Status	
Action Step 2	Provide professional development opportunities for teachers to learn about effective strategies for promoting student discourse			ILT	12/1/23	Select Status	
Action Step 3	Review the curriculum and identify opportunities to integrate student discourse into lessons across different subjects and grade levels.			ILT/Teachers	2/1/24	Select Status	
Action Step 4	Select formative and summative assessment tools to assess achievement of student discourse in the classroom			ILT	2/1/24	Select Status	
Action Step 5	Observe the use of student discourse in the classroom and provide feedback			ILT	3/1/24	Select Status	

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	<p>Needs Assessment and Planning for student discourse Completion of a comprehensive needs assessment to identify areas where student discourse can be improved.</p> <p>Professional Development Delivery of initial professional development workshops for teachers focused on promoting effective student discourse. Integration of discourse-enhancing activities and resources into the curriculum for various subjects and grade levels. Selection and development of assessment tools, including rubrics, surveys, and observation protocols, for evaluating student discourse. Completion of a comprehensive needs assessment to identify areas where rigorous instruction is needed. Delivery of initial professional development workshops for teachers focused on implementing rigorous instruction strategies. Alignment of the curriculum with state standards and the integration of challenging content and tasks.</p>	
SY26 Anticipated Milestones	<p>Integration of STEAM activities and projects into existing lesson plans. Creation of interdisciplinary STEAM units of study. Administration of initial assessments to establish baseline data on student discourse skills. Feedback sessions with teachers to discuss initial assessment results and identify areas for improvement. Development of action plans to adjust strategies and curriculum based on feedback. Ongoing professional development to build teachers' capacity in facilitating effective student discourse. Development of rigorous assessment tools, including formative and summative assessments, that measure higher-order thinking skills. Implementation of rigorous instructional strategies in the classroom, emphasizing critical thinking and problem-solving. Collection of data on student performance and engagement with rigorous instruction. Analysis of data to evaluate the impact of rigorous instruction on student learning outcomes. Development of assessment tools to measure students' STEAM competencies. Regular monitoring of STEAM activities and adjustments based on student performance and teacher feedback. Survey of all stakeholders to assess the effectiveness of STEAM integration.</p>	

Return to Top Goal Setting

Indicators of a Quality CIWP: Goal Setting

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

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

Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#).

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

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

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

Resources:

IL-EMPOWER Goal Requirements

For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Improved Reading Proficiency	Yes	STAR (Reading)	African American Male	40.6% in Tier 1 (EOY SY23)	45% in Tier 1 (EOY)	50% in Tier 1 (EOY)	55% in Tier 1 (EOY)
			Overall	45.3% in Tier 1 (EOY SY23)	50% in Tier 1 (EOY)	55% in Tier 1 (EOY)	60% in Tier 1 (EOY)
Improved Math Proficiency	Select Answer	STAR (Math)	African American Male	43% in Tier 1 (EOY SY23)	50% in Tier 1 (EOY)	55% in Tier 1 (EOY)	60% in Tier 1 (EOY)
			Overall	46% in Tier 1 (EOY SY23)	55% in Tier 1 (EOY)	60% in Tier 1 (EOY)	63% in Tier 1 (EOY)

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:2 Students experience grade-level, standards-aligned instruction.	Goal (EOY): 50% RD and 55% Math. Frequent observations, Practice Data (Student Work Protocol), and District Assessments (i-Ready and Star 360)	Goal (EOY): 55% RD and 60% Math. Observations, Practice Data (Student Work Protocol), and District Assessments (i-Ready and Star 360)	Goal (EOY): 60% RD and 63% Math. Observations, Practice Data (Student Work Protocol), and District Assessments (i-Ready and Star 360)

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.	Goal (EOY): 50% RD and 55% Math. : Frequent observations, Practice Data (Student Work Protocol), and District Assessments (i-Ready and Star 360).	Goal (EOY): 55% RD and 60% Math. : Frequent observations, Practice Data (Student Work Protocol), and District Assessments (i-Ready and Star 360).	Goal (EOY): 60% RD and 63% Math. : Frequent observations, Practice Data (Student Work Protocol), and District Assessments (i-Ready and Star 360).
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Goal (EOY): 50% RD and 55% Math. : Frequent observations, Practice Data (Student Work Protocol), and District Assessments (i-Ready and Star 360).	Goal (EOY): 55% RD and 60% Math. : Frequent observations, Practice Data (Student Work Protocol), and District Assessments (i-Ready and Star 360).	Goal (EOY): 60% RD and 63% Math. : Frequent observations, Practice Data (Student Work Protocol), and District Assessments (i-Ready and Star 360).

