

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
Virginia Hiltz	Principal	vthiltz@cps.edu
Emely Perez-Garcia	AP	egperez@cps.edu
Guadalupe Galan	AP	ggalan@cps.edu
Nadia Jelinek	Connectedness & Wellbeing Lead	nbjelinek@cps.edu
Cristina Maldonado	Other ELPT	cahernandez27@cps.edu
Mary Cate Curran	Inclusive & Supportive Learning Lead	mccurran@cps.edu
Nicole Lyons	Curriculum & Instruction Lead	nmylons@cps.edu
Mary Lyons	Teacher Leader	malyons@cps.edu
Edgar Ramirez	Parent	er21@uic.edu
Corey Ramirez	LSC Member	coreana0218@gmail.com
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	5/15/23	5/31/23
Reflection: Curriculum & Instruction (Instructional Core)	5/15/23	6/9/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/15/23	6/9/23
Reflection: Connectedness & Wellbeing	5/15/23	6/9/23
Reflection: Postsecondary Success	5/15/23	6/9/23
Reflection: Partnerships & Engagement	5/15/23	6/9/23
Priorities	5/26/23	6/6/23
Root Cause	5/26/23	6/9/23
Theory of Action	5/26/23	8/18/23
Implementation Plans	5/29/23	8/18/23
Goals	5/26/23	9/1/23
Fund Compliance	5/15/23	9/1/23
Parent & Family Plan	8/25/23	9/6/23
Approval	9/6/23	9/6/23

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	Oct 16
Quarter 2	Dec. 18
Quarter 3	March 18
Quarter 4	June 3

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	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed 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.	Powerful Practices Rubric Learning Conditions
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership
Yes	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.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document

Our reflection is that we have a strong basis for ensuring the strongest academic experience for students, but the metrics also show that we have room for growth, especially with regard to attending to the inner core.

What is the feedback from your stakeholders?

Teachers indicated that the transition to Skyline was a challenge due to it being new and due to SLA not being ready in year one. Generally they expressed confidence and positivity about implementation with more support.

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?

Accountability structures through checklists and data-driven grade level team meetings. Our interventionists and tutors provide just-in-time interventions for a caseload of sixty students who are below grade level and in Kindergarten or first grade.

- [IAR \(Math\)](#)
- [IAR \(English\)](#)
- Rigor Walk Data (School Level Data)
- [PSAT \(EBRW\)](#)
- [PSAT \(Math\)](#)
- [STAR \(Reading\)](#)
- [STAR \(Math\)](#)
- [iReady \(Reading\)](#)
- [iReady \(Math\)](#)
- [Cultivate](#)
- [Grades](#)
- [ACCESS](#)
- [TS Gold](#)
- [Interim Assessment Data](#)

What student-centered problems have surfaced during this reflection?

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

Teachers indicated that Skyline implementation was a challenge last year due to SLA not being ready and uneven training opportunities, but they expressed confidence in their ability to increase implementation with additional support. Teachers expressed a clear understanding of why aligned, grade-level curricula matters to student outcomes. The attributed our low student outcomes across tests and grade level to unaligned curricula.

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey
		MTSS Integrity Memo

Based on the Continuum results, survey and Integrity Memo, we need to have a clear protocol and resources that explain which materials teachers can use based on the tier of the intervention provided. We can do this through professional learning. Another takeaway is that we need more meetings with the academic and SEST team so that we can identify academic and social emotional trends and share that with staff. We are aligned in our core academics but need to make the connection with our SEL curriculum. This year we are implementing a research based curriculum school-wide. Currently the majority of the staff regularly progress monitor using a variety of assessments to improve student academic growth, school attendance, and behavior. Our grade level teams get opportunities to analyze their data, we need to provide more opportunity to analyze school-wide data all together.

After reviewing data on Dashboard, there is clear evidence that Saucedo is aligning with ISBE Indicators 5 & 6's goal of providing services to students with IEPs inside the general education environment to the maximum extent that is appropriate. According to data, there are a total of 167 students who have an Individualized Education Plan (IEP). When reviewing data from PreK-8th grade, 77.2% (129/167 students) spend 80% or more of their day in the general education classroom (LRE 1). When reviewing K-8th grade data only, 84.7% (111/131) of students fall within the LRE 1 category. It should be noted that data is slightly skewed because Saucedo has three instructional/intensive pre kindergarten classrooms, where students are placed by the District from across the city into these specialized programs. These programs are designed to meet specific learners' needs, where students spend their entire day outside of the general education setting in a low student to teacher ratio classroom. Even so, when including

- Unit/Lesson Inventory for Language Objectives (School Level Data)
- [MTSS Continuum](#)
- [Roots Survey](#)
- [ACCESS](#)

Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	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
Partially	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
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.	

students from Prek-8th grade, a very large portion of the students who receive special education services at Saucedo, do so in LRE 1.

