

## 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
Wilma M David	Principal	wmdavid@cps.edu
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## Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	3/1/23	3/1/23
Reflection: Curriculum & Instruction (Instructional Core)	7/13/23	7/13/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/13/23	7/13/23
Reflection: Connectedness & Wellbeing	7/13/23	7/13/23
Reflection: Postsecondary Success	7/13/23	7/13/23
Reflection: Partnerships & Engagement	7/13/23	7/13/23
Priorities	7/13/23	7/13/23
Root Cause	8/14/23	8/31/23
Theory of Action	8/14/23	8/31/23
Implementation Plans	8/14/23	8/31/23
Goals	8/14/23	8/31/23
Fund Compliance	8/26/23	8/26/23
Parent & Family Plan	8/26/23	8/26/23
Approval	9/7/23	9/7/23

## 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	1/12/24
Quarter 3	4/1/24
Quarter 4	6/10/24

**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
Partially	<p>All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</p> <p><a href="#">CPS High Quality Curriculum Rubrics</a></p>	<p>Foundation skills material - phonics, grammar, vocabulary </p> <p>PK - Creative Curriculum, 1st - 5th - ELA Units/Engage NY/Science Amplify (Skyline)                      ELA Curriculum maps (Center for biliteracy) will address vertical alignment - curriculum/assessment                      Small Group Instruction focus / Walkthroughs - collected evidence of small group instruction and differentiation within the small groups                      Dual language practices, Teachers receiving PD from Center for Biliteracy, 3x/year student perspective survey - use data to meet student needs</p> <p>Add ILT Blurb on Bulletin for further communication to grade level members                      ILT Newsletter - from ILT Teacher Leaders (Monthly?)</p> <p>LASW - SY23 - Formative and Summative Assessments reviewed as a team to determine standards alignment, Curriculum maps will support vertical alignment in assessment</p>	<p><a href="#">IAR (Math)</a></p> <p><a href="#">IAR (English)</a></p> <p>Rigor Walk Data (School Level Data)</p> <p><a href="#">PSAT (EBRW)</a></p> <p><a href="#">PSAT (Math)</a></p> <p><a href="#">STAR (Reading)</a></p>
Partially	<p>Students experience grade-level, standards-aligned instruction.</p> <p><a href="#">Rigor Walk Rubric</a></p> <p><a href="#">Teacher Team Learning Cycle Protocols</a></p> <p><a href="#">Quality Indicators Of Specially Designed Instruction</a></p>	<p><b>What is the feedback from your stakeholders?</b></p> <p><i>DL- had to gather materials to complete content. . Also communication with teachers about resources within classrooms. Some teachers have multiple copies of the same book while other classrooms have to purchase additional (probably inventory resources)</i> </p> <p><i>Unpacking standards to address low and high students versus to focusing on progressing low.                      Deepening the conversation on how our instruction is more strategic about addressing the varying levels while staying within the grade level standards.</i></p> <p><i>Provide teachers with maps as a cold read to gather feedback and questions. To move upcoming PD. Then gather feedback again after PD to gather deeper concerns and have meaningful PD and conversations.</i></p> <p><i>Staying away from the five F's when intergrating culture and responsive practices to address all learners at Sandoval.</i></p> <p><i>Building time for teams to collaborate in a way they can build a foundation of open discussion (Forced interaction) building trust. building structures and systems to have time with purpose. This will also lead into conversations arund assessment systems, as our progress monitoring has not been consistent across grade levels or teams.</i></p> <p><i>BE strategic on how we ask for feedback on what occurs on the school level.</i></p> <p><i>WE are currently beginning the task of Analyzing standards both horizontally and vertically to ensure coherence across grade bands. Our work with Beeman is helping us with implementing standards-driven instruction and assessment at scaffolded DOK levels to ensure tasks are designed to capture the full scope of proficiency required to satisfy a standard, Design of high quality, culturally relevant, authentic formative assessment tasks. Using Skyline Lesson, Unit, and Interim Assessments as resources.</i></p>	<p><a href="#">STAR (Math)</a></p> <p><a href="#">iReady (Reading)</a></p> <p><a href="#">iReady (Math)</a></p> <p><a href="#">Cultivate</a></p> <p><a href="#">Grades</a></p> <p><a href="#">ACCESS</a></p>
Partially	<p>Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.</p> <p><a href="#">Powerful Practices Rubric</a></p> <p><a href="#">Learning Conditions</a></p>	<p><a href="#">Continuum of ILT Effectiveness</a></p>	<p><a href="#">TS Gold</a></p>
Partially	<p>The ILT leads instructional improvement through distributed leadership.</p> <p><a href="#">Distributed Leadership Foundational Pillars</a></p>	<p><i>Parents:                      Math: Different competitions inclass and in general, we need to motivate students to solve math endure in solving math problems, math challenges for prizes motivates students, Help students that need more support.                      Reading: Home resources to support learning, like online pplatform in math and reading, Low literacy and writing, what's going to be done for scores to improve?</i></p>	<p><a href="#">Interim Assessment Data</a></p>
Partially	<p>School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.</p> <p><a href="#">Customized Balanced Assessment Plan</a></p> <p><a href="#">ES Assessment Plan Development Guide</a></p> <p><a href="#">HS Assessment Plan Development Guide</a></p>	<p><b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b></p> <p>*Distributed leadership: ILT members leading some of the PLCs during the school year. </p> <p>Progress monitoring inconsistent across grade levels (systems and structures)</p>	<p><a href="#">Interim Assessment Data</a></p>
Partially	<p>Evidence-based assessment for learning practices are enacted daily in every classroom.</p> <p><a href="#">Assessment for Learning Reference Document</a></p>		