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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
Improved Reading Proficiency	STAR (Reading)	African American Male	40.6% in Tier 1 (EOY SY23)	45% in Tier 1 (EOY)	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
		Overall	45.3% in Tier 1 (EOY SY23)	50% in Tier 1 (EOY)	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
Improved Math Proficiency	STAR (Math)	African American Male	43% in Tier 1 (EOY SY23)	50% in Tier 1 (EOY)	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
		Overall	46% in Tier 1 (EOY SY23)	55% in Tier 1 (EOY)	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	Goal (EOY): 50% RD and 55% Math. Frequent observations, Practice Data (Student Work Protocol), and District Assessments (i-Ready and Star 360)	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Goal (EOY): 50% RD and 55% Math. : Frequent observations, Practice Data (Student Work Protocol), and District Assessments (i-Ready and Star 360).	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Goal (EOY): 50% RD and 55% Math. : Frequent observations, Practice Data (Student Work Protocol), and District Assessments (i-Ready and Star 360).	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of metrics?

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

Ruggles has established an Equity-Based MTSS leadership team: The team is made up of teachers, administrators, counselors, case managers, and STEAM Specialists. This team represents a variety of staff roles and includes an administrator or someone with designated decision-making authority. The MTSS leadership team drives evidence-based systems and structures to support students. These systems and structures include student-level data analysis, engaging in the problem solving process, collaborating with Instructional Leadership Teams and Behavioral Health Teams, and providing professional learning for school teams to implement the MTSS framework. Examples at Ruggles are insource and outsource tutoring, small groups instruction and evidence and data driven instruction.

MTSS Lead and Interventionist: Ruggles has a MTSS Lead and Interventionist that provides services from Primary to Middle School. The assigned MTSS lead and interventionist provides a schedule that is bi-weekly that addresses the students needs. The teachers and the lead collaborate to ensure effectiveness of the student. This management of a school-wide implementation of MTSS serves as collaboration of the main liaison with school leaders and other school teams. The interventionist at Ruggles ensures that qualifying students are provided academic interventions, supports, and services aligned to their needs. The Ruggles MTSS team members consistently maintain meeting norms which include bias awareness and shared appreciation of participants' lived experiences. Additionally, members actively guard against "groupthink" and provide safe space to engage in uncomfortable conversations. MTSS team members make a concerted effort to engage diverse populations ie. ILTs, BHTs, grade/content level teams, students, while incorporating the unique needs of school context and culture when making decisions that impact teams across the school's MTSS ecosystem

Branching Minds Platform: The Ruggles Team uses the Branching Minds platform to manage their MTSS framework implementation. Branching Minds will be continued to be used to analyze multiple data points that will guide the problem-solving process; create plans for students; assign interventions, set goals, and progress monitor plan implementation; and monitor outcomes. The Branching Minds platform is used to record interventions, supports and services. Academic and social-emotional supports and interventions have been documented and updated within the Branching Minds platform on an ongoing basis. Ruggles utilizes research-Based Supports and Interventions to create strategies that are research- or evidence-based and meet ESSA criteria for being strong or moderate in the areas of literacy, math and social-emotional learning (SEL). The Ruggles team uses CPS's curated pool of interventions and support options within the Branching Minds platform. The

What is the feedback from your stakeholders?

The stakeholder feedback from administration, counselors and casemanagers is the use of evidence based systems is a valuable tool that helps to guide the process of identifying students who need MTSS and providing them with consistent and effective instruction designed to move them toward meeting grade level attainment. The stakeholders feedback from administration and interventionist is positive based upon the times and rates of implementation of MTSS is moving toward success with buy-in from teachers and students with supports being put in place systematically and with fidelity. The feedback from stakeholders from administration, casemanagers and specialized services is that there clear expectations about students receiving instruction in their least restrictive environment and who is to provide that instruction. There have been put into place opportunities for professional development and collaboration between stakeholders to promote the use of the least restrictive environment to ensure that students receive instruction based upon their IEP goals as well as structures in place to support those students in their subjects in their least restrictive environment. The feedback from stakeholders such as administration, case managers, DL teachers and GE teachers has been gathered to ensure that the direction that the school is moving in is to ensure that there is a system in place for students who may require specialized services be available. The process is a systematic and timely one that teachers are familiar with so that they can focus on the needs of the students.