Additionally, Saucedo's administration has ensured that there is continuous support provided to teachers to ensure students are able to access high quality instruction inside of the general education setting. One way Saucedo has supported teachers is by partnering with the Gust Foundation, a private foundation dedicated to collaborating with school leaders and school communities to refine and elevate the quality of school-wide inclusive and equitable practices for all students. Each school year, 10 Saucedo staff members have attended a professional development series designed to develop their ability to ensure all students have access to appropriate instruction. This 5+ year partnership has had a lasting impact on the overall school's culture surrounding inclusive practices. Another way Saucedo supported Diverse Learner's access to instruction inside of the general education classroom, is by structuring special education teachers schedules to align prep times between co-teachers. By intentionally providing regular collaboration time during the school day between co-teachers, it allows well designed instruction to take place to meet all learners' needs.

[MTSS Academic Tier Movement](#)

[Annual Evaluation of Compliance \(ODLSS\)](#)

[Quality Indicators of Specially Designed Curriculum](#)

[EL Program Review Tool](#)

What is the feedback from your stakeholders?

Informal feedback is collected on an ongoing basis from families, general education teachers, and special education teachers in regards to students with IEPs receiving instruction inside the general education setting as much as appropriately possible. During annual and triennial meetings, IEP teams are making decisions regarding LRE settings for individual students. IEP teams are regularly deciding that LRE 1 is appropriate to meet the learning needs of the majority of students with IEPs at Saucedo. Parents are regularly supportive of this decision, and are pleased to hear the progress their child is making in this setting.



Additionally, a Google Survey was provided to teachers about their preferences for the next school year, and if they would like to be in a co-taught classroom. Of the co-taught classroom teachers, most teachers requested to continue to be the co-taught classroom the following school year. This feedback through the form of an informal survey, demonstrates evidence towards continuously growing the school's culture around inclusive practices.

Saucedo goes through the process of hiring bilingual and/or ESL endorsed teachers to support the inclusivity of English Learners. The English Language Program Teacher (ELPT) works with teachers, administrators, and clerks to determine the most appropriate placement of students reflective of their English Language Proficiency levels which is collected through either screeners scores for PK/K or ACCESS scores. This data is used to support placement with bilingual endorsed teachers. For teachers who are not ESL or Bilingual endorsed, they are provided with professional development to implement ESL Sheltered English Instruction strategies. Saucedo has also participated in the English Language Development Standards Modules provided through the district to ensure equitable practices are sustained. Additionally, identified bilingual teachers use native language instructional materials to provide students who qualify for native language instruction with that instruction.

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?

One area of improvement is obtaining more student voice around students with IEPs learning in the general education setting. Currently, the most input is being obtained from the adults supporting the students, but not the students themselves. It will be important to collect more data surrounding student access to curriculum, and how better to support students with IEPs inside the general education classroom. As a result, this will help teachers further remove any existing barriers to learning that continue to exist for students with IEPs from the point of view of the student.



For teachers participating in ELD Modules, the current effort is to address and use language objectives in lesson. New this year, is the adoption of Skyline which shares some alignment with ELD practices. In addition to using this curriculum teachers are also continuing to participate in professional development that helps address how these practices will impact newcomer students who will likely be the furthest from this opportunity. At the beginning of SY24, the ELPT will address having these components in the classroom.

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 who qualify for bilingual services will lack consistent instructional language practices such as having a language objective in all lessons. While there are some teachers that are participating in this practice already, there are still opportunities for teachers to engage in meaningful practices such as these, which will serve those outlier students, such as newcomers, who will need to most explicit language instruction.



