

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 |
|--------------------------|-----------------|---------------------|
| Pamela Cahill | Other [Type In] | plcahill@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 | 4/25/23 | 7/1/23 |
| Reflection: Curriculum & Instruction (Instructional Core) | 4/25/23 | 7/1/23 |
| Reflection: Inclusive & Supportive Learning (Instructional Core) | 4/25/23 | 7/1/23 |
| Reflection: Connectedness & Wellbeing | 4/25/23 | 7/1/23 |
| Reflection: Postsecondary Success | 4/25/23 | 7/1/23 |
| Reflection: Partnerships & Engagement | 4/25/23 | 7/1/23 |
| Priorities | 7/13/23 | 7/14/23 |
| Root Cause | 7/20/23 | 7/20/23 |
| Theory of Acton | 7/20/23 | 7/20/23 |
| Implementation Plans | 7/20/23 | 8/29/23 |
| Goals | 8/29/23 | 8/29/23 |
| Fund Compliance | 8/29/23 | 8/29/23 |
| Parent & Family Plan | 8/29/23 | 8/29/23 |
| Approval | 9/15/23 | 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 | October 10, 2023 |
| Quarter 2 | December 12, 2023 |
| Quarter 3 | March 12, 2024 |
| Quarter 4 | May 28, 2024 |

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

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

The school has invested in purchasing high quality curriculum (as per ed reports and CPS HQ rubric) school wide for ELA (My View/Mi Vision) and Math (HMH Into Math). Teachers are currently internalizing lessons and examing pacing. 📌

Upon reviewing our Rigor Walk Data for EOY we noticed that we did better at the BOY. At the EOY it was very challenging due to scheduling issues. ILT members do not feel that EOY were reflective of what we have been doing throughout the year.

90% of classrooms lesson learning target addressed the learning target. 45% of classrooms lesson learning target was at Analysis an increase from BOY (46%). Taxonomy of student work at BOY predominantly was at retrieval, MOY predominantly at comprehension the retrieval percentage decrease significantly and more comprehension (36%) and analysis (27%) with KU decreasing slightly (18%)

When examining the taxonomy of the lesson learning target we noticed that lessons were not evident of targets at the rigor of analysis at the BOY however during MOY analysis increased to 45%. Team reflects that the EOY rigor walk data is not reflective of the work that was done throughout the year and are comfortable with examining BOY and MOY data.

What is the feedback from your stakeholders?

We examined our 5 Essentials for 2023, learning conditions, and student surveys our take aways are overall 63% of staff would recommend Schubert. Students share that 48% of their teachers respect them. They feel supported by their teachers. Only 10% do not feel comfortable with staff where as 90% do feel comfortable. 11% of students said that they do not feel there is adequate amount of time for discussion. Relaunching our PBIS, School Spirit assemblies, and opportunities to build community is needed. 3rd-5th Student perspective data shows that students feel adults care about them and aligns with the 5 essentials data. However, important to note that the Cultivate survey taken by our 5th grades, being that it is a small sample size, does identify classroom community as a priority learning condition as well as feedback for growth and supportive teaching. 📌

As an ILT we reviewed our ILT Effectiveness survey taken at the MOY, we notice that Structures is an area of focus for us. Within our Structures we notice that "Feedback" from team members about the work and practices of the ILT member/Team Lead was at the developing stage. Meeting times and Testing schedules are a challenge that may have led to a rating of developing. The Continous Improvement gear within culture: Equity, notice that there are areas that need attention and support with our MTSS systems and structures.

Balanced assessment systems used at Schubert are classroom unit assessments, star 360, iready, and specials interm assesments. These are used to inform instructional moves. However, more support is needed to understand Star 360 reporting and data.

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

The related improvement efforts in progress are implementing a high-quality curriculum in Math and ELA (Spanish/English). The impact of this work has been pivotal in creating alignment between grade level teams and ensuring that all students have access to a high quality curriculum that is standards aligned and culturally responsive/relevant. Our efforts address barriers, such as, lack of a linguistically appropriate curriculum/instructional materials for our English Learner population in the Dual Language program. 📌

- [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.

- students do not have access to linguistic supports provided in the into Math Program. 📌
- Students do not have the skills for accountable talk and the skills to work as a team.

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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 |

- [Q1] Schubert letter sent home for students identified as requiring Tier 3 intervention. MTSS Letter. 📌

- Plans were created in Branching Minds but implementation and progress monitoring were inconsistent.

- Schubert Root Survey

[MTSS Letter](#)

- 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. | |
| Partially | Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP. | LRE Dashboard Page |
| Partially | 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. | |

What is the feedback from your stakeholders?

IEPs implemented per LRE grids, individual student IEPs were revised as appropriate per student need for less or more. Schubert as a school has most students receiving services in LREs 1 and 2. Teams should take into Consideration behavior management strategies other than SECA and data to back up decision to utilize 100% SECA coverage.

All Stakeholders should review IEP and ensure implementation

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?