What student-centered problems have surfaced during this reflection?

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

The student -centered problems that has arised are students that require extra support due to their attendance. Those that need MTSS support also require supports to increase thier attendance rates. This is a connection observed while analyzing the data. Incentives and parental support are just a couple of examples the Ruggles Team has implemented to address.

The related improvements the team implemented were to identify the students and group them. The students were monitored on a bi-weekly basics. The results were positive. As the students improved their attendance which gave them the opportunity to receive academic support and academic success.

Return to Top Determine Priorities

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

Resources:

Students...

The student -centered problem that our school address for our priority is the attendance for 48 stuents. The data reflects that when the student is supported in the area and given extra support academically, the student thrives. The Team also provides additional support to the family as a partnership to create a structure at home and at school. The MTSS and Attendance Team collaborated to monitor, evaluate, and include incentives to promote improvement in attendance. The teacher will support students by creating a routine or system that provides times for direct student-teacher interactions, scheduling regular check-ins, conferences.

-Priority #2 would be the classroom community. The teacher will provide a classroom culture the will foster connectedness of each person and the empowerment for each student to thrive. The teacher will create a system in the classroom that will connect the student to a peer student to keep the student acclimated if they have cronic absences. The teacher and team will monitor and assist the parent to empower them to connect to the school community.

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Return to Top Root Cause

Resources:

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

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

As adults in the building, we...

-Identified the students from the attendance data that need support as well as the parent/guardian -System is created for seamless transition for chronic absences
 -Collaborative meetings between the stake holders, teachers, MTSS team and Attendance Team
 -Incentives and Progress monitoring on Attendance and academics provide resources for the classroom to maintain a classroom culture that fosters and connects the student to thrive and confidently share their contributions. The student will have a sense of belonging to the classroom, the opportunity to engage and help other students, and the opportunity to develop, trust and build rapport.



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....

Implement interventions and supports for students across all Tiers in every content areas, including attendance, and social-emotional learning (SEL)



[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....

targeted assistance to students at various levels of need, ensuring that they receive the necessary resources and guidance to succeed academically and personally



which leads to...

improved academic outcomes, reduced achievement gaps, increased engagement and attendance, and a positive school environment.



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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 Team

Dates for Progress Monitoring Check Ins
 Q1 10/27/23 Q3 4/1/24
 Q2 12/22/23 Q4 6/7/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Improve student attendance by 5% and increase students in Tier 1 from BOY to MOY by 5%	Leadership Team/MTSS Team	October 27, 2023	Not Started
Action Step 1	Gather data on student performance, attendance, and social-emotional needs.	MTSS Team	September 30, 2023	Select Status
Action Step 2	Classify students into Tiers based on their needs.	MTSS Team	September 30, 2023	Select Status
Action Step 3	Establish a framework that outlines the different levels of interventions and supports, along with the specific strategies and resources for each Tier.	MTSS Team	October 10, 2023	Select Status
Action Step 4	For each Tier, create personalized intervention plans that outline the goals, strategies, resources, and timelines. Ensure these plans address content area support, attendance improvement, and SEL development.	MTSS Team	October 10, 2023	Select Status
Action Step 5	Train teachers and staff on the MTSS framework, intervention strategies, SEL techniques, and data analysis. This equips them to effectively implement the interventions.	Shanee Childs-Beavers/Rochelle Person	October 27, 2023	Select Status
Implementation Milestone 2	Ensure 100% of teachers are providing students in Tiers 2 and 3 with targeted interventions and are inputting interventions in Branching Minds.	Leadership Team/MTSS Team	December 22, 2023	Select Status
Action Step 1	Design a system to regularly monitor and assess student progress. This could involve formative assessments, check-ins, and data reviews to ensure that interventions are effective.	Shanee Childs-Beavers/Rochelle Person	November 3, 2023	Select Status
Action Step 2	In the general education classroom (Tier 1), incorporate evidence-based instructional strategies, differentiation, and SEL practices to meet the needs of all students.	Teachers	November 9, 2023	Select Status
Action Step 3	Identify students who need additional support and provide targeted interventions. These could include small group instruction, tutoring, mentoring, and SEL group activities.	MTSS Team	November 9, 2023	Select Status
Action Step 4	For students with more significant needs, provide intensive interventions, possibly involving one-on-one tutoring, counseling, behavior intervention plans, and individualized learning plans.	Teachers	December 1, 2023	Select Status

