

## 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
Rhea Bush	Principal	rrbush@cps.edu
Jeffrey Brown	AP	jdbrown3@cps.edu
Sharon Eskridge	AP	syeskridge@cps.edu
Jared Lee	Teacher Leader	jmllee18@cps.edu
Candie Webb	Teacher Leader	cbwebb@cps.edu
Lillian Morales	Teacher Leader	lsmorales@cps.edu
Candice Growe	Teacher Leader	cngrowe@cps.edu
Katina Makris	Teacher Leader	kdmakris@cps.edu
Katonja Webb-Walker	LSC Member	katonjawebb@gmail.com
Amanda Rzepka	Parent	amanda.m.rzepka@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	6/8/23	7/3/23
Reflection: Curriculum & Instruction (Instructional Core)	6/8/23	7/3/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/8/23	7/3/23
Reflection: Connectedness & Wellbeing	6/8/23	7/3/23
Reflection: Postsecondary Success	6/8/23	7/3/23
Reflection: Partnerships & Engagement	6/8/23	7/3/23
Priorities	8/14/23	9/11/23
Root Cause	8/14/23	9/11/23
Theory of Action	8/14/23	9/11/23
Implementation Plans	8/14/23	9/11/23
Goals	8/14/23	9/11/23
Fund Compliance	7/3/23	7/3/23
Parent & Family Plan	7/3/23	7/23/23
Approval	9/11/23	9/29/23

## SY24 Progress Monitoring Schedule

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

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

### CIWP Progress Monitoring Meeting Dates

Quarter 1	10/18/23
Quarter 2	12/20/23
Quarter 3	3/20/24
Quarter 4	5/22/24

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

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

**Resources**

[Reflection on Foundations Protocol](#)





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**Curriculum & Instruction**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</p> <p><a href="#">CPS High Quality Curriculum Rubrics</a></p>	<p>Based on our stakeholder feedback our ELA and mathetics have strong practices and will build other content areas. 📌</p>	<p><a href="#">IAR (Math)</a>  <a href="#">IAR (English)</a>                      Rigor Walk Data (School Level Data)  <a href="#">PSAT (EBRW)</a>  <a href="#">PSAT (Math)</a>  <a href="#">STAR (Reading)</a></p>
Yes	<p>Students experience grade-level, standards-aligned instruction.</p> <p><a href="#">Rigor Walk Rubric</a>  <a href="#">Teacher Team Learning Cycle Protocols</a>  <a href="#">Quality Indicators Of Specially Designed Instruction</a></p>		<p><a href="#">STAR (Math)</a></p>
Partially	<p>Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.</p> <p><a href="#">Powerful Practices Rubric</a>  <a href="#">Learning Conditions</a></p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>Based on our stakeholder feedback our ELA and mathetics have strong practices and will build other content areas. 📌</p>	<p><a href="#">STAR (Math)</a>  <a href="#">iReady (Reading)</a>  <a href="#">iReady (Math)</a>  <a href="#">Cultivate</a>  <a href="#">Grades</a>  <a href="#">ACCESS</a>  <a href="#">TS Gold</a>  <a href="#">Interim Assessment Data</a></p>
Yes	<p>The ILT leads instructional improvement through distributed leadership.</p> <p><a href="#">Continuum of ILT Effectiveness</a>  <a href="#">Distributed Leadership</a></p>		
Partially	<p>School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.</p> <p><a href="#">Customized Balanced Assessment Plan</a>  <a href="#">ES Assessment Plan Development Guide</a>  <a href="#">HS Assessment Plan Development</a></p>		
Partially	<p>Evidence-based assessment for learning practices are enacted daily in every classroom.</p> <p><a href="#">Assessment for Learning Reference Document</a></p>	<p><b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b></p> <p>Based on our stakeholder feedback our ELA and mathetics have strong practices and will build other content areas. 📌</p>	
<p><b>What student-centered problems have surfaced during this reflection?</b>                  If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>			
<p>Our EOY school-based data for Star360 and iReady shows an increase of student achievement from BOY to EOY, our preliminary IAR data suggest a decline in reading. 📌</p>			