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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	BHT Key Component Assessment SEL Teaming Structure	Our reflection after reviewing the BHT key component assessment, SEL teaming structure and some metrics is that Saucedo has strong structures in place to support student connectedness and wellbeing. Our school recognizes the importance of social, emotional and behavioral support in helping students achieve academically. Our school has an established behavioral health team known as our Social Emotional Supports Team (SEST). This team consists of an assistant principal, school counselor, youth intervention specialists, social workers, and community partners (BAM Counselor, WOW Counselor and CIS Student Supports Manager). This team meets weekly to review referrals of students exhibiting social, emotional, attendance, or behavioral issues and to match students with the appropriate intervention. Our school has a menu of interventions that address students' tier II needs including Check in Check out, Bounce Back, Rainbows groups, etc. Our SEST members are trained in and implementing Tier II behavioral health group interventions. Our school also offers Tier III interventions for students requiring more intensive individualized support. We have crisis procedures in place to respond to student mental health needs and successfully connect students to external services. Our school partners with several community partners to help support the wellbeing of students. Some of these partners include Youth Guidance, Communities in	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST Increase Average Daily Attendance



Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	<p>Schools, Erikson Institute, UCAN, SGA, Esperanza Health care to name a few. We have procedures in place to communicate with staff and family members the status of a referral and during a mental health crisis. Our school has structures in place for Tier 1 school-wide supports. School wide expectations are posted in every hallway and in classrooms. These expectations are reviewed with staff during week zero and with students several times a year. The CPS Student Handbook is also reviewed with students and parents. These expectations promote a positive and safe learning environment. Our school has structures in place for Tier 1 classroom support including shared classroom agreements, calm corners and student centered practices that promote a positive classroom environment. Our school uses Second Step as a classroom based SEL curriculum that teaches social and emotional skills to all students. We are also a Calm Classroom School and some staff members integrate other SEL curriculum including Sanford Harmony and Nora's Project. The Saucedo Sun Award is used each month to recognize three students from each homeroom who demonstrated being respectful, responsible, and resilient. Our school is implementing Tier II restorative practices including peace circles and restorative conversations that provide students with strategies to resolve conflicts. Our school considers restorative practices as our standard discipline response.</p>	Increased Attendance for Chronically Absent Students
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.	<p>What is the feedback from your stakeholders?</p> <p>All students at Saucedo have access to student centered enrichment and out of school programs. Our school partners with several community partners who provide behavioral health or social support and tutoring on site. We also offer various after school activities including enrichment clubs, academic advancement classes, tutoring and school athletic teams. We have a protocol in place for students with Attendance concerns, and also to determine when and why to escalate an attendance concern to administration. For students have extended absences, a re-entry meeting takes place prior to re-entry. All stake holders are present. Stake holders include: parents, teachers, YIS, counselor, social worker, administration and any staff member that helps support the student.</p>	Reconnected by 20th Day, Reconnected after 8 out of 10 days absent Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data)
Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		Enrichment Program Participation: Enrollment & Attendance Student Voice Infrastructure Reduction in number of students with dropout codes at EOY
<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.</p>			
<p>Students still need explicit instruction on Tier 1, grade level and developmentally appropriate skills. School wide structures could still help prioritize time to address and teach these skills. Teachers need a deeper understanding of skill development across grade levels. Parents need and want instruction. Access to Tier 2 and 3 supports such as therapy is still needed.</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>An improvement related effort that is in progress is using Branching Minds to better track and monitor student progress of students referred for Tier 2 or Tier 3 SEL interventions. These efforts will help us collect more data.</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
Select Rating	<p>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).</p>	<p>Students are provided with a standard based curriculum that provides them the tools to be college and Career ready. We plan career days, high school fair, and different workshops for students.</p>	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track
Select Rating	<p>Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).</p>		Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate
	<p>Work Based Learning activities are planned and</p>	<p>What is the feedback from your stakeholders?</p>	9th and 10th Grade On Track

Select Rating	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).	
Select Rating	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).	
Select Rating	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List
No	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
Select Rating	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

Students are provided with a standard based curriculum that provides them the tools to be college and Career ready. We plan career days, high school fair, and different workshops for students.

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?

Professional Development for teachers to implement Skyline curriculum, before and after school programs for students and summer programs.

[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 CIWP.

Some problems that surfaced was parents schedules not aligning with OST programs so students can not participate. Lack of student participation because bias.

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Using the associated references, is this practice consistently implemented?	References
Yes	Spectrum of Inclusive Partnerships
Yes	Reimagining With Community Toolkit
Partially	Student Voice Infrastructure Rubric

What are the takeaways after the review of metrics?

Families and students feel supported and we maintain trust with our parents and school community . Parents trust to come to us when they need help and know we will provide them with supports they need.

What is the feedback from your stakeholders?

Student feel supported and heard. They feel their input is valued and they have a direct influence on their education.