Action Step 5				Select Status
Implementation Milestone 3	Increase family engagement.	Leadership Team/MTSS Team	April 1, 2024	Select Status
Action Step 1	Foster communication and collaboration among teachers, specialists, administrators, and support staff. Regular meetings to discuss student progress and interventions.	MTSS Team	January 8, 2024	Select Status
Action Step 2	Host a data meeting with families to discuss MOY data and provide families with activities to support their child at home.	MTSS Team	February 16, 2024	Select Status
Action Step 3	Create bi-weekly activities for families to complete during the weekend to support their child's academic growth/development	MTSS Team/Teachers	February 16, 2024	Select Status
Action Step 4	Check-in with families to offer support	MTSS Team/Teachers	March 13, 2024	Select Status
Action Step 5				Select Status
Implementation Milestone 4	Improve student attendance by 5% and increase students in Tier 1 from MOY to EOY by 5%	Leadership Team/MTSS Team	June 7, 2024	Select Status
Action Step 1	Involve parents and guardians by sharing information about their child's interventions, progress, and ways they can support learning and SEL at home.	Teachers	April 10, 2024	Select Status
Action Step 2	Continuously review data and feedback to determine the effectiveness of interventions. Make adjustments as needed to ensure they are meeting the intended outcomes.	MTSS Team	April 24, 2024	Select Status
Action Step 3	Highlight the successes of students who have benefited from the interventions. Share data and outcomes with the school community to demonstrate the impact of the efforts.	MTSS Team/Teachers	May 29, 2024	Select Status
Action Step 4	Regularly assess the MTSS as a whole to determine its effectiveness, identify areas for improvement, and make necessary adjustments.	Shanee Childs-Beavers/Rochelle Person	June 7, 2024	Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Assessment and Needs Analysis Partnerships with parents and community organizations to provide additional support and resources. Regular parent-teacher meetings Physical environment is accessible and welcoming to all students	
SY26 Anticipated Milestones	A system for continuous monitoring and evaluation of the school's progress in creating an inclusive and supportive environment is created. School policies and practices align with the principles of inclusivity, diversity, and support. Cultural events, celebrations, and awareness programs to promote diversity and inclusion.	

Return to Top **Goal Setting**

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

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
IMPROVE THE NUMBER OF STUDENTS IN KINDERGARTEN - 2ND GRADE WHO ARE READING MID, ABOVE, OR EARLY ON GRADE LEVEL FROM 37% IN EOY SY23 TO 50% IN EOY SY24.	Yes	iReady (Reading)	Overall	37% - Mid, Above, and Early On Grade Level	50% - Mid, Above, and Early On Grade Level	55% - Mid, Above, and Early On Grade Level	60% - Mid, Above, and Early On Grade Level
			Select Group or Overall				
IMPROVE THE NUMBER OF STUDENTS IN KINDERGARTEN - 2ND GRADE WHO ARE SCORING AT MID, ABOVE, OR EARLY ON GRADE LEVEL IN MATH FROM 29% IN EOY SY23 TO 40% IN EOY SY24.	Yes	iReady (Math)	Overall	29% - Mid, Above, and Early On Grade Level	40% - Mid, Above, and Early On Grade Level	45% - Mid, Above, and Early On Grade Level	50% - Mid, Above, and Early On Grade Level
			Select Group or Overall				

Practice Goals

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

Specify your practice goal and identify how you will measure progress towards this goal.
 SY24 SY25 SY26