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




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

- Students are performing lower in literacy/ reading than in math across metric: i-Ready, IAR, Star360
- Sutdents do not have access to a core writing curriculum and/or resources; students do not receive explicit writing instruction consistently
- Students do not have access to high quality Foundational skills curriculum.
- Students struggle with decoding strategies.
- Students do not have consistent research based strategies to help them read

Students do not have consistent research based strategies to help them read.


Students identified "feedback for growth" as an area of need on Cultivate survey

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<a href="#">MTSS Integrity Memo</a> <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a>	We need a 3-5 interventionist and 1:1 collaboration-Teacher/interventionist about student needs and progress. MTSS team can communicate with the rest of the school regarding their work, Teacher growth mindset to take risks and environment created so teachers don't fear failure.  Uniformity with progress monitoring. Work on creating a targeted skill intervention bank aligned with the progress monitoring tools that can be used. Language Objectives need to be posted for every subject area. K-2 strong in reading, need focus on math - 3 -5 need to literacy focus - K -2 has had integrated units	Unit/Lesson Inventory for Language Objectives (School Level Data) <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a> <a href="#">ACCESS</a> <a href="#">MTSS Academic Tier Movement</a> <a href="#">Annual Evaluation of Compliance (ODLSS)</a> <a href="#">Quality Indicators of Specially Designed Curriculum</a>
Partially	<a href="#">MTSS Integrity Memo</a>		
Partially	<a href="#">LRE Dashboard Page</a>	<b>What is the feedback from your stakeholders?</b> more time to understand Branching Minds  collaboration with DL team, teachers DL data- Star360- low in Reading and Math Continue to work on language objectives in units Parents: How do teachers know when a student has a learning disability when they don't have a 504 or IEP?, How are students that have a hard time socializing being supported? Pay attention to the needs of students that may still not have an IEP, Students with hyperactivity or anxiety also need emotional attention and strategies to be better. include special students in field trips Bilingual program: How do teachers support students who speak English, but need to write in Spanish but they don't understand Spanish, Students who come into 3rd, 4th or 5th grade implement a language support program aside from reading and writing, Explain English starting with the ABC's - be more extensive in explaining the meaning, Would like to see more students reach proficiency, How do you educate parents on the bilingual program?	<a href="#">EL Program Review Tool</a>
Yes	<a href="#">IDEA Procedural Manual</a>		
Yes	<a href="#">EL Placement Recommendation Tool ES</a> <a href="#">EL Placement Recommendation Tool HS</a>	<b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b> Language objectives in units- ELs / DL-ELs: continue to develop  PL on differentiated instruction (SY23) to meet the needs of learners: Scholastic, Dual Language, LASW: impact on all learners- Continue efforts to develop professional practices and learning to better serve our students in all areas	
Partially			


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




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

Students are not receiving consistent and equitable interventions for T2 and T3 instruction. 

Over 90% of ELs not meeting proficiency on ACCESS



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Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<a href="#">BHT Key Component Assessment</a> <a href="#">SEL Teaming Structure</a>	BHT and MTSS team establish- how do we continue to meet and identify needs  Student surveys implemented at all grade levels; ILT worked on varied surveys that were grade level appropriate- looked at data Cultivate Survey (5th graders)- feedback for growth area identified by students as a priority. Cultivate Survey- Growth mindset for students: how do we impact growth mindset in students?	<a href="#">% of Students receiving Tier 2/3 interventions meeting targets</a> <a href="#">Reduction in OSS per 100</a> <a href="#">Reduction in repeated disruptive behaviors (4-6 SCC)</a> <a href="#">Access to OST</a> <a href="#">Increase Average Daily Attendance</a>
Yes			

Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		<p><b>What is the feedback from your stakeholders?</b></p> <p>Second Step - all grade levels, bell-to-bell schedule reflects time for Second Step </p> <p>PBIS- behavior matrix, Bear Buck store</p> <p>Calm Classroom</p> <p>Social Worker on site</p> <p>Attendance incentives- Attendance Plan</p> <p>attendance month drop-off in December and Spring (extended vacation for students??)</p> <p>OST-Extended Day attendance has not met OST expectations; programming needs variety; participation needs to be open to all (what is the selection process??)</p> <p>Parents: Bear buck store, asking students in 3rd, 4th and 5th what they are interested in and adding items of their interest in the store, survey for students about what they would like to see in the bear buck store, add a healthy snack to the bear buck store, motivate students through celebrating day on the day of the child to make them feel important. Speak more about different cultures, customs and languages, I think there are different cultures in the different groups, How do we support students from other cultures to learn among different cultures, teachers acknowledge all students even if they get good or bad grades, continue to accompany students to the bathroom for their safety and peace of mind of the student and parents. Ask students opinions on what to have in the bear buck store.</p>	<p><a href="#">Increased Attendance for Chronically Absent Students</a></p> <p><a href="#">Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</a></p> <p><a href="#">Cultivate (Belonging &amp; Identity)</a></p> <p>Staff trained on alternatives to exclusionary discipline (School Level Data)</p> <p><a href="#">Enrichment Program Participation: Enrollment &amp; Attendance</a></p> <p><a href="#">Student Voice Infrastructure</a></p> <p><a href="#">Reduction in number of students with dropout codes at EOY</a></p>
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.			
<p><b>What student-centered problems have surfaced during this reflection?</b></p> <p>If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>Students don't have access to Counselor </p> <p>Younger grades' attendance dependent on parents/families bringing them to school</p> <p>Students need a variety of OST Programming</p>		<p><b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b></p> <p>Attendance Plan developed </p> <p>Attendance incentives- in place but need to identify more consistent-varied for different grade levels</p> <p>OST program for before/after-school: need to open to all; provide academic and enrichment</p> <p>Partner with community organizations for enrichment before/after school programming- open to all students; popular</p>		




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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
N/A	<a href="#">College and Career Competency Curriculum (C4)</a> An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	Sandoval does not serve any grade level listed 	<p><a href="#">Graduation Rate</a></p> <p><a href="#">Program Inquiry: Programs/participation/attainment rates of % of ECCC</a></p> <p><a href="#">3 - 8 On Track</a></p> <p><a href="#">Learn, Plan, Succeed</a></p> <p><a href="#">% of KPIs Completed (12th Grade)</a></p> <p><a href="#">College Enrollment and Persistence Rate</a></p> <p><a href="#">9th and 10th Grade On Track</a></p> <p><a href="#">Cultivate (Relevance to the Future)</a></p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
N/A	<a href="#">Individualized Learning Plans</a> Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).		
N/A	<a href="#">Work Based Learning Toolkit</a> Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	<p><b>What is the feedback from your stakeholders?</b></p> <p>Sandoval does not serve any grade level listed </p>	
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	<a href="#">ECCE Certification List</a> Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		
N/A	<a href="#">PLT Assessment Rubric</a> There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	<p><b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b></p>	

N/A	<p>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).</p> <p><a href="#">Alumni Support Initiative One Pager</a></p>	Sandoval does not serve any grade level listed 	
<p><b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>			
Sandoval does not serve any grade level listed 			

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Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p><a href="#">Spectrum of Inclusive Partnerships</a></p> <p>The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.</p>	<p>School website, Remind, Facebook page, Monthly DL bulletin, parent mentor program, parent classes,</p> <p>Student Council - 4th and 5th grade</p>	<p><a href="#">Cultivate</a></p> <p><a href="#">5 Essentials Parent Participation Rate</a></p> <p><a href="#">5E: Involved Families</a></p>
Yes	<p><a href="#">Reimagining With Community Toolkit</a></p> <p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p><a href="#">5E: Supportive Environment</a></p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
Partially	<p><a href="#">Student Voice Infrastructure Rubric</a></p> <p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles &amp; CIWP).</p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>Seek student input with regards to Bear Buck Store </p> <p>Analyze Cultivate data</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p><b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>			
<p><i>[problems experienced by most students; problems experienced by specific student groups]</i> </p>		<p><b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b></p> <p><i>[impact on most students; impact on specific student groups]</i> </p>	



Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Partially	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

Foundation skills material - phonics, grammar, vocabulary  
 PK - Creative Curriculum, 1st - 5th - ELA Units/Engage NY/Science Amplify (Skyline)  
 ELA Curriculum maps (Center for biliteracy) will address vertical alignment - curriculum/assessment  
 Small Group Instruction focus / Walkthroughs - collected evidence of small group instruction and differentiation within the small groups  
 Dual language practices, Teachers receiving PD from Center for Biliteracy, 3x/year student perspective survey - use data to meet student needs  
 Add ILT Blurb on Bulletin for further communication to grade level members  
 ILT Newsletter - from ILT Teacher Leaders (Monthly?)  
 LASW - SY23 - Formative and Summative Assessments reviewed as a team to determine standards alignment, Curriculum maps will support vertical alignment in assessment

What is the feedback from your stakeholders?