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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	<p>School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.</p> <p><a href="#">MTSS Integrity Memo</a></p> <p><a href="#">MTSS Continuum</a></p> <p><a href="#">Roots Survey</a></p>	<p>We have an MTSS team in place and we are developing strategies and cohesiveness school-wide.</p>	<p> Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p><a href="#">MTSS Continuum</a></p> <p><a href="#">Roots Survey</a></p>
Partially	<p>School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.</p> <p><a href="#">MTSS Integrity Memo</a></p>		<p><a href="#">ACCESS</a></p> <p><a href="#">MTSS Academic Tier Movement</a></p> <p><a href="#">Annual Evaluation of Compliance (ODLSS)</a></p>
Yes	<p>Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.</p> <p><a href="#">LRE Dashboard Page</a></p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>We adopted Branching Minds this year and our instruction coaches are leading this charge with ongoing professional development for teachers. SY24, we will have a built-in intervention block in our daily schedules for kindergarten through eighth grade.</p>	<p><a href="#">Quality Indicators of Specially Designed Curriculum</a></p> <p> <a href="#">EL Program Review Tool</a></p>
Yes	<p>Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.</p> <p><a href="#">IDEA Procedural Manual</a></p>		
Yes	<p>English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.</p> <p><a href="#">EL Placement Recommendation Tool ES</a></p> <p><a href="#">EL Placement Recommendation Tool HS</a></p>	<p><b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b></p> <p><i>[impact on most students; impact on specific student groups]</i> </p>	
Partially	<p>There are language objectives (that demonstrate HOW students will use language) across the content.</p>		
<p><b>What student-centered problems have surfaced during this reflection?</b>                  If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>Tier 2 and Tier 3 students were offered OST Summer Programming. </p>			

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## Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
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> <p><a href="#">BHT Key Component Assessment</a></p> <p><a href="#">SEL Teaming Structure</a></p>	<p>We have an established BHT. In SY24, we will establishing our Culture and Climate team. Upon review of our 5 Essential survey, supports and Connectedness and Wellbeing needs to be developed.</p>	<p> <a href="#">% of Students receiving Tier 2/3 interventions meeting targets</a></p> <p><a href="#">Reduction in OSS per 100</a></p>

				<a href="#">Reduction in repeated disruptive behaviors (4-6 SCC)</a>
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			<a href="#">Access to OST</a>  <a href="#">Increase Average Daily Attendance</a>  <a href="#">Increased Attendance for Chronically Absent Students</a>
No	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	<b>What is the feedback from your stakeholders?</b> We currently implement Second Step and Calm Classroom for K-8. Our counselors do daily Check-ins, also, Touch of Wholeness program is implemented for Tier 3 students.	<b>What is the feedback from your stakeholders?</b> We currently implement Second Step and Calm Classroom for K-8. Our counselors do daily Check-ins, also, Touch of Wholeness program is implemented for Tier 3 students.	<a href="#">Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</a>  <a href="#">Cultivate (Belonging &amp; Identity)</a>  Staff trained on alternatives to exclusionary discipline (School Level Data)
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.			<a href="#">Enrichment Program Participation: Enrollment &amp; Attendance</a>  <a href="#">Student Voice Infrastructure</a>  <a href="#">Reduction in number of students with dropout codes at EOY</a>
<b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.		<b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b>		
An increase in student misconducts, increase in office referrals.		[Impact on most students; impact on specific student groups]		

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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.