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.	Goal (EOY - i-Ready): 50% RD and 40% Math. Frequent observations, Practice Data (Student Work Protocol), and District Assessments (i-Ready)	Goal (EOY - i-Ready): 55% RD and 45% Math. Frequent observations, Practice Data (Student Work Protocol), and District Assessments (i-Ready)	Goal (EOY - i-Ready): 60% RD and 50% Math. Frequent observations, Practice Data (Student Work Protocol), and District Assessments (i-Ready)
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.	Goal (EOY - i-Ready): 50% RD and 40% Math. Frequent observations, Practice Data (Student Work Protocol), and District Assessments (i-Ready)	Goal (EOY - i-Ready): 55% RD and 45% Math. Frequent observations, Practice Data (Student Work Protocol), and District Assessments (i-Ready)	Goal (EOY - i-Ready): 60% RD and 50% Math. Frequent observations, Practice Data (Student Work Protocol), and District Assessments (i-Ready)
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.	Goal (EOY - i-Ready): 50% RD and 40% Math. Frequent observations, Practice Data (Student Work Protocol), and District Assessments (i-Ready)	Goal (EOY - i-Ready): 55% RD and 45% Math. Frequent observations, Practice Data (Student Work Protocol), and District Assessments (i-Ready)	Goal (EOY - i-Ready): 60% RD and 50% Math. Frequent observations, Practice Data (Student Work Protocol), and District Assessments (i-Ready)

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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
IMPROVE THE NUMBER OF STUDENTS IN KINDERGARTEN - 2ND GRADE WHO ARE READING MID, ABOVE, OR EARLY ON GRADE LEVEL FROM 37% IN EOY SY23 TO 50% IN EOY SY24.	iReady (Reading)	Overall	37% - Mid, Above, and Early On	50% - Mid, Above, and Early On	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
IMPROVE THE NUMBER OF STUDENTS IN KINDERGARTEN - 2ND GRADE WHO ARE SCORING AT MID, ABOVE, OR EARLY ON GRADE LEVEL IN MATH FROM 29% IN EOY SY23 TO 40% IN EOY SY24.	iReady (Math)	Overall	29% - Mid, Above, and Early On	40% - Mid, Above, and Early On	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
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.	Goal (EOY - i-Ready): 50% RD and 40% Math. Frequent observations, Practice Data (Student Work Protocol), and District Assessments (i-Ready)	Select Status	Select Status	Select Status	Select Status
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Goal (EOY - i-Ready): 50% RD and 40% Math. Frequent observations, Practice Data (Student Work Protocol), and District Assessments (i-Ready)	Select Status	Select Status	Select Status	Select Status
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.	Goal (EOY - i-Ready): 50% RD and 40% Math. Frequent observations, Practice Data (Student Work Protocol), and District Assessments (i-Ready)	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
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.
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

Our school has structures in place for Tier 1 school-wide supports that promote a positive and safe learning climate by implementing a universal tracking system - Secure The B.A.G. We also have in place a classroom-based SEL curriculum that teaches social and emotional skills to all student - Second Step and PATHS. Time is scheduled throughout the day for structured meetings, grade level meetings and BHT meetings, with dedicated time for SEL support for staff and time to discuss students' needs and supports. We have a functioning before and after-school program with 21st Century that effectively complement and supplement student learning and respond to the interests and needs of the students.

What is the feedback from your stakeholders?

There is not a re-entry plan for students with extended or chronic absenteeism. We have an Attendance Team, however, this plan is not in place for some of our students with multiple absences. Teachers are also not using the SEL curriculum with fidelity across graded levels even though we have a school wide curriculum and imbedded SEL supports in Skyline.

What student-centered problems have surfaced during this reflection?

Our attendance has been below 90% for the last two years.: SY21-22 was 86.93% and SY22-23 was 88.19%. We have several students who have chronic absenteeism and extended absences. We do not have an intentional re-entry plan in place to properly address this issue. Students miss invaluable instructional time and are not able to address the missed learning opportunities. due to these missed days. We also do not monitor the implementation of the SEL curriculum throughout the school and across grade levels. This leads to the social and emotional needs of the students left unaddressed. This causes the academic and social growth of the students to be negatively impacted.

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?

We have restructured our Attendance Team, Culture and Climate, and BHT. We have put in place systems and structures for SY23-24 to ensure SEL procedures are in place across grade levels and the social and emotional needs of the students and staff are addressed. We also put systems in place for our Attendance Team to track and monitor chronic absenteeism and extended absences.


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Determine Priorities

Resources: 

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

Students...

#1. Students do not receive Tier 1 healing-centered supports with fidelity (calm classroom, 2nd step...) #2. Re-entry plans for students with chronic absenteeism/tardies are not being implemented with fidelity. 

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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


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Root Cause

Resources: 

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

As adults in the building, we...