EL needs are the priority rostering factor. Students who are English dominant rostered in Spanish dominant rooms. Newcomers placed in rooms without enough support

ELPT lead focused preps reviewing Language objectives and teachers post Language objectives alongside content objectives.

- [MTSS Academic Tier Movement](#)
- [Annual Evaluation of Compliance \(ODLSS\)](#)
- [Quality Indicators of Specially Designed Curriculum](#)
- [EL Program Review Tool](#)

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 not having access to differentiated support from their gen ed teacher/DL team
- EL students not having access to language differentiation supports in content areas.
- Students not having access to full MTSS intervention cycles and no real-time tracking of progress because of inconsistencies in progress monitoring

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

| Using the associated references, is this practice consistently implemented? | References | What are the takeaways after the review of metrics? | Metrics |
|---|---|---|--|
| Partially | BHT Key Component Assessment SEL Teaming Structure | <p>BHT team has been in place for a few years, and merged with MTSS last year. Outside of BHT Team - staff likely needs to revisit the functions of BHT, where to access resources, and navigate.</p> <p>No Climate and Culture or PBIS Team currently in place. PBIS Team from previous years developed schoolwide systems and agreements that are occasionally used by some. Schubert could benefit from consistent systems and language to support connectedness and wellbeing.</p> <p>Second Step SEL curricula is used in K-5 classrooms, counselor, Ms. Cahill, has pushed into classrooms for lesson support previously and that responsibility will transition to classroom teachers. PK uses SEL supports from Creative Curriculum.</p> <p>Restorative practices were the responsibility of Dean of Culture and BHT Team. Foundations are present in classroom, but surface level.</p> <p>OST available for all students PK-5. Not all grade levels have multiple options, likely as a result of staffing issues.</p> <p>Absences: Attendance team is established and met regularly to discuss students with chronic absenteeism. Current and historical data was collected on students of concern. Meetings with parents were scheduled with administration, more follow-through was needed. Scheduling, parent attendance, and admin availability were barriers to this.</p> <p>Consideration: Early emphasis on attendance beginning in early years and working up. Consider how classroom teachers can hold parents accountable and communicate the data and importance of attendance as well as create a school wide buy in to the importance of attendance</p> | <ul style="list-style-type: none"> % 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 Increased Attendance for Chronically Absent Students Reconnected by 20th Day, Reconnected after 8 out of 10 days absent Cultivate (Belonging & Identity) |
| Partially | <p>Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.</p> | | |
| Partially | <p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p> | | |
| Yes | <p>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> | <p>What is the feedback from your stakeholders?</p> <p>Student voice needs to be incorporated more in our processes and included in generation and implementation of systems, initiatives, practices.</p> <p>I link to 5F's HFRF</p> | |

| | | | |
|-----------|--|---|--|
| | Other student interests and needs. | LINK TO BES HERE Link to student voice surveys Primary Student Perspective | Staff trained on alternatives to exclusionary discipline (School Level Data) |
| Partially | 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 are missing too much school. 35%, (1 in 3 students) is considered chronically absent (missing more than 10 days per year) which creates a cycle of SEL and academic challenges that impact data at all levels. Students are not being supported in developing the structures and systems we know contribute to a strong SEL experience for kids.</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>-Week 0 focus: staff training related to BHT and MTSS -Reinstating climate and culture team (3 years without) -Staff trained on Second Step, collaborated and co-taught with school counselor, moving to teaching independently -budget for expanding OST programs -ILT focus on Student Voice -attendance team in place, schoolwide efforts to incentivize attendance efforts: Award assemblies, field trips -student surveys from PK-5 -partnerships with aligned SEL goals/values -Professional development related to SEL, student experience, and school climate.</p> |
|--|--|

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

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

| Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A) | References | What are the takeaways after the review of metrics? | Metrics |
|---|--|---|---|
| N/A | College and Career Competency Curriculum (C4) 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). | We can improve in aligning College and Career Readiness based on our IAR data. Only 8% of students met ELA standards and 5% met Math standards. | Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate |
| No | Individualized Learning Plans Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th). | | 9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data) |
| N/A | Work Based Learning Toolkit 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>What is the feedback from your stakeholders?</p> <p>Student voice needs to be incorporated more in our processes and included in generation and implementation of systems, initiatives, practices.</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 | ECCE Certification List Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th). | | |
| N/A | PLT Assessment Rubric 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). | | |
| N/A | Alumni Support Initiative One Pager 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>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>Through our curriculum and school wide events we will highlight the connection with college and career readiness. We will host a College and Career Day in May 2024. Throughout the school year we will have spotlights on Colleges and HS.</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.