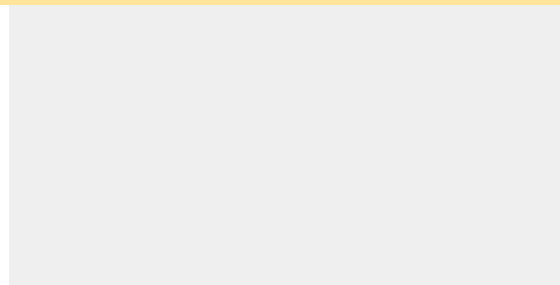
Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
No	<a href="#">College and Career Competency Curriculum (C4)</a>	[takeaways reflecting most students; takeaways reflecting specific student groups]	<a href="#">Graduation Rate</a>  <a href="#">Program Inquiry: Programs/participation/attainment rates of % of ECCC</a>

N/A	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	<a href="#">Individualized Learning Plans</a>
N/A	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	<a href="#">Work Based Learning Toolkit</a>
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).	
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	<a href="#">ECCE Certification List</a>
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	<a href="#">PLT Assessment Rubric</a>
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	<a href="#">Alumni Support Initiative One Pager</a>

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

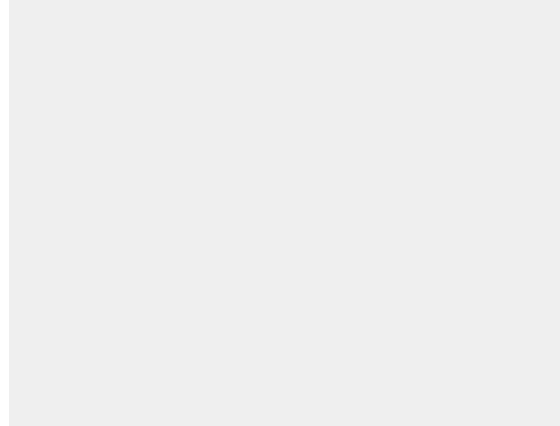
If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

*[problems experienced by most students; problems experienced by specific student groups]*



**What is the feedback from your stakeholders?**

*[feedback trends across stakeholders; feedback trends across specific stakeholder groups]*



**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?**

*[impact on most students; impact on specific student groups]*

- [3 - 8 On Track](#)
- [Learn, Plan, Succeed](#)
- [% of KPIs Completed \(12th Grade\)](#)
- [College Enrollment and Persistence Rate](#)
- [9th and 10th Grade On Track](#)
- [Cultivate \(Relevance to the Future\)](#)
- Freshmen Connection Programs Offered (School Level Data)

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

**Using the associated references, is this practice consistently implemented?**

**References**

**What are the takeaways after the review of metrics?**

**Metrics**

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.	<a href="#">Spectrum of Inclusive Partnerships</a>
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Skinner has active parent engagement including LSC, FOSW, PTO, School improvement committee, high quality math committee, BAC, Gallery 111, West Loop Community Parents, Room Parents, Community and Schools, and CNA. However, our 5 Essential data identified a gap in relational trust with parents and teachers.

- [Cultivate](#)
- [5 Essentials Parent Participation Rate](#)
- [5E: Involved Families](#)

<p>Yes</p>	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p> <p><a href="#">Reimagining With Community Toolkit</a></p>
<p>Yes</p>	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles &amp; CIWP).</p> <p><a href="#">Student Voice Infrastructure Rubric</a></p>

**What is the feedback from your stakeholders?**

*[feedback trends across stakeholders; feedback trends across specific stakeholder groups]* 📌

[SE: 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.

*[problems experienced by most students; problems experienced by specific student groups]* 📌

**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?**

*[impact on most students; impact on specific student groups]* 📌

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.
No	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

We have an established BHT. In SY24, we will establishing our Culture and Climate team. Upon review of our 5 Essential survey, supports and Connecteness and Wellbeing needs to be developed.

What is the feedback from your stakeholders?

We currently implement Second Step and Calm Classroom for K-8. Our counselors do daily Check-ins, also, Touch of Wholeness program is implemented for Tier 3 students.

What student-centered problems have surfaced during this reflection?

An increase in student misconducts, increase in office referrals.

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?