#1. as stakeholders are not implementing Tier 1 healing-centered supports with fidelity. As a school-community, we have provided professional development for the 2nd Step SEL program and Calm Classroom curricula. This ensures that all stakeholders have access to Tier 1 healing-centered supports. #2. will ensure that we have a concrete outreach/re-entry plan for students with chronic absenteeism/tardies. 

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

Indicators of a Quality CIWP: Root Cause Analysis


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

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Theory of Action

What is your Theory of Action?

If we....

implement Tier 1 SEL interventions (Calm Classroom and Second Step Curriculum) school-wide with fidelity 

Resources: 

Indicators of a Quality CIWP: Theory of Action

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

then we see....

positive social-emotional skills and competencies for all students and staff, creating a foundation for their overall well-being and success.



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...

students and staff being equipped with the skills they need to thrive emotionally, socially, and academically throughout their lives and while interacting with each other in the school.



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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

Culture and Climate and Behavior Health

Dates for Progress Monitoring Check Ins

Q1 10/27/23

Q3 4/1/24

Q2 12/22/23

Q4 6/7/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Assess the current state of SEL within the school. Identify strengths and areas that need improvement. Develop a comprehensive plan for integrating SEL interventions into the school culture.	CCT/BHT	September 5, 2023	Completed
Action Step 1	Involve administrators, teachers, staff, parents, and even students in the planning process. Their input and support are crucial for successful implementation.	CCT/BHT	September 13, 2023	Select Status
Action Step 2	Define specific goals for the Tier 1 SEL interventions. These could include improving school climate, reducing disciplinary incidents, and enhancing students' social-emotional skills.	CCT/BHT	September 27, 2023	Select Status
Action Step 3	Train teachers, staff, and administrators on the importance of SEL, the chosen program's principles, and effective implementation strategies. Make sure they understand the role they play in fostering SEL skills.	CCT/BHT	October 11, 2023	Select Status
Action Step 4	Embed SEL concepts and activities into daily classroom routines and lessons. Find natural ways to incorporate SEL skills into subjects like language arts, social studies, and even math.	CCT/BHT	October 25, 2023	Select Status
Action Step 5				Select Status
Implementation Milestone 2	Foster a positive and inclusive school culture that supports SEL growth. This could involve creating welcoming physical spaces, promoting respectful interactions, and recognizing and celebrating SEL successes.	CCT/BHT	November 8, 2023	Select Status
Action Step 1	Incorporate regular morning meetings or circle time sessions where students can engage in discussions, share feelings, and practice active listening.	CCT/BHT	November 29, 2023	Select Status
Action Step 2	Integrate SEL discussions and activities into counseling sessions, advisory periods, and other student support programs.	CCT/BHT	November 29, 2023	Select Status
Action Step 3	Provide parents and caregivers with resources to support SEL development at home. This could include workshops, newsletters, and tips for incorporating SEL activities into family routines.	CCT/BHT	December 6, 2023	Select Status
Action Step 4	Use consistent language and messaging related to SEL throughout the school. This helps reinforce the importance of SEL skills and concepts across all grade levels.	CCT/BHT	December 20, 2023	Select Status
Action Step 5				Select Status
Implementation Milestone 3	Develop a system for assessing the impact of Tier 1 SEL interventions. Use data to track changes in school climate, disciplinary incidents, and students' social-emotional skill development.	CCT/BHT	January 10, 2024	Select Status
Action Step 1	Schedule regular meetings with teachers and staff to discuss the progress of SEL implementation, share success stories, and address any challenges that arise.	CCT/BHT	January 24, 2024	Select Status
Action Step 2	Recognize and celebrate the positive outcomes of SEL interventions. Highlight student achievements, improvements in behavior, and other tangible benefits.	CCT/BHT	January 31, 2024	Select Status
Action Step 3	Continuously assess the effectiveness of Tier 1 SEL interventions and make adjustments as needed. Seek feedback from stakeholders and be open to refining your approach.	CCT/BHT	February 14, 2024	Select Status
Action Step 4	Embed SEL interventions as an ongoing part of the school's culture, rather than a temporary initiative. Look for opportunities to expand and deepen the impact of SEL throughout the years.	CCT/BHT	February 28, 2024	Select Status
Action Step 5				Select Status
Implementation Milestone 4	Cultivate A Growth Mindset	CCT/BHT	April 2, 2024	Select Status