DL- had to gather materials to complete content. . Also communication with teachers about resources within classrooms. Some teachers have multiple copies of the same book while other classrooms have to purchase additional (probably inventory resources)  
 Unpacking standards to address low and high students versus to focusing on progressing low. Deepening the conversation on how our instruction is more strategic about addressing the varying levels while staying within the grade level standards.  
 Provide teachers with maps as a cold read to gather feedback and questions. To move upcoming PD. Then gather feedback again after PD to gather deeper concerns and have meaningful PD and conversations.  
 Staying away from the five F's when intergrating culture and responsive practices to address all learners at Sandoval.

What student-centered problems have surfaced during this reflection?

Students are performing lower in literacy/ reading than in math across metric: i-Ready, IAR, Star360  
 Students do not have access to a core writing curriculum and/or resources; students do not receive explicit writing instruction consistently  
 Students do not have access to high quality Foundational skills curriculum.  
 Students struggle with decoding strategies.  
 Students do not have consistent research based strategies to help them read.  
 Students identified "feedback for growth" as an area of need on Cultivate survey

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?

\*Distributed leadership: ILT members leading some of the PLCs during the school year.  
 Progress monitoring inconsistent across grade levels (systems and structures)

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Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

Students are performing lower in literacy/reading than in math



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?

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

As adults in the building, we...

-need to continue to plan for differentiated content and language instruction  
 -need a system to formatively assess students consistently in both content knowledge and language development  
 -collaborate to upack content and language standards  
 -plan for explicit instruction in writing and foundational skills



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....

...we develop literacy units that are standards-based and regularly and consistently analyze student work, use frequent formative assessment strategies to measure student understanding, and plan for reengagement opportunities for students to meet identified content and language standards...



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...

...colleagues pushing each other's practice through questioning and feedback; staff adapting, revising practices, and identifying areas of need through data analysis; increased understanding and implementation of assessments aligned to the standards and teachers engaging students in meaningful tasks that address grade level content while providing



which leads to...  
 ...students engaged in rigorous and robust instruction based on areas of need as identified through data analysis, reflective teacher practices, and differentiated instruction which will result in 75% of students in K-2nd being at or above proficiency Reading and Math, including English Language Learners and Diverse Learners (i-Ready) and 75% of 2nd graders getting a grade of C or better in Reading and 3rd-5th grade students averaging 2.75 overall GPA on On-Track Data.

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Resources:

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

<b>Team/Individual Responsible for Implementation Plan</b>	<b>Dates for Progress Monitoring Check Ins</b>
CIWP Team Members/ ILT / Teacher Teams	Q1 10/27/23      Q3 4/1/24 Q2 1/12/24      Q4 6/10/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
<b>Implementation Milestone 1</b>	Establish Cycles of Learning SY24: Focus on literacy/language development	ILT	Beginning of each quarter	In Progress
<b>Action Step 1</b>	Analyze data: on going (BOY, MOY, EOY), On-Track	ILT/Teacher Teams/CIWP Team	5 weeks and quarterly	In Progress
<b>Action Step 2</b>	Develop Learning Cycles aligned to problem of practice	ILT/Teacher Teams	Beginning of each quarter	In Progress
<b>Action Step 3</b>	Embed LASW opportunities within PLC calendar	ILT	Lead Coach	In Progress
<b>Action Step 4</b>	Make adjustments to units/lesson/assessments based on continued engagement of LASW cycles, data meetings, and professional learning	Teacher Teams	two weeks before start of each literacy unit	In Progress
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	Develop integrated standards-based units and assessments prioritizing foundational skills, academic language	Teacher Teams/Lead Coach/ILT	EOY SY24	Delayed
<b>Action Step 1</b>	unpack standards for each integrated unit	Teacher Teams	ongoing- complete by EOY SY24	Delayed
<b>Action Step 2</b>	write content and language objectives for all units	Teacher Teams	ongoing- complete by EOY SY24	In Progress
<b>Action Step 3</b>	identify aligned assessments within units	Teacher Teams	ongoing- complete by EOY SY24	In Progress
<b>Action Step 4</b>	plan progress monitoring system for productive language advancements	Teacher Teams/MTSS/Dual Language Coach/ELPT	ongoing- complete by EOY SY24	Delayed
<b>Action Step 5</b>	explicitly plan for and implement writing and foundational skills instruction aligned to content and language development	Teacher Teams/MTSS/Dual Language Coach/ELPT	ongoing- complete by EOY SY24	Delayed
<b>Implementation Milestone 3</b>	Schedule Professional Learning: best practices in academic and language development	ILT/Lead Coach/Admin Team	Quarter 1- SY24	In Progress
<b>Action Step 1</b>	Professional Development calendar: PLCs, School Improvement Days, Professional Development Days, etc	ILT/Admin Team	Summer 2024, Summer 2025, Summer 2026	In Progress
<b>Action Step 2</b>	Collaboration calendar: vertical planning / extended day	ILT/Lead Coach/Admin Team	Quarterly: SY24-SY26	In Progress
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>	Identify high-quality resources aligned to units of instruction in all content areas	ILT/Teacher Teams/ Dual Language Coordinator	EOY SY24	In Progress
<b>Action Step 1</b>	Balanced Literacy block for each grade level: addressing all components of literacy instruction	Teacher Team/Lead Coach	Quarter 1- SY24 and Week 1 SY25 and SY26	In Progress
<b>Action Step 2</b>	list high-quality resources needed within each unit: culturally--diverse	Teacher Team/Lead Coach	Semester 1-SY24 and by semester SY25 and SY26	In Progress
<b>Action Step 3</b>	inventory resources at school level to ensure high-quality and alignment to resources	Teacher Teams/Lead Coach/ILT	EOY SY24, SY25, SY26	In Progress
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