Metrics

[Cultivate](#)

[5 Essentials Parent Participation Rate](#)

[5E: Involved Families](#)

[5E: Supportive Environment](#)

Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)

Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)

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

What student-centered problems have surfaced during this reflection?

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

Some problems that surfaced was parents schedules not aligning with OST programs so students can not participate. Lack of student participation because bias.



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?

Parent groups, Restorative Justice, Educating parents



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.
Yes	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.
Yes	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

Our reflection is that we have a strong basis for ensuring the strongest academic experience for students, but the metrics also show that we have room for growth, especially with regard to attending to the inner core.

What is the feedback from your stakeholders?

Teachers indicated that the transition to Skyline was a challenge due to it being new and due to SLA not being ready in year one. Generally they expressed confidence and positivity about implementation with more support.

What student-centered problems have surfaced during this reflection?

Teachers indicated that Skyline implementation was a challenge last year due to SLA not being ready and uneven training opportunities, but they expressed confidence in their ability to increase implementation with additional support. Teachers expressed a clear understanding of why aligned, grade-level curricula matters to student outcomes. The attributed our low student outcomes across tests and grade level to unaligned curricula.

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?

Accountability structures through checklists and data-driven grade level team meetings. Our interventionists and tutors provide just-in-time interventions for a caseload of sixty students who are below grade level and in Kindergarten or first grade.

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Determine Priorities

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

Students... need and deserve well-aligned, grade level curricula both horizontally and vertically.



[Determine Priorities Protocol](#)

Resources:

Indicators of a Quality CIWP: Determine Priorities

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

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Root Cause

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

As adults in the building, we... need more time to plan for and understand the importance of this student-centered problem.



[5 Whys Root Cause Protocol](#)

Resources:

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 a high-quality tier 1 curriculum



[Indicators of a Quality CIWP: Theory of Action](#)

Resources:

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

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

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

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

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

then we see....

teachers aligning tasks and assessments with standard-based learning objectives that reflect the depth and breadth of standards and all students appropriately challenged and engaged

which leads to...

Saucedo meeting student growth and attainment targets

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[Resources:](#)

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

All

Dates for Progress Monitoring Check Ins


Q1 Oct 16 Q3 March 18
Q2 Dec. 18 Q4 June 3

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Professional Development	Leadership Team	August 14	In Progress
Action Step 1	Adoption and support of Skyline across grade levels and subject areas	CPS and CoLabs	Ongoing	In Progress
Action Step 2	Develop and use accountability structures and colleague-to-colleague accountability	Admin and Director of Academics	Ongoing	In Progress
Action Step 3	Continue providing structured new teacher supports and coaching	Director of Academics	August 14	Completed
Action Step 4	Increase teacher collaboration and planning time (Department and grade level specific meet times)	Grade Level Leads/Team Directors	Ongoing	In Progress
Action Step 5		Lead Coach	Ongoing	In Progress
Implementation Milestone 2	Differentiation			Select Status
Action Step 1	Structure Tier 2 Interventions through aligned curriculum and human resources	TAs and Classroom Teachers	Ongoing	In Progress
Action Step 2	Provide teacher assistants, interventionists, and tutors across grade levels	TAs and Interventionists	Ongoing	In Progress
Action Step 3	Find outside resources and out of school time opportunities to differentiate for higher achieving students		Ongoing	In Progress
Action Step 4	Find and implement interventions for ELL and bilingual students, including newcomers	ELPT		In Progress
Action Step 5				Select Status
Implementation Milestone 3	Assessment			Select Status
Action Step 1	Use of Skyline as common unit assessments	All Teachers		In Progress
Action Step 2	Support teachers and expect use of Branching Minds to track interventions and monitor progress	Interventionist & Teachers		In Progress
Action Step 3	Use district wide assessments such as Star 360 and iReady to drive conversations about student achievement and needed instruction and interventions	Classroom Teachers		In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones


SY25 Anticipated Milestones

Because our milestones are ongoing, we expect to see progress throughout the life of this CIWP.




SY26 Anticipated Milestones Because our milestones are ongoing, we expect to see progress throughout the life of this CIWP. 