Action Step 1	Train teachers and staff on ways they should exemplify a growth mindset to students by demonstrating a love for learning and embracing challenges, mistakes, and setbacks as opportunities for growth.	CCT/BHT	April 17, 2024	Select Status
Action Step 2	Provide staff with lessons to encourage students to use the word "yet" when they encounter challenges or setbacks. For example, "I don't understand this math concept yet." This simple addition to their vocabulary reinforces the idea that learning is a continuous process.	CCT/BHT	May 1, 2024	Select Status
Action Step 3	Train staff on ways to offer specific, constructive feedback that highlights areas for improvement and suggests strategies for growth. Encourage students to see feedback as a way to enhance their skills.	CCT/BHT	May 15, 2024	Select Status
Action Step 4	Implement lessons and activities that explicitly teach and reinforce the concept of a growth mindset.	CCT/BHT	May 22, 2024	Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Comprehensive needs assessment to understand the current state of connectedness and well-being among students and staff is conducted. Develop a clear and concise vision and mission statement that emphasizes the importance of connectedness and well-being within the school community. SEL programs and curricula that teach emotional intelligence, self-awareness, self-regulation, empathy, and interpersonal skills is implemented. Training for teachers to integrate SEL into their classrooms is provided.	
SY26 Anticipated Milestones	Access to mental health resources, including counselors, psychologists, and social workers is increased Establish a system for early identification and intervention for students facing mental health challenges. Peer mentorship programs to foster positive relationships among students is created. Programs that help students develop resilience and coping skills to navigate challenges is established in the school.	

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

Indicators of a Quality CIWP: Goal Setting

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

Resources:

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Increase attendance from 87.6% in SY 23 to 93% in SY 24	Yes	Increase Average Daily Attendance	Overall	87.6	93	95	97
			Select Group or Overall				
Increase school rating in this metric from neutral in SY23 to strong in SY24.	Yes	5E: Supportive Environment	Overall	Neutral	Strong	Very Strong	Very Strong
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	93% attendance rate and 5E rating is strong. Measure progress by analyzing weekly attendance rates and student surveys.	95% attendance rate and 5E rating is very strong. Measure progress by analyzing weekly attendance rates and student surveys.	97% attendance rate and 5E rating is very strong. Measure progress by analyzing weekly attendance rates and student surveys.
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	93% attendance rate and 5E rating is strong. Measure progress by analyzing weekly attendance rates and student surveys.	95% attendance rate and 5E rating is very strong. Measure progress by analyzing weekly attendance rates and student surveys.	97% attendance rate and 5E rating is very strong. Measure progress by analyzing weekly attendance rates and student surveys.

C&W:3 All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	93% attendance rate and 5E rating is strong. Measure progress by analyzing weekly attendance rates and student surveys.	95% attendance rate and 5E rating is very strong. Measure progress by analyzing weekly attendance rates and student surveys.	97% attendance rate and 5E rating is very strong. Measure progress by analyzing weekly attendance rates and student surveys
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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 attendance from 87.6% in SY 23 to 93% in SY 24	Increase Average Daily Attendance	Overall	87.6	93	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
		Select Group or Overall			<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
Increase school rating in this metric from neutral in SY23 to strong in SY24.	5E: Supportive Environment	Overall	Neutral	Strong	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
		Select Group or Overall			<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	93% attendance rate and 5E rating is strong. Measure progress by analyzing weekly attendance rates and student surveys.	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	93% attendance rate and 5E rating is strong. Measure progress by analyzing weekly attendance rates and student surveys.	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>
C&W:3 All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	93% attendance rate and 5E rating is strong. Measure progress by analyzing weekly attendance rates and student surveys.	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>	<input type="button" value="Select Status"/>

If Checked:
Complete
IL-Empower
Section below



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

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

If Checked:
No action needed



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

IL-Empower

IL-EMPOWER GRANT ASSURANCES

By checking the boxes below, you indicate that your school understands and complies with each of the grant assurances listed.