**SY25-SY26 Implementation Milestones**

**SY25 Anticipated Milestones**   
 Secure professional learning: best practices for language learning and differentiated instruction  
 Consistently engage in data analysis and LASW (looking at student work) during PLCs  
 Start planning integrated units (standards-based)

**SY26 Anticipated Milestones**   
 Use formative assessments to monitor student progress  
 Fully implement integrated units (standards-based)  
 Continue with LASW and data analysis protocols during PLCs

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

Resources:

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.

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
75% of students in K-2nd being at or above proficiency Reading and Math, including English Language Learners and Diverse Learners (i-Ready)	Yes	iReady (Reading)	English Learners	35%-Math 95%-Rdg			
			Students with an IEP	3%-Math 24%-Rdg			
75% of 2nd graders getting a grade of C or better in Reading and 3rd-5th grade students averaging 2.75 overall GPA on On-Track Data.	Yes	Grades	Overall	67%-3rd-5th			
			English Learners	Below 60%			

### 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. 📌

	Specify your practice goal and identify how you will measure progress towards this goal. 📌		
	SY24	SY25	SY26
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Identify Problem of Practice based on SY23 data analysis Plan Cycles of Learning Plan LASW opportunities to identify evidence-based assessment for learning practices Implement practices to monitor student progress towards learning goals/objectives	Identify Problem of Practice based on SY24 data analysis Plan Cycles of Learning Plan LASW opportunities to identify evidence-based assessment for learning practices Implement practices to monitor student progress towards learning goals/objectives	Identify Problem of Practice based on SY24 data analysis Plan Cycles of Learning Plan LASW opportunities to identify evidence-based assessment for learning practices Implement practices to monitor student progress towards learning goals/objectives
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Inventory resources within school community, ensure alignment of resources to high-quality instruction, and secure resources needed based on student needs: Yearly	Inventory resources within school community, ensure alignment of resources to high-quality instruction, and secure resources needed based on student needs: Yearly	Continue to monitor inventoried resources, evaluate impact of resources, acquire resources to meet CIWP goals.
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.	Analyze Cultivate student data and internal student survey data (Semester 1 and 2) to identify areas of focus: attendance: SY23 data shows focus areas as : *Learning Mindset: growth mindset *Learning Condition: feedback for growth	Analyze Cultivate student data and internal student survey data (Semester 1 and 2), completion rate of 95% or higher, to identify areas of focus: attendance: SY24 data shows focus areas as (TBD)	Analyze Cultivate student data as well as internal student data survey (100% completion rate by students)- S1 and S2 to identify focus area.

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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
75% of students in K-2nd being at or above proficiency Reading and Math, including English Language Learners and Diverse Learners (i-Ready)	iReady (Reading)	English Learners	35%-Math 95%-Rdg		Select Status	Select Status	Select Status	Select Status
		Students with an IEP	3%-Math 24%-Rdg		Select Status	Select Status	Select Status	Select Status
75% of 2nd graders getting a grade of C or better in Reading and 3rd-5th grade students averaging 2.75 overall GPA on On-Track Data.	Grades	Overall	67%-3rd-5th		Select Status	Select Status	Select Status	Select Status
		English Learners	Below 60%		Select Status	Select Status	Select Status	Select Status

### Practice Goals

### Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Identify Problem of Practice based on SY23 data analysis Plan Cycles of Learning Plan LASW opportunities to identify evidence-based assessment for learning practices	On Track	Select Status	Select Status	Select Status
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Inventory resources within school community, ensure alignment of resources to high-quality instruction, and secure resources needed based on student needs: Yearly	On Track	Select Status	Select Status	Select Status



[Jump to...](#) [Priority](#) [TOA](#) [Goal Setting](#) [Progress Monitoring](#)  
[Reflection](#) [Root Cause](#) [Implementation Plan](#)

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

## Curriculum & Instruction

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.

Analyze Cultivate student data and internal student survey data (Semester 1 and 2) to identify areas of focus: attendance: SY23 data shows focus areas as :  
\*Learning Mindset: growth mindset  
\*Learning Condition: feedback for growth

On Track

Select Status

Select Status

Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

We need a 3-5 interventionist and 1:1 collaboration- Teacher/interventionist about student needs and progress. MTSS team can communicate with the rest of the school regarding their work, Teacher growth mindset to take risks and environment created so teachers don't fear failure.

Uniformity with progress monitoring. Work on creating a targeted skill intervention bank aligned with the progress monitoring tools that can be used. Language Objectives need to be posted for every subject area.