We do not have an alignment or mention of college and career readiness in our mission and vision. 📌

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Partnership & Engagement

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

| | | | | |
|-----------|---|---|--|--|
| Yes | The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals. | Spectrum of Inclusive Partnerships | <p><i>We have parent mentors that support classrooms for two hours. We have a partnership with Bright Horizon support tier three therapies and for the community. We survey families to learn about their needs and ways to support. We follow the protocols that are in the spectrum of inclusive partnerships. A partnership/program was formed with Wright City College where Schubert parents could attend college classes while their children were in school. After two years of this program, parents could continue another two years of college in which 50% of their tuition would be covered.</i></p> <p>What is the feedback from your stakeholders?</p> <p>Based on the student infrastructure rubric we can improve upon student voice for Pre-K-4. We presently have the Cultivate data for 5th grade. We began SY22-23 with a student survey in which we gained more insight to students' expectations of Schubert. Unfortunately, we had other academic goals and priorities that did not allow us to use the survey information and follow through with it.</p> | <p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p> <p>5E: Supportive Environment</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> <p>Formal and informal family and community feedback received locally. (School Level Data)</p> |
| Yes | Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate. | Reimagining With Community Toolkit | | |
| Partially | School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP). | Student Voice Infrastructure Rubric | | |

What 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 do not have equity of voice across all Pre-K-5 grades to inform all stakeholders of their needs and expectations. 📌

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

The Culture and Climate Team have developed a student survey from PK-4 and will use Cultivate to receive and give student voice. There have been 1-5 grade student voice meetings with admin that have taken place quarter 1. 📌

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

| | |
|-----------|--|
| Partially | School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo. |
| Partially | School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo. |
| Partially | Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP. |
| Partially | Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity. |
| 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?

- [Q1 Schubert letter sent home for students identified as requiring Tier 3 intervention. MTSS Letter.

- Plans were created in Branching Minds but implementation and progress monitoring were inconsistent.

- Schubert Root Survey

MTSS Letter

What is the feedback from your stakeholders?

IEPs implemented per LRE grids, individual student IEPs were revised as appropriate per student need for less or more. Schubert as a school has most students receiving services in LREs 1 and 2. Teams should take into Consideration behavior management strategies other than SECA's and data to back up decision to utilize 100% SECA coverage.

All Stakeholders should review IEP and ensure implementation

What student-centered problems have surfaced during this reflection?

Students not having access to differentiated support from their gen ed teacher/DL team
 EL students not having access to language differentiation supports in content areas.

Students not having access to full MTSS intervention cycles and no real-time tracking of progress because of inconsistencies in progress monitoring

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?

EL needs are the priority rostering factor. Students who are English dominant rostered in Spanish dominant rooms. Newcomers placed in rooms without enough support

ELPT lead focused preps reviewing Language objectives and teachers post Language objectives alongside content objectives.

Return to Top Determine Priorities

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

Students...

Students not having access to differentiated support from their gen ed teacher/DL team. 🗑️

EL students not having access to language differentiation supports in content areas.

Students not having access to full MTSS intervention cycles and no real-time tracking of progress because of inconsistencies in progress monitoring

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...

we don't prioritize dedicated co-teaching planning time, plan for differentiation for ELs, and lack of implementing progress monitoring with fidelity. 🗑️

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...

effectively designate specific planning time between Gen Ed and Sped Teachers, provide professional learning on differentiation, and create a system of accountability to progress monitor with fidelity. 🗑️

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

Inclusive & Supportive Learning Environment

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....

increased students engaged in core curriculum and interventions, teachers differentiating instruction, implementing supports, and adjusting their instruction based off data

which leads to...

higher number of students moving benchmarks on interventions in Branching Minds, consistent growth in grades, and growth gap decreasing from overall student population