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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
C&I:2 Students experience grade-level, standards-aligned instruction.	Yes <input type="checkbox"/>	STAR (Math)	Overall <input type="text"/>				
			Overall <input type="text"/>				
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Yes <input type="checkbox"/>	STAR (Reading)	Overall <input type="text"/>				
			Overall <input type="text"/>				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 	Specify your practice goal and identify how you will measure progress towards this goal. 		
	SY24	SY25	SY26
C&I:2 Students experience grade-level, standards-aligned instruction.	Assessment and accountability document	Assessment and accountability document	Assessment and accountability document
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Walk throughs and examination of student work at grade level and department meetings.	Walk throughs and examination of student work at grade level and department meetings.	Walk throughs and examination of student work at grade level and department meetings.
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.	Skyline ordering and distribution of materials before start of school	Skyline ordering and distribution of materials before start of school	Skyline ordering and distribution of materials before start of school

[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
C&I:2 Students experience grade-level, standards-aligned instruction.	STAR (Math)	Overall			Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	STAR (Reading)	Overall			Select Status	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

learning practices are enacted daily in every classroom.	STAR (reading)	Overall			Select Status	Select Status	Select Status	Select Status
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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.	Assessment and accountability document	Select Status	Select Status	Select Status	Select Status
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Walk throughs and examination of student work at grade level and department meetings.	Select Status	Select Status	Select Status	Select Status
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Skyline ordering and distribution of materials before start of school	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

Based on the Continuum results, survey and Integrity Memo, we need to have a clear protocol and resources that explain which materials teachers can use based on the tier of the intervention provided. We can do this through professional learning. Another takeaway is that we need more meetings with the academic and SEST team so that we can identify academic and social emotional trends and share that with staff. We are aligned in our core academics but need to make the connection with our SEL curriculum. This year we are implementing a research based curriculum school-wide. Currently the majority of the staff regularly progress monitor using a variety of assessments to improve student academic growth, school attendance, and behavior. Our grade level teams get opportunities to analyze their data, we need to provide more opportunity to analyze school-wide data all together. After reviewing data on Dashboard, there is clear evidence that Saucedo is aligning with ISBE Indicators 5 & 6's goal of providing services to students with IEPs inside the general education environment to the maximum extent that is appropriate. According to data, there are a total of 167 students who have an Individualized Education Plan (IEP). When reviewing data from PreK-8th grade, 77.2% (129/167 students) spend 80% or more of their day in the general education classroom (LRE 1). When reviewing K-8th grade data only, 84.7% (111/131) of students fall within the LRE 1 category. It should be noted that data is slightly skewed because Saucedo has three instructional/intensive pre kindergarten classrooms, where students are placed by the District from across the city into these specialized programs. These programs are designed to meet specific learners' needs, where students spend their entire day outside of the general education setting in a low student to teacher ratio classroom. Even so, when including students from Prek-8th grade, a very large portion of the students who receive special education services at Saucedo, do so in LRE 1.

Additionally, Saucedo's administration has ensured that there is continuous support provided to teachers to ensure students are able to access high quality instruction inside of the general education setting. One way Saucedo has supported teachers is by partnering with the Gust Foundation, a private foundation dedicated to collaborating with school leaders and school communities to refine and elevate the quality of school-wide inclusive and equitable practices for all students. Each school year, 10 Saucedo staff members have attended a professional development series designed to develop their ability to ensure all students have access to appropriate instruction. This 5+ year partnership has had a lasting impact on the overall school's culture surrounding inclusive practices. Another way Saucedo supported Diverse Learner's access to instruction inside of the general education classroom, is by structuring special education teachers schedules to align prep times between co-teachers. By intentionally providing regular collaboration time during the school day between co-teachers, it allows well designed instruction to take place to meet all learners' needs.

What is the feedback from your stakeholders?

Informal feedback is collected on an ongoing basis from families, general education teachers, and special education teachers in regards to students with IEPs receiving instruction inside the general education setting as much as appropriately possible. During annual and triennial meetings, IEP teams are making decisions regarding LRE settings for individual students. IEP teams are regularly deciding that LRE 1 is appropriate to meet the learning needs of the majority of students with IEPs at Saucedo. Parents are regularly supportive of this decision, and are pleased to hear the progress their child is making in this setting.

Additionally, a Google Survey was provided to teachers about their preferences for the next school year, and if they would like to be in a co-taught classroom. Of the co-taught classroom teachers, most teachers requested to continue to be the co-taught classroom the following school year. This feedback through the form of an informal survey, demonstrates evidence towards continuously growing the school's culture around inclusive practices.

What student-centered problems have surfaced during this reflection?