K-2 strong in reading, need focus on math - 3 -5 need to literacy focus - K -2 has had integrated units

What is the feedback from your stakeholders?

more time to understand Branching Minds  
collaboration with DL team, teachers  
DL data- Star360- low in Reading and Math  
Continue to work on language objectives in units

Parents: How do teachers know when a student has a learning disability when they don't have a 504 or IEP?, How are students that have a hard time socializing being supported? Pay attention to the needs of students that may still not have an IEP, Students with hyperactivity or anxiety also need emotional attention and strategies to be better. include special students in field trips

What student-centered problems have surfaced during this reflection?

Students are not receiving consistent and equitable interventions for T2 and T3 instruction.

Over 90% of ELs not meeting proficiency on ACCESS

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?

Language objectives in units- ELs / DL-ELs: continue to develop

PL on differentiated instruction (SY23) to meet the needs of learners: Scholastic, Dual Language, LASW: impact on all learners- Continue efforts to develop professional practices and learning to better serve our students in all areas

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Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

...are not receiving consistent and equitable interventions for T2 and T3 instruction.

...over 90% of ELs not meeting proficiency on ACCESS



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?

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

As adults in the building, we...

Need to develop systems and structures for planning and implementing tiered interventions and supports to meet academic and linguistic needs of students.



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....

participate in on-going professional development in unpacking content and language standards and collaborate, plan for, and practice Tier 1 standards-based instruction that prioritizes foundational skills, academic vocabulary, and language development as well as differentiated instruction that provides Tier 2 and Tier 3 interventions and supports in the language of instruction...



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....

..intentional and consistent implementation of T2 and T3 interventions and monitoring of student progress, intentional planning and implementation of language development instructional practices that provide students opportunities to engage in authentic oracy development in all content areas...



which leads to...

...an increase in movement of students into Tier 1 Core Instruction based on Branching Minds and Tier level / decrease in number of students in T2 and T3 as well as see 15% of EL students meeting language proficiency (4.8) on ACCESS by SY26.

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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**

CIWP / MTSS-BHT / Dual Language Committee/Teacher Teams / Interventionists

**Dates for Progress Monitoring Check Ins**

Q1	10/27/23	Q3	4/1/24
Q2	1/12/24	Q4	6/10/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
<b>Implementation Milestone 1</b>	Identify intervention cycles for T2 and T3 students	MTSS-BHT/Interventionists	Every 8-10 weeks	In Progress
<b>Action Step 1</b>	analyze data (T2/T3 supports, On-Track, i-Ready, Branching Minds, others)	Teacher Teams/MTSS-BHT/Interventionists	Every 6 weeks	In Progress
<b>Action Step 2</b>	Develop systems and structures for T2/T3 supports: Schedule interventions/frequency of intervention	Interventionists	Every 6-8 weeks at the start of each intervention cycle	In Progress
<b>Action Step 3</b>	identify progress monitoring tool	Teacher Teams/MTSS-BHT/Interventionists	Before each T2/T3 intervention cycle	In Progress
<b>Action Step 4</b>	Plan T2/T3 supports and instruction: implement and monitor	Teacher Teams/MTSS-BHT/Interventionists	Every 6-8 weeks	In Progress
<b>Action Step 5</b>	Professional Development: Branching Minds, MTSS	MTSS-BHT/Interventionists/Lead Coach	Quarterly: SY24 Semester: SY25-SY26	In Progress
<b>Implementation Milestone 2</b>	ELA Bilingual Units/Maps	Dual Language Committee and Coordinator/ELPT/Lead Coach/Teacher Teams	By EOY SY24, all grades will have bilingual units	Delayed
<b>Action Step 1</b>	Unpack standards	Dual Language Committee and Coordinator/ELPT/Lead Coach/Teacher Teams	Quarterly	Delayed
<b>Action Step 2</b>	Identify assessments aligned to content and language: formative/summative ; Develop MPIs in ELA/SLA units for standard alignment	Dual Language Committee and Coordinator/ELPT/Lead Coach/Teacher Teams	Quarterly	Delayed
<b>Action Step 3</b>	Plan tasks that require students to develop productive language (speaking/writing)	Dual Language Committee and Coordinator/ELPT/Lead Coach/Teacher Teams	Quarterly	Delayed
<b>Action Step 4</b>	Looking at Student Work Protocol- Schedule	Dual Language Committee and Coordinator/ELPT/Lead Coach/Teacher Teams	Quarterly	In Progress
<b>Action Step 5</b>	Collaboration Schedule: vertical and horizontal	ILT/Dual Language	Quarter 2: SY24 Summer: SY25 and SY26	In Progress
<b>Implementation Milestone 3</b>	Planning and posting Language / Content Objectives	Dual Language Coordinator/Dual Language Committee/ELPT/Teacher teams	Weekly; as identified in the units	In Progress
<b>Action Step 1</b>	Review EL program list to identify student proficiency levels	Dual Language Coordinator/ELPT/Teacher Teams	Quarter 1: SY24	Completed
<b>Action Step 2</b>	use DOK and Can Do descriptors to identify content and language scaffolds for objectives	Dual Language Coordinator/ELPT/Teacher Teams	Weekly; as identified in the units	In Progress
<b>Action Step 3</b>	post objectives	Teacher Teams	Weekly; as identified in the units	In Progress
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