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 | | Dates for Progress Monitoring Check Ins | | |
|---|--|---|-----------------------------------|--|
| MTSS Team | | Q1 October 10, 2023 | Q3 March 12, 2024 | |
| | | Q2 December 12, 2023 | Q4 May 28, 2024 | |
| | SY24 Implementation Milestones & Action Steps | Who | By When | Progress Monitoring |
| Implementation Milestone 1 | 100% of teachers effectively implementing core curriculum of Into Math and My View | Admin | May 31, 2024 | In Progress |
| Action Step 1 | All ELA attend on-going SAVVAS training | Grade Level Leads/Vendor | Feb. 09, 2024 | In Progress |
| Action Step 2 | All math teachers attend ongoing Into Math training | Grade Level Leads/Vendor | Mar 2024 | In Progress |
| Action Step 3 | All teachers attend Second Step training | BHT/Vendor | Feb. 2024 | In Progress |
| Action Step 4 | Tier 2 teachers/tutors assigned supports for curriculum/intervention implementation | Tutor Corp SLL | Sep 19, 2023 and 1/30/2024 | Not Started |
| Action Step 5 | | | | Select Status |
| Implementation Milestone 2 | Meets DEVELOPED per MTSS survey components for high quality well documented intervention plans | Teachers | May 31, 2024 | In Progress |
| Action Step 1 | Support plans for interventions are developed and documented within BrM | Teachers | Sep 21, 2023 | Not Started |
| Action Step 2 | Ensure personnel regularly interacting with student are providing interventions through documentation and observation | MTSS Lead, Tutor Corp SLL | Oct 13, 2023 | Not Started |
| Action Step 3 | Plans are being updated and shared with stakeholders | Teachers | Nov 17, 2023 | Not Started |
| Action Step 4 | Teachers using intervention resources include Amira, Freckle, and IREADY lessons | MTSS Lead, BHT | Sep 08, 2023 | In Progress |
| Action Step 5 | Include independent study webinar for documenting interventions in BrM in weekly school bulletin | MTSS Lead | Sep 10, 2023 | In Progress |
| Implementation Milestone 3 | 100% of teachers with EL/DL students are providing EL/DL supports through Tier 1 instruction | ELPT/Sped Teachers | Jan 12, 2024 | In Progress |
| Action Step 1 | Complete the EL Placement Recommendation Tool to identify school and student needs/trends in teachers/grade levels/content areas for supporting students | ELPT | Sep 22, 2023 | In Progress |
| Action Step 2 | BOY PD on Tier 1 EL/DL student supports, using trends from tool (ie OLCE, WIDA outcomes, IEP, Procedural Manual) | ELPT/District Representative | 8/15/2023 | Completed |
| Action Step 3 | GLT team work time with EL Coordinator & Dual Language Coordinator to implement learning cycles with identified strategies for that teachers/grade level | ELPT & DLC | end of each quarter | Not Started |
| Action Step 4 | Observe teachers EL supports, 3x per year | ELPT/DLC/ILT | end of Q1, Q2, Q3 | Not Started |
| Action Step 5 | Check in with GLTs at the end of each learning cycle using data to lead actions/next steps | ELPT/DLC | end of each quarter | In Progress |
| Implementation Milestone 4 | MTSS Team meets FOUNDATIONAL components for Supplemental Intervention: Progress Monitoring on MTSS Continuum | MTSS Lead/Team | 9/22/23 | In Progress |
| Action Step 1 | Provide Professional Learning around the Menu of Interventions and resources available (Amira, Freckle, IREADY lessons) | MTSS Lead/Team | 10/20/23 | Not Started |
| Action Step 2 | Provide Professional Development on progress monitoring in Branching Minds | ILT/MTSS Team | 9/22/23 | In Progress |
| Action Step 3 | Create a Progress Monitoring schedule | MTSS Lead/Team | 9/25/23 | Not Started |
| Action Step 4 | Create the dates/times (monthly) when teachers can discuss data to inform effectiveness of the intervention | MTSS Lead/Team | 9/25/23 | Not Started |
| Action Step 5 | BOY, MOY, EOY for the MTSS/ILT to review school-wide academic and SEL data to make adjustments to curriculum and/or instruction as needed | ILT/MTSS Team | 9/29/23, 2/08/24, 5/24/24 | Not Started |

| | | |
|------------------------------------|--|--|
| SY25 Anticipated Milestones | 100% of teachers implementing core instruction and differentiating instruction for ELs and DL students. At least 95% of teachers, progress monitoring and analyzing data Fully Developed, MTSS and teacher teams recognize student rate of improvement is measured against goal rate of improvement and determines progress based on this measure as well to inform intervention changes. Fully Developed, MTSS team meets BOY, MOY, EOY to review schoolwide academic and SEL data and in collaboration with the ILT to make adjustments to the core curriculum and/or instruction (Tier 1) as needed | |
| SY26 Anticipated Milestones | At least 100% of teachers, progress monitoring and analyzing data Fully Operational, MTSS and teacher teams recognize student rate of improvement is measured against goal rate of improvement and determines progress based on this measure as well to inform intervention changes. Fully Operational, MTSS team meets BOY, MOY, EOY to review schoolwide academic and SEL data and in collaboration with the ILT to make adjustments to the core curriculum and/or instruction (Tier 1) as needed | |

[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:

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

Performance Goals

| Specify the Goal | Can this metric be frequently monitored? | Metric | Student Groups (Select 1-2) | Baseline | Numerical Targets [Optional] | | |
|---|--|--|-----------------------------|----------|------------------------------|------|------|
| | | | | | SY24 | SY25 | SY26 |
| % of students earning Bs or better in all subject matter | Yes <input type="checkbox"/> | Grades | English Learners | | | | |
| | | | Students with an IEP | | | | |
| Increase the percent of students receiving Tier 2/3 interventions who are meeting targets to 85%. | Yes <input type="checkbox"/> | % of Students receiving Tier 2/3 interventions meeting targets | Overall | | | | |
| | | | English Learners | | | | |