Students who qualify for bilingual services will lack consistent instructional language practices such as having a language objective in all lessons. While there are some teachers that are participating in this practice already, there are still opportunities for teachers to engage in meaningful practices such as these, which will serve those outlier students, such as newcomers, who will need to most explicit language instruction.

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?

One area of improvement is obtaining more student voice around students with IEPs learning in the general education setting. Currently, the most input is being obtained from the adults supporting the students, but not the students themselves. It will be important to collect more data surrounding student access to curriculum, and how better to support students with IEPs inside the general education classroom. As a result, this will help teachers further remove any existing barriers to learning that continue to exist for students with IEPs from the point of view of the student.

For teachers participating in ELD Modules, the current effort is to address and use language objectives in lesson. New this year, is the adoption of Skyline which shares some alignment with ELD practices. In addition to using this curriculum teachers are also continuing to participate in professional development that helps address how these practices will impact newcomer students who will likely be the furthest from this opportunity. At the beginning of SY24, the ELPT will address having these components in the classroom.

Return to Top Determine Priorities

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

Students...
are receiving partial Tier 1 instruction.



[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.

Resources:

Return to Top Root Cause

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

As adults in the building, we...
are addressing daily student needs academically, emotionally, and socially. Because of the quality of response that is needed we are not yet consistent in our practices for using Tier 1 supports or addressing what Tier 1 instruction may look like for students who may qualify for bilingual services.



[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.

Resources:

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....
 set explicit expectations for Tier 1, Tier 2, and Tier 3 supports, by addressing the gaps in understanding and practices that come from conducting classroom walkthroughs, and grade level supports



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 setting more intentional instructional practices such as: setting language objectives, using a menu of interventions, participating in the problem of practice protocol, and progress monitoring



which leads to...
 students receiving consistent instructions that matches their language, academic, and emotional needs.



[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
 Case Manager and ELPT


Dates for Progress Monitoring Check Ins
 Q1 Oct 16 Q3 March 18
 Q2 Dec. 18 Q4 June 3

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Professional Development	Leadership Teams		In Progress
Action Step 1	Participate in ELD Modules provided through Office of Language Culture and Education	ELPT	3rd Quarter SY24	In Progress
Action Step 2	Participate in 2020 WIDA Framework Self-Paced Modules	ELPT	2nd Quarter SY24	Not Started
Action Step 3	Gust Foundation: Inclusive Practices PD Series-Paula Kluth and share out with staff	Gust Foundation	2nd Quarter SY 24	In Progress
Action Step 4	Differentiated Special Education Professional Development (School-Based)	Case Manager	3rd Quarter SY 24	In Progress
Action Step 5	Training on behavior support and safety plans	SEST	2nd Quarter SY24	Not Started
Implementation Milestone 2	Differentiation			Select Status
Action Step 1	Use WIDA proficiency level descriptors to identify appropriate language expectations	All Teachers	3rd Quarter	Not Started
Action Step 2	Create Language Rubrics to differentiate language supports for ELs	All Teachers	3rd Quarter	Not Started
Action Step 3	Integrate the 2020 WIDA framework into instructional practices	All Teachers	2nd Quarter	Not Started
Action Step 4	IEPs at a Glance/504 Snapshots	All Teachers	1st Quarter SY 24	In Progress
Action Step 5	Middle School support for Newcomers	ELPT		In Progress
Implementation Milestone 3	Assessment			Select Status
Action Step 1	Create language assessments according to proficiency level descriptors	All Teachers	4th Quarter SY24	Not Started
Action Step 2	Use language rubrics to support equitable grading practices	All Teachers	4th Quarter SY24	Not Started
Action Step 3	Modified Assessments based on language, IEP, 504	All Teachers		In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status

Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
 Because our milestones are ongoing, we expect to see progress throughout the life of this CIWP. 

SY26 Anticipated Milestones
 Because our milestones are ongoing, we expect to see progress throughout the life of this CIWP. 