**SY25-SY26 Implementation Milestones**

<b>SY25 Anticipated Milestones</b>	participate in on-going professional development in unpacking content and language standards collaborate, plan for, and practice Tier 1 standards-based instruction that prioritizes foundational skills, academic vocabulary, and language development differentiate instruction to provide Tier 2 and Tier 3 interventions and supports in the language of instruction
<b>SY26 Anticipated Milestones</b>	participate in on-going professional development in unpacking content and language standards collaborate, plan for, and practice Tier 1 standards-based instruction that prioritizes foundational skills, academic vocabulary, and language development

differentiate instruction to provide Tier 2 and Tier 3 interventions and supports in the language of instruction

[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
15% of EL students meeting language proficiency (4.8) on ACCESS by SY26.	No	ACCESS	English Learners	6%			
			Students with an IEP	0%			
Decrease the number of students in T2 and T3 by 10% in K-5th grade	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall	40% (288 out of 720) of K-5 in T2 or T3			
			African American	63% (12 out of 19) in T2 or T3			

**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.

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.	All staff: Deepen understanding of equity-based MTSS framework and develop systems and structures to inform student and family engagement	100% of teachers/teacher teams will have systems and structures aligned to MTSS framework; 100% teachers will collaborate with interventionists and/or DLE Coordinator/ELPT/Lead Coach/MTSS Lead to analyze data and identify students in need of T2/T3 supports	100% staff will implement MTSS systems with fidelity
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.	All Staff: participate in Branching Minds professional learning 100% will know how to navigate Brnaching Minds platform and create academic intervention plans for students in T2/T3	75% of teachers will collaborate with interventionists/Lead Coach/MTSS Lead to create, implement and progress monitor academic intervention plans in Branching Minds Platform	100% of teachers will collaborate with interventionist/Lead Coach/MTSS Lead to create, implement and progress monitor academic intervention plans in Branching Minds
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	All Staff: participate in professional learning aligned to bilingual/language development best practices	100% staff will know how to write language objectives 100% of staff will write language objectives across contents	100% of staff will review/revise language objectives within content units

[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
15% of EL students meeting language proficiency (4.8) on ACCESS by SY26.	ACCESS	English Learners	6%		Select Status	Select Status	Select Status	Select Status
		Students with an IEP	0%		Select Status	Select Status	Select Status	Select Status
Decrease the number of students in T2 and T3 by 10% in K-5th grade	% of Students receiving Tier 2/3 interventions meeting targets	Overall	40% (288 out of 720) of K-5 in T2 or T3		Select Status	Select Status	Select Status	Select Status
		African American	63% (12 out of 19) in T2 or T3		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.	All staff: Deepen understanding of equity-based MTSS framework	Limited Progress	Select Status	Select Status	Select Status



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

**Inclusive & Supportive Learning Environment**

<p>I&amp;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.</p>	<p>All Staff: participate in Branching Minds professional learning 100% will know how to navigate Brnaching Minds platform and crea</p>	<p>Limited Progress</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>I&amp;S:7 There are language objectives (that demonstrate HOW students will use language) across the content.</p>	<p>All Staff: participate in professional learning aligned to bilingual/lang</p>	<p>On Track</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

BHT and MTSS team establish- how do we continue to meet and identify needs

Student surveys implemented at all grade levels; ILT worked on varied surveys that were grade level appropriate- looked at data

Cultivate Survey (5th graders)- feedback for growth area identified by students as a priority.

Cultivate Survey- Growth mindset for students: how do we impact growth mindset in students?

What is the feedback from your stakeholders?

Second Step - all grade levels, bell-to-bell schedule reflects time for Second Step

PBIS- behavior matrix, Bear Buck store

Calm Classroom

Social Worker on site

Attendance incentives- Attendance Plan

attendance month drop-off in December and Spring (extended vacation for students??)

OST-Extended Day attendance has not met OST expectations; programming needs variety; participation needs to be open to all (what is the selection process??)

What student-centered problems have surfaced during this reflection?

Students don't have access to Counselor

Younger grades' attendance dependent on parents/families bringing them to school

Students need a variety of OST Programming

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?

Attendance Plan developed

Attendance incentives- in place but need to identify more consistent-varied for different grade levels

OST program for before/after-school: need to open to all; provide academic and enrichment

Partner with community organizations for enrichment before/after school programming- open to all students; popular

Return to Top Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

don't all have access to OST programming; limited offerings for enrichment extended day (sports, arts, games, etc)



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 Whys Root Cause Protocol](#)

As adults in the building, we...

Need to develop OST programming that appeals to students, offering both academic and enrichment opportunities



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....