Practice Goals

| Identify the Foundations Practice(s) most aligned to your practice goals. | Specify your practice goal and identify how you will measure progress towards this goal. | | |
|--|--|---|---|
| | SY24 | SY25 | SY26 |
| I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo. | All teachers are creating and implementing the interventions in the Branching Minds platform | MTSS teams and some teachers are progress monitoring interventions using multiple types of data. | MTSS team and all teachers are interpreting data, progress monitoring, and adjusting instruction based on interventions and multiple types of data. |
| 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. | The MTSS Leadership Team rates as "Developed" or higher in the "High quality well-documented student support and support plans" and Foundational in the "Supplemental intervention: progress monitoring" components as measured by the MTSS Continuum. | The MTSS Leadership Team rates as "Developed" or higher in most components as measured by the MTSS Continuum. | The MTSS Leadership Team rates as "Operational" in most components as measured by the MTSS Continuum. |
| 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 |
|--------------------|--------|-----------------------------|----------|------|-----------|-----------|-----------|-----------|
|--------------------|--------|-----------------------------|----------|------|-----------|-----------|-----------|-----------|

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

Inclusive & Supportive Learning Environment

| | | | | | | | | |
|---|--|----------------------|--|--|------------------|---------------|---------------|---------------|
| % of students earning Bs or better in all subject matter | Grades | English Learners | | | Limited Progress | Select Status | Select Status | Select Status |
| | | Students with an IEP | | | Limited Progress | Select Status | Select Status | Select Status |
| Increase the percent of students receiving Tier 2/3 interventions who are meeting targets to 85%. | % of Students receiving Tier 2/3 interventions meeting targets | Overall | | | Limited Progress | Select Status | Select Status | Select Status |
| | | English Learners | | | Limited Progress | Select Status | Select Status | Select Status |

Practice Goals

Progress Monitoring

| Identified Practices | SY24 | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|--|--|------------------|---------------|---------------|---------------|
| I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo. | All teachers are creating and implementing the interventions in the Branching Minds platform | Limited Progress | Select Status | Select Status | Select Status |
| I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo. | The MTSS Leadership Team rates as "Developed" or higher in the "High quality well-documented student support and support plans" and Foundational in the "Supplemental intervention: progress monitoring" components as measured by the MTSS Continuum. | Limited Progress | 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 | 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. |
| Partially | 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?

The school has invested in purchasing high quality curriculum (as per ed reports and CPS HQ rubric) school wide for ELA (My View/Mi Vision) and Math (HMH Into Math). Teachers are currently internalizing lessons and examing pacing.

Upon reviewing our Rigor Walk Data for EOY we noticed that we did better at the BOY. At the EOY it was very challenging due to scheduling issues. ILT members do not feel that EOY were reflective of what we have been doing throughout the year.

90% of classrooms lesson learning target addressed the learning target. 45% of classrooms lesson learning target was at Analysis an increase from BOY (46%). Taxonomy of student work at BOY predominantly was at retrieval, MOY predominantly at comprehension the retrieval percentage decrease significantly and more comprehension (36%) and analysis (27%) with KU decreasing slighly (18%)

When examining the taxonomy of the lesson learning target we noticed that lessons were not evident of targets at the rigor of analysis at the BOY however during MOY analysis increased to 45%. Team reflects that the EOY rigor walk data is not reflective of the work that was done throughout the year and are comfortable with examining BOY and MOY data.

What is the feedback from your stakeholders?

We examined our 5 Essentials for 2023, learning conditions, and student surveys our take aways are overall 63% of staff would recommend Schubert. Students share that 48% of their teachers respect them. They feel supported by their teachers. Only 10% do not feel comfortable with staff where as 90% do feel comfortable. 11% of students said that they do not feel there is adequate amount of time for discussion. Relaunching our PBIS, School Spirit assemblies, and opportunities to build community is needed. 3rd-5th Student perspective data shows that students feel adults care about them and aligns with the 5 essentials data. However, important to note that the Cultivate survey taken by our 5th grades, being that it is a small sample size, does identify classroom community as a priority learning condition as well as feedback for growth and supportive teaching.

As an ILT we reviewed our ILT Effectiveness survey taken at the MOY, we notice that Structures is an area of focus for us. Within our Structures we notice that "Feedback" from team members about the work and practices of the ILT member/Team Lead was at the developing stage. Meeting times and Testing schedules are a challenge that may have led to a rating of developing. The Continous Improvement gear within culture: Equity, notice that there are areas that need attention and support with our MTSS systems and structures.

What student-centered problems have surfaced during this reflection?

students do not have access to linguistic supports provided in the into Math Program.

Students do not have the skills for accountable talk and the skills to work as a team.

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

The related improvement efforts in progress are implementing a high-quality curriculum in Math and ELA (Spanish/English). The impact of this work has been pivotal in creating alignment between grade level teams and ensuring that all students have access to a high quality curriculum that is standards aligned and culturally responsive/relevant. Our efforts address barries, such as, lack of a linguistically appropriate curriculum/instructional materials for our English Learner population in the Dual Language program.

Determine Priorities

[Return to Top](#)

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

Students...

Students do not have access to linguistic supports provided in all content areas. 🗑️

Students do not have the skills for accountable talk and the skills to work as a team.

Students do not independently apply critical thinking skills.

Resources: 🚀

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

[Return to Top](#)

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

As adults in the building, we...

need professional development or "refreshers" in student academic discourse and implement that new knowledge in our teaching through our new curriculum and existing math curriculum. 🗑️

Resources: 🚀

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

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

[Return to Top](#)

What is your Theory of Action?