[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
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Yes <input type="checkbox"/>	Other <input type="checkbox"/>	Overall <input type="text"/>				
			Overall <input type="text"/>				
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.	Yes <input type="checkbox"/>	Other <input type="checkbox"/>	Overall <input type="text"/>				
			Overall <input type="text"/>				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 	Specify your practice goal and identify how you will measure progress towards this goal. 		
	SY24	SY25	SY26
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Cultivate Survey	Cultivate Survey	Cultivate Survey
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.	Cultivate Survey	Cultivate Survey	Cultivate Survey
Select a Practice <input type="text"/>			

[Return to Top](#) **SY24 Progress Monitoring**

Resources: 

Below are the goals for this Theory of Action that were created

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

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
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Other	Overall			Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status
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	Other	Overall			Select Status	Select Status	Select Status	Select Status
		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:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Cultivate Survey	Select Status	Select Status	Select Status	Select Status
C&W:3 All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	Cultivate Survey	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
Yes	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 reflection after reviewing the BHT key component assessment, SEL teaming structure and some metrics is that Saucedo has strong structures in place to support student connectdness and wellbeing. Our school recognizes the importnace of social, emotional and behavioral support in helping students achieve academically. Our school has an established behavioral health team known as our Social Emotional Supports Team (SEST). This team consists of an assistant principal, school counselor, youth intervention specialists, social workers, and community partners (BAM Counselor, WOW Counselor and CIS Student Supports Manager). This team meets weekly to review referrals of students exhibiting social, emotional, attendance, or behavioral issues and to match students with the appropriate intervention. Our school has a menu of interventions that address students' tier II needs including Check in Check out, Bounce Back, Rainbows groups, etc. Our SEST members are trained in and implementing Tier II behavioral health group interventions. Our school also offers Tier III interventions for students requiring more intensive individualized support. We have crisis procedures in place to respond to student mental health needs and successsfully connect students to external services. Our school partners with several community partners to help support the wellbeing of students. Some of these partners include Youth Guidance, Communities in Schools, Erikson Intstitute, UCAN, SGA, Esperanza Health care to name a few. We have procedures in place to communicate with staff and family members the status of a referral and during a mental health crisis. Our school has structures in place for Tier 1 school-wide supports. School wide expectations are posted in every hallway and in classrooms. These expectiatons are reviewed with staff during week zero and with students several times a year. The CPS Student Handbook is also reveiwed with students and parents. These expectations promote a positive and safe learning environment. Our school has structures in place for Tier 1 classroom support including shared classroom agreements, calm corners and student centered practices that promote a positive classroom environment. Our school uses Second Step as a classroom based SEL curriculum that teaches social and emotional skills to all students. We are also a Calm Classroom School and some staff members integrate other SEL curriculum including Sandford Harmony and Nora's Project. The Saucedo Sun Award is used each month to recognize three students from each homeroom who demonstrated being respectful, responsible, and resilient. Our school is implementing Tier II restorative practices including peace circles and restorative conversations that provide students with strategies to resolve conflicts. Our school considers restorative practices as our standard discipline respnse.

What is the feedback from your stakeholders?

All students at Saucedo have access to student centered enrichment and out of school programs. Our school partners with several community partners who provide behavioral health or social support and tutoring on site. We also offer various after school activities including enrichment clubs, academic advancement classes, tutoring and school athletic teams. We have a protocal in place for students with Attendance concerns. and also to determine when and why to escalate an attendance concern to administration. For students have extended absences, a re-entry meeting takes place prior to re-entry. All stake holders are present. Stake holders include: parents, teachers, YIS, counselor, social worker, administration and any staff member that helps support the student.

What student-centered problems have surfaced during this reflection?

Students sill need explicit instruction on Tier 1, grade level and developmentally apprioprite skills. School wide structures could still help prioritize time to address and teach these skills. Teachers need a deeper understanding of skill development across grade levels. Parents need and want instruction. Access to Tier 2 and 3 supports such as therapy is still needed.

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?

An improvement related effort that is in progress is using Branching Minds to better track and monitor student progress of students referred for Tier 2 or Tier 3 SEL interventions. These efforts will help us collect more data.

Return to Top Determine Priorities

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

Students...
 Students sill need explicit instruction on Tier 1, grade level and developmentally apprioprite skills. School wide structures could still help prioritize time to address and teach these skills. Access to Tier 2 and 3 supports such as therapy is still needed.

Resources: 

[Determine Priorities Protocol](#)

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

Return to Top Root Cause

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

As adults in the building, we...
 need to understand skill development across grade levels, need to commit to explicit instruction, and need to work together to find school wide time to teach these skills.

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....
 commit to building in time to support and to teach Tier 1 skills, to educating parents, and to development more partners to help us fill the gaps in funding

then we see....
 students with the skills and supports they need at home and at school

which leads to...
 a safe and supportive school and home environment for students so that they may focus on academics and self-actualization.

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.