Plan for and offer a variety of extended day (before and after-school) programming to all students...



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....

... an increase in students attendance during regular school hours as well as an increase in students signing up for OST programs....



which leads to...

...overall student attendance increasing overall from 90% to 94% by SY26 for regular school days/hours and an increase in student participation and attendance in OST programs. 

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

Resources: 




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

**Team/Individual Responsible for Implementation Plan** 



Climate and Culture Team/ OST Lead/Teachers/Outreach-Engagement Lead

**Dates for Progress Monitoring Check Ins**

Q1	10/27/23	Q3	4/1/24
Q2	1/12/24	Q4	6/10/24

	SY24 Implementation Milestones & Action Steps 	Who 	By When 	Progress Monitoring
<b>Implementation Milestone 1</b>	OST Programming: SY24: planning, promoting, and recruiting	OST Lead/Climate and Culture	End of Quarter 1	In Progress
<b>Action Step 1</b>	Plan SY24 OST programming	OST Lead/Climate and Culture	End of Quarter 1	Delayed
<b>Action Step 2</b>	Student Survey for OST input	OST Lead/Teachers	Week 6: Quarter 1	Not Started
<b>Action Step 3</b>	Recruit staff for OST programs	OST Lead	Week 7: Quarter 1	In Progress
<b>Action Step 4</b>	Develop and implement student recruitment for OST participation: identify students (using SPI, attendance data, survey data)	OST Lead	Week 8: Quarter 1	In Progress
<b>Action Step 5</b>	Monitor student participation and attendance	OST Lead	Ongoing	In Progress
<b>Implementation Milestone 2</b>	Dvelop and Implement Attendance Plan	Clerks/Outreach-Engagement Lead	End of Quarter 1	Select Status
<b>Action Step 1</b>	Review and update existing Attendance Plan	Clerks/Outreach-Engagement Lead	End of Quarter 1	Select Status
<b>Action Step 2</b>	Secure resources and plan attendance incentives	Clerks/Outreach-Engagement Lead	End of Quarter 1	Select Status
<b>Action Step 3</b>	Send 5 and 10 day absence letters	Clerks/Outreach-Engagement Lead	Quarterly	Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

**SY25-SY26 Implementation Milestones**

<b>SY25 Anticipated Milestones</b>	Develop a wellrounded OST program for SY25  Implement recruiting efforts for OST (students and staff) Establish Student Climate and Culture Team to develop, implement and adjust student Attendance Plan for SY25
<b>SY26 Anticipated Milestones</b>	Develop a wellrounded OST program for SY25  Implement recruiting efforts for OST (students and staff) Maintain Student Climate and Culture Team to develop, implement and adjust student Attendance Plan for SY 26

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

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

Resources: 

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

### Performance Goals

Specify the Goal 🏠	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 🏠	Numerical Targets [Optional] 🏠		
					SY24	SY25	SY26
overall student attendance increasing overall from 90% to 94% by SY26 for regular school days/hours.	Yes	Increase Average Daily Attendance	Overall	90%			
			Students with an IEP				
	Select Answer	Select Metric	Select Group or Overall				
			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. 🏠

	Specify your practice goal and identify how you will measure progress towards this goal. 🏠		
	SY24	SY25	SY26
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.	Plan OST programs that complement and supplement student learning during the day Seek student voice: interests and needs to inform OST programming Progress Monitoring: OST Attendance / OST student participation rate by program	Plan OST programs that complement and supplement student learning during the day Seek student voice: interests and needs to inform OST programming Progress Monitoring: OST Attendance / OST student participation rate by program	
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.	Establish Climate and Culture Team to monitor student attendance Develop plan for students with extended absences or chronic absenteeism Increase student attendance to 92%	Establish Climate and Culture Team to monitor student attendance Develop plan for students with extended absences or chronic absenteeism Increase student attendance to 93%	
Select a Practice			

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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
overall student attendance increasing overall from 90% to 94% by SY26 for regular school days/hours.	Increase Average Daily Attendance	Overall	90%		Select Status	Select Status	Select Status	Select Status
		Students with an IEP			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

### Practice Goals

### Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&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.	Plan OST programs that complement and supplement student learning during the day Seek student voice: interests and needs to inform OST programming	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.	Establish Climate and Culture Team to monitor student attendance Develop plan for students with extended absences or chronic absenteeism	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status



If Checked:  
Complete  
IL-Empower  
Section below

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

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

If Checked:  
No action needed

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



<input type="text" value="Select a Goal"/>					
<input type="text" value="Select a Goal"/>					
<input type="text" value="Select a Goal"/>					

## Parent and Family Plan

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

### SCHOOL & FAMILY ENGAGEMENT POLICY

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

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

### SCHOOL & FAMILY COMPACT

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

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

### PARENT & FAMILY ENGAGEMENT BUDGET

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

Academic priority areas around which our parent engagement and skill development will be aligned to are...

\*Literacy and Math: family and at-home support

\*Culture and Diversity

\*Social-emotional Learning



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