If we....

Resources: 🚀

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

develop a learning cycle on student academic discourse with teachers providing opportunities to engage and observe students authentically



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....

an increase in confidence in student discourse within lessons



which leads to...

student independence and application of higher order critical thinking skills



[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

Dates for Progress Monitoring Check Ins

Q1 **October 10, 2** Q3 **March 12, 202**
 Q2 **December 12,** Q4 **May 28, 2024**

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

| | | | | |
|-----------------------------------|--|-----------------------------|------------------|---------------|
| Implementation Milestone 1 | By the end of SY23-24, through the utilization of the tier 1 imbedded opportunities for students 100% of teachers will be effectively implementing core curriculum (My View/ Mi Vision and Into Math) | ILT and Instructional Coach | May 2024 | In Progress |
| Action Step 1 | Teachers will be trained on core curriculum (My View and Into Math). | | | Select Status |
| Action Step 2 | Provide space and time and frequency for PD's on unpacking the core curriculum. | | | Select Status |
| Action Step 3 | Teachers observe their peers implementing the core curriculum. | ILT | May 2024 | Not Started |
| Action Step 4 | Discuss peer observations at GMs and receive time to plan. | Grade Levels | Quarterly | In Progress |
| Action Step 5 | Annual network walk-thrus/observations looking for fidelity of core curriculum. | ILT and Grade Levels | Quarterly | In Progress |
| Implementation Milestone 2 | By the end of SY24-25, 75% of teachers will have evidence of implementation of questioning techniques and student discourse in their classrooms aligned to look for tool. | ILT | | Not Started |
| Action Step 1 | Reach out to the ISL for PD on questioning techniques. | ILT | October 1, 2023 | Not Started |
| Action Step 2 | Teachers will participate in an optional book study on questioning techniques. | All Staff | October 1, 2023 | Not Started |
| Action Step 3 | Teachers create and post anchor charts with accountable talk and question stems | ILT and Grade Levels | December 1, 2023 | Select Status |
| Action Step 4 | Grade-levels visit each others' classrooms for anchor chart ideas/posters. | ILT and Grade Levels | October 1, 2023 | Not Started |
| Action Step 5 | Annual network walk-thru/observation looking for student discourse e | | | Select Status |
| Implementation Milestone 3 | By the end of SY25-26, Schubert will partner with at least two community curriculum programs (fine arts and physical education) to look for more opportunities to focus on students' strengths, team building, and accountable talk to apply critical thinking skills. | ILT | October 1, 2024 | Not Started |
| Action Step 1 | Apply for opportunities and grants to bring to Schubert. | ILT and Grade Levels | October 1, 2023 | In Progress |
| Action Step 2 | Implement student learning from community curriculum programs in family nights. | ILT and Grade Levels | October 1, 2024 | Not Started |
| Action Step 3 | | | | Select Status |
| Action Step 4 | | | | Select Status |
| Action Step 5 | | | | Select Status |
| Implementation Milestone 4 | | | | Select Status |
| Action Step 1 | | | | Select Status |
| Action Step 2 | | | | Select Status |
| Action Step 3 | | | | Select Status |
| Action Step 4 | | | | Select Status |
| Action Step 5 | | | | Select Status |

SY25 Anticipated Milestones By the end of SY24-25, through the implementation of our new, rigorous ELA curriculum and continuing with our current math curriculum we will see an increase in our BOY iReady (Reading and Math) and Star 360 scores by 5%.

SY26 Anticipated Milestones By the end of SY25-26, through the implementation of our new, rigorous ELA curriculum and continuing with our current math curriculum we will see an increase in our BOY iReady (Reading and Math) and Star 360 scores by 7%.

[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 |
| Increase Reading and Math scores in iReady and Star 360 | Yes | iReady (Reading) | Overall | | 25 | 30 | 35 |
| | | | Select Group or Overall | | | | |
| Star 360 data to 30% by 2026 in both reading and math. | Select Answer | Select Metric | Select Group or Overall | 8 | 15 | 25 | 30 |
| | | | Select Group or Overall | 5 | 10 | 15 | 25 |

Practice Goals

| Identify the Foundations Practice(s) most aligned to your practice goals. | Specify your practice goal and identify how you will measure progress towards this goal. | | |
|---|--|--|--|
| | SY24 | SY25 | SY26 |
| C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive. | All teachers are observed as implementing high quality core curriculum through peer observations. | Some teachers are utilizing instructional materials to implement and adjust instruction, including differentiating based on student needs. | Most teachers are utilizing instructional materials to implement and adjust instruction, including differentiating based on student needs. |
| C&I:2 Students experience grade-level, standards-aligned instruction. | All teachers are observed as implementing grade-level, standards-aligned instruction through Rigorwalk Rubric. | Some teachers are giving standards-aligned learning tasks. | Most teachers are giving standards-aligned learning tasks. |
| 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 |
|--------------------|--------|-----------------------------|----------|------|-----------|-----------|-----------|-----------|
|--------------------|--------|-----------------------------|----------|------|-----------|-----------|-----------|-----------|

| Reflection | Root Cause | Implementation Plan | Progress Monitoring | Select the Priority Foundation to pull over your Reflections here => |
|---|------------------|-------------------------|---------------------|--|
| Increase Reading and Math scores in iReady and Star 360 | iReady (Reading) | Overall | | 25 |
| | | Select Group or Overall | | |
| Star 360 data to 30% by 2026 in both reading and math. | Select Metric | Select Group or Overall | 8 | 15 |
| | | Select Group or Overall | 5 | 10 |