[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
 Social Emotional Supports Team

Dates for Progress Monitoring Check Ins

Q1 Oct 16 Q3 March 18
 Q2 Dec. 18 Q4 June 3

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Professional Development		10/27	Select Status
Action Step 1	Second Step professional development for teachers	Teachers	12/22/23	Select Status
Action Step 2	Elopement Plans and learning for teachers	Teachers	12/22/23	Select Status
Action Step 3	Clear and effective referral processes	SEST/Teachers	12/22/23	Select Status
Action Step 4	Receive professional development from Erikson Institute	SEST/Teachers	09/09/24	Select Status
Action Step 5				Select Status
Implementation Milestone 2	Differentiation		12/22	Select Status
Action Step 1	Cultivate partnership with Communities in Schools Chicago, BAM, and WOW	Principal	09/2024	Select Status
Action Step 2	School Links	6 -8 Teachers	05/2025	Select Status
Action Step 3	Erikson Institute	SEST	06/2024	Select Status
Action Step 4	Partner with St. Anthony to onboard another counselor	SEST	05/2025	Select Status
Action Step 5	Out of School Time Access	Resource Coordinator	09/2024	Select Status
Implementation Milestone 3	Assessment		03/18	Select Status
Action Step 1	5 Essentials	4- 8 Teachers	05/2024	Select Status
Action Step 2	Catalyze Survey	4- 8 Teachers	05/2024	Select Status
Action Step 3	Naviance	4- 8 Teachers	05/2024	Select Status
Action Step 4	Self-Assessments	4- 8 Teachers	05/2024	Select Status
Action Step 5	Student and Community Surveys	4- 8 Teachers	05/2024	Select Status
Implementation Milestone 4			06/07	Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25 Anticipated Milestones
We plan on working towards milestone 1 PD for staff on Second Step and Elopment Plans. This will help us achieve our Theory of Action.

SY26 Anticipated Milestones
We plan working towards milestone 2- Differentiatition for SY25.

[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
100% of students will receive tier 1 instruction through 2nd step	Yes <input type="checkbox"/>	Cultivate	Overall <input type="text"/>				
			NA <input type="text"/>				
All students in need of tier 3 supports will begin them within 3 months.	Yes <input type="checkbox"/>	Other	Overall <input type="text"/>				
			Overall <input type="text"/>				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	By the end of SY24 all teachers will have need materials to succesfully implement Tier 1 Skyline and SEL curricula. They recieve appropriate Professional Development. Students will enage in Tier 1 supports and insturction .	By the end of SY25 teachers will recieve differentiated PD and learning cycles to meet student needs. Students will consistently be engaged in Tier 1 instruction and SEL practices.	By end of the SY26 teacher leaders will support classroom teachers in larning cycles implmenting these practices. Students will also engage in tiered support.
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.	By the end of SY24, students will have variety of oportunites to participate in academic and extra curriluar activities before and after school.	By the end of SY25, students will have the opportunity to paricipate in a vaierty of STEAM programs before and after school Students will have the opportunity participate in student centered enrichment activities.	By the end of SY26 students will have instrucion enriched with STEAM standards in the classroom and have the opportunity to participate in STEAM programs before and after school .
<input type="text" value="Select a Practice"/>			

[Return to Top](#) **SY24 Progress Monitoring**

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
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Connectedness & Wellbeing

100% of students will receive tier 1 instruction through 2nd step	Cultivate	Overall			On Track	Select Status	Select Status	Select Status
		NA			Select Status	Select Status	Select Status	Select Status
All students in need of tier 3 supports will begin them within 3 months.	Other	Overall			On Track	Select Status	Select Status	Select Status
		Overall			On Track	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	By the end of SY24 all teachers will have need materials to succesf	Select Status	Select Status	Select Status	Select Status
C&W:3 All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	By the end of SY24, students will have variety of opportunites to par	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)

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): C&I:2 Students experience grade-level, standards-aligned i...

Required Reading Goal STAR (Reading): C&I:6 Evidence-based assessment for learning practices ...

Optional Goal Cultivate : 100% of students will receive tier 1 instruction through 2nd st...

	Student Groups	Baseline	SY24	SY25	SY26
Overall					
Overall					
Overall					
Overall					
Overall					
NA					

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.

Involve families and parents in student learning and achievement. Build a positive school connection with families and parents that overcome barriers both real and perceived. Increase the number and quality of family interactions within the school community. Increase parent participation in decision making and planning of school activities. Increase parent participation in school functions. Provide opportunities for parents to improve their skills in areas in which they would like to do so.



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