- The purpose of the IL-Empower grant funds, authorized under Title I, Part A, Section 1003 School Improvement of the Elementary and Secondary Education Act, is to support local education agencies (LEAs), via the Statewide System of Technical Assistance and Support (IL-EMPOWER) to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities. The goal is to provide all children significant opportunity to receive a fair, equitable, and high-quality education by providing adequate resources to substantially raise the achievement of students in lowest and underperforming schools, as defined by the Illinois State Board of Education (ISBE).
- The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status.
- Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:
 - a) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
 - b) Contracting for professional services from State-Approved Learning Partners
 - c) Conducting school-level needs assessments
 - d) Analyzing data
 - e) Identifying resource inequities
 - f) Researching and implementing evidence-based interventions
 - g) Purchasing standards-aligned curriculum and materials
 - h) Purchasing and administering local assessments for progress monitoring
- Supplement, not supplant is in effect. Schools and LEAs shall use IL-Empower grant funds only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.
- Schools designated for comprehensive or targeted support can expect four years of continuation funding from the initial summative designation. Improvement status defines the up-to four-year term that runs concurrently with the IL-EMPOWER grant program. Status and funding begin with an initial summative designation of comprehensive or targeted and continue through the remaining part of the first year in the planning phase of the grant and are followed by three consecutive years of implementation. School Improvement funding is awarded concurrently with improvement status. Improvement status and grant funding continue concurrently for up to four years regardless of positive changes in annual summative designations because IL-EMPOWER is structured to support local efforts with scaffolded support of sufficient size and longevity to improve outcomes for students and exit improvement status within a four-year grant term.
- School Improvement Reports (SIR) are due on a triannual basis.
- Schools in comprehensive improvement status must work with a State-Approved Learning Partner to address areas identified in the respective school improvement plans. Schools in targeted improvement status may or may not elect to work with a State-Approved Learning Partner. Approved Learning Partners are contracted by ISBE and are authorized to provide direct professional learning services in evidence-based practices to LEAs and comprehensive and targeted schools. Only vendors selected for an executed contract with ISBE may provide services to IL-Empower districts and schools (both comprehensive and targeted) using Title I, Part A, Section 1003 School Improvement funds, and likewise only those subcontractors included in either the executed contract or subsequent written approval by ISBE may provide services to IL-EMPOWER districts and schools.
- As a grant recipient, you may be required to participate in program evaluation activities, site monitoring visits, and audit protocols.
- As part of annual grant application and amendment processes, you may be asked to submit additional information regarding budget requests and alignment of budget allocations to CIWP.

IL-EMPOWER SMART GOALS

Of the goals developed earlier in this CIWP, please choose at least 2, and up to 3, that will be your focus areas for IL-Empower. These goals should be in alignment with your ISBE designation and reference specific student groups, as applicable. As part of the annual grant application and amendment processes, please be prepared to outline how your IL-Empower grant budgets will support the chosen goal(s).

IL-Empower Goals Must have a Numerical Target

Select a Goal Below

Required Math Goal

STAR (Math): Improved Math Proficiency

Required Reading Goal

STAR (Reading): Improved Reading Proficiency

Optional Goal

Select a Goal

Student Groups	Baseline	SY24	SY25	SY26
African American Male	43% in Tier 1 (EOY SY23)	50% in Tier 1 (EOY)	55% in Tier 1 (EOY)	60% in Tier 1 (EOY)
Overall	46% in Tier 1 (EOY SY23)	55% in Tier 1 (EOY)	60% in Tier 1 (EOY)	63% in Tier 1 (EOY)
African American Male	40.6% in Tier 1 (EOY SY23)	45% in Tier 1 (EOY)	50% in Tier 1 (EOY)	55% in Tier 1 (EOY)
Overall	45.3% in Tier 1 (EOY SY23)	50% in Tier 1 (EOY)	55% in Tier 1 (EOY)	60% in Tier 1 (EOY)

Parent and Family Plan

If Checked:



Our school is a Title I school operating a Schoolwide Program

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

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

If Checked:



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

No action needed

SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

SCHOOL & FAMILY COMPACT

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

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

PARENT & FAMILY ENGAGEMENT BUDGET

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

Early Childhood Education: to support early literacy, numeracy, and social-emotional development.

Literacy and Reading: Encouraging parents to read with their children regularly and engage in discussions about books and stories

Mathematics: To support math skills of their child by incorporating math into everyday activities

STEAM Education: To can engage with STEAM (learning by participating in STEM-related projects with their children,

Digital Literacy: to help develop their digital literacy skills and engage with their children on safe and educational online platforms.



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