Curriculum & Instruction

| | | | |
|------------------|---------------|---------------|---------------|
| Limited Progress | Select Status | Select Status | Select Status |
| Limited Progress | Select Status | Select Status | Select Status |
| No Progress | Select Status | Select Status | Select Status |
| Select Status | Select Status | Select Status | Select Status |

Practice Goals

Progress Monitoring

| Identified Practices | SY24 | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|---|--|------------------|---------------|---------------|---------------|
| C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive. | All teachers are observed as implementing high quality core curriculum through peer observations. | On Track | Select Status | Select Status | Select Status |
| C&I:2 Students experience grade-level, standards-aligned instruction. | All teachers are observed as implementing grade-level, standards-aligned instruction through Rigorwalk Rubric. | Limited Progress | Select Status | Select Status | Select Status |
| Select a Practice | | Select Status | Select Status | Select Status | Select Status |

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

| | |
|-----------|--|
| Partially | Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team. |
| Partially | Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices. |
| Yes | All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs. |
| Partially | Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment. |

What are the takeaways after the review of metrics?

BHT team has been in place for a few years, and merged with MTSS last year. Outside of BHT Team - staff likely needs to revisit the functions of BHT, where to access resources, and navigate.

No Climate and Culture or PBIS Team currently in place. PBIS Team from previous years developed schoolwide systems and agreements that are occasionally used by some. Schubert could benefit from consistent systems and language to support connectedness and wellbeing.

Second Step SEL curricula is used in K-5 classrooms, counselor, Ms. Cahill, has pushed into classrooms for lesson support previously and that responsibility will transition to classroom teachers. PK uses SEL supports from Creative Curriculum.

Restorative practices were the responsibility of Dean of Culture and BHT Team. Foundations are present in classroom, but surface level.

OST available for all students PK-5. Not all grade levels have multiple options, likely as a result of staffing issues.

What is the feedback from your stakeholders?

Student voice needs to be incorporated more in our processes and included in generation and implementation of systems, initiatives, practices.

Link to SE's HERE

Link to student voice surveys Primary Student Perspective

What student-centered problems have surfaced during this reflection?

Students are missing too much school. 35%, (1 in 3 students) is considered chronically absent (missing more than 10 days per year) which creates a cycle of SEL and academic challenges that impact data at all levels

Students are not being supported in developing the structures and systems we know contribute to a strong SEL experience for kids.

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?

- Week 0 focus: staff training related to BHT and MTSS
- Reinstating climate and culture team (3 years without)
- Staff trained on Second Step, collaborated and co-taught with school counselor, moving to teaching independently
- budget for expanding OST programs
- ILT focus on Student Voice
- attendance team in place, schoolwide efforts to incentivize attendance efforts: Award assemblies, field trips
- student surveys from PK-5
- partnerships with aligned SEL goals/values
- Professional development related to SEL, student experience, and school climate.

Return to Top Determine Priorities

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

Students...

Students are not practicing the problem solving and behavior self-regulating skills taught that create a safe and caring environment.

Students are not continually being supported in developing the structures and systems we know contribute to a strong SEL experience for kids.

Students are missing too much school.

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...

think that students are too young to be part of the decision making process and view the school community as a shared environment and responsibility

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....

Develop a schoolwide Climate and Culture Team that includes staff and students

Resources:

Indicators of a Quality CIWP: Theory of Action

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

then we see....

an increase in the understanding of school community as a shared responsibility with positive practices that enhance students experiences



Theory of Action is an impactful strategy that counters the associated root cause. Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics. Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)" All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

which leads to...

An increase in on-track metrics (attendance, grades, and behavior) and increase in cultivate and 5 essentials.



[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 & Culture Team

Dates for Progress Monitoring Check Ins

Q1 [October 10, 2023](#)

Q3 [March 12, 2024](#)

Q2 [December 12, 2023](#)

Q4 [May 28, 2024](#)

SY24 Implementation Milestones & Action Steps

Who


By When

Progress Monitoring

| | | | | |
|-----------------------------------|--|--------------------------|------------|---------------|
| Implementation Milestone 1 | By the end of SY24, Schubert will have designed and implemented Culture and Climate systems and structures | CCT Lead | 10/20/2023 | In Progress |
| Action Step 1 | Send email to recruit teachers, staff, and students for a Culture and Climate Team. | Principal Guerrero | 8/14/2023 | In Progress |
| Action Step 2 | Create a presentation and share it with teachers and staff our root cause and metrics to generate buy-in during Week 0 PD. | ILT | 8/17/2023 | Completed |
| Action Step 3 | Identify a Culture & Climate Lead | Principal Guerrero | 8/31/2023 | Completed |
| Action Step 4 | Create a Culture & Climate team that is represented by all grade levels | Principal Guerrero | 9/14/2023 | In Progress |
| Action Step 5 | Reach out to Network SEL for training and support | Principal Guerrero | 9/30/2023 | Not Started |
| Action Step 6 | Determine what type of data and sources will be collected by the Culture and Climate team | Culture and Climate team | 12/22/2023 | Not Started |
| Action Step 7 | Design systems and structures | Culture and Climate team | 12/22/2023 | Not Started |
| Implementation Milestone 2 | By the end of SY24 Schubert will increase the attendance percentage to 91%, and decrease truancy rate | All stakeholders | 6/7/2024 | Select Status |
| Action Step 1 | Create an attendance committee (add attendance clerk, classroom teachers - one per grade band) | Principal Guerrero | 08/18/2023 | Completed |
| Action Step 2 | Develop the action plan for SY24 (5 day letter?, phone calls, incentives, revise the plan quarterly) | Attendance committee | 09/01/2023 | In Progress |
| Action Step 3 | Identify people to be part of the home visits team | Principal Guerrero | 09/01/2023 | Not Started |
| Action Step 4 | Assess the plan at the end of the SY | Attendance committee | 6/7/2024 | Not Started |
| Action Step 5 | | | | Select Status |
| Action Step 6 | | | | Select Status |
| Action Step 7 | | | | Select Status |
| Implementation Milestone 3 | | | | Select Status |
| Action Step 1 | | | | Select Status |
| Action Step 2 | | | | Select Status |
| Action Step 3 | | | | Select Status |
| Action Step 4 | | | | Select Status |
| Action Step 5 | | | | Select Status |
| Implementation Milestone 4 | | | | Select Status |
| Action Step 1 | | | | Select Status |
| Action Step 2 | | | | Select Status |
| Action Step 3 | | | | Select Status |
| Action Step 4 | | | | Select Status |
| Action Step 5 | | | | Select Status |

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones By the end of SY25 Schubert will increase the attendance percentage to 93%, based on BAG report. The culture and climate committee will evaluate the decided upon data to continue and adjust based on the needs of the school community.

SY26 Anticipated Milestones By the end of SY25 Schubert will increase the attendance percentage to 95%, based on BAG report. The culture and climate committee will evaluate the decided upon data to continue and adjust based on the needs of the school community. 

[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 |
| % of students with 91% attendance or above 88% to 97 | Yes <input type="checkbox"/> | Increase Average Daily Attendance | Overall | 88 | 91 | 93 | 97 |
| | | | Select Group or Overall | | | | |
| Improve of the Culture and Climate decided data | Yes <input type="checkbox"/> | Cultivate (Belonging & Identity) | 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.  | | |
|--|--|---|---|
| | SY24 | SY25 | SY26 |
| C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team. | The majority of the teachers will implement the attendance plan with fidelity. | All teachers will implement the attendance plan with fidelity. | All stakeholders will be involved in the assessment and implementation of the attendance plan. |
| C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team. | The majority of the teachers will follow the Culture and Climate guidelines to improve the school's climate | All teachers will follow the Culture and Climate guidelines to improve the school's climate | All stakeholders will be involved in the assessment and development of the culture and climate guidelines |
| Select a Practice | | | |

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

Resources: 

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

Performance Goals

| Specify the Metric | Metric | Student Groups (Select 1-2) | Baseline | SY24 | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|--|-----------------------------------|-----------------------------|----------|------|-----------------------|---------------|---------------|---------------|
| % of students with 91% attendance or above 88% to 97 | Increase Average Daily Attendance | Overall | 88 | 91 | On Track | Select Status | Select Status | Select Status |
| | | Select Group or Overall | | | Select Status | Select Status | Select Status | Select Status |

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

Connectedness & Wellbeing

| | | | | | | | | |
|---|----------------------------------|-------------------------|--|--|------------------|---------------|---------------|---------------|
| Improve of the Culture and Climate decided data | Cultivate (Belonging & Identity) | Overall | | | Limited Progress | 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:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team. | The majority of the teachers will implement the attendance plan with fidelity. | Limited Progress | Select Status | Select Status | Select Status |
| C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team. | The majority of the teachers will follow the Culture and Climate guidelines to improve the school's climate | On Track | Select Status | Select Status | Select Status |
| Select a Practice | | Select Status | Select Status | Select Status | Select Status |

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.

Funds will be used to support our students academics and social emotional well being through workshops to parents and professional learning. We will also increase awareness for student's performance through regular meetings and collaboration with parents. 🍌

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