[impact on most students; impact on specific student groups]

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Determine Priorities

Resources: 

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

[Determine Priorities Protocol](#)

Students...

demonstrated behaviors associated with struggling with peer socialization and academic engagement 

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

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Root Cause

Resources: 

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

[5 Whys Root Cause Protocol](#)

As adults in the building, we...

identified students who exhibited disengagement, scheduled Tier 2 and 3 interventions (but lacked follow through), collaborated with the BHT (but the team only addressed mental health, tried to implement many systems which ultimately led to many students not being effectively supported 

**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...  
 can identify students struggling with peer socialization, connect them with appropriate (SEL and academic) supports, and increase socialization skills and inclusion



**Resources:**

**Indicators of a Quality CIWP: Theory of Action**

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

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

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

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

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

then we see...  
 increase in student engagement and individual connectdness to the school



which leads to...  
 demonstrating a positive citizenship, connectedness and belonging, improved social-emotional and academic achievement, increase in 5E Supportive Environment from weak to strong.



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

**Indicators of a Quality CIWP: Implementation Planning**

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

**Resources:**

**Team/Individual Responsible for Implementation Plan**

ILT, BHT, CCT, Cluster Inclusion Committee, PBIS Team

**Dates for Progress Monitoring Check Ins**

Q1	10/18/23	Q3	3/20/24
Q2	12/20/23	Q4	5/22/24

**SY24 Implementation Milestones & Action Steps**

**Who**

**By When**



**Progress Monitoring**

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
<b>Implementation Milestone 1</b>	Reduction in Repeated and Disruptive Behaviors	Behavior Health Team, Culture & Climate Team, MTSS Team, PBIS Team	10/18/23	Select Status
<b>Action Step 1</b>	Establish School Based Teams			Select Status
<b>Action Step 2</b>	Deterimine Meeting Schedules			Select Status
<b>Action Step 3</b>	Review 5E Supportive Environment data; Review misconduct data, review office referrals			Select Status
<b>Action Step 4</b>	Plan Action Items			Select Status
<b>Action Step 5</b>	Log tiered SEL interventions			Select Status
<b>Implementation Milestone 2</b>	Increase Student Engagement via Enrichment Programs	STAR Team, OST Team, ELPT; STUCO; Student Voice Committee	10/18/23	Select Status
<b>Action Step 1</b>	Schedule Extended Day Programs			Select Status
<b>Action Step 2</b>	Communicate Plan to Families			Select Status
<b>Action Step 3</b>	Collaborate with ILT,BHT, CCT, & PBIS teams			Select Status



Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>	Connectedness & Wellbeing
Reflection	Root Cause	Implementation Plan				
Action Step 4	Review 5E Supportive Environment data					Select Status
Action Step 5	Ongoing programs survey					Select Status
<b>Implementation Milestone 3</b>	Increase Tier 2 & Tier 3 Attendance		Attendance Team	10/18/23		Select Status
Action Step 1	Establish Attendance Team		Attendance Team			Select Status
Action Step 2	Develop Attendance Plan		Attendance Team			Select Status
Action Step 3	Determine Meeting Schedule & Communication Plan		Attendance Team			Select Status
Action Step 4	Collaborate with ILT, MTSS, & PBIS teams		Attendance Team			Select Status
Action Step 5						Select Status
<b>Implementation Milestone 4</b>	Cluster Inclusion		Cluster Inclusion Team			Select Status
Action Step 1	Organize school-wide schedule to promote inclusion in extracurricular classes		Administration			Select Status
Action Step 2	Stakeholder survey		Culture Inclusion Team			Select Status
Action Step 3	Collaborate to identify extended inclusion opportunities		Culture Inclusion Team			Select Status
Action Step 4						Select Status
Action Step 5						Select Status

### SY25-SY26 Implementation Milestones

<b>SY25 Anticipated Milestones</b>	[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?] 
<b>SY26 Anticipated Milestones</b>	[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?] 

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## 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 5E Supportive Environment from weak to strong (minimally)	Yes <input type="checkbox"/>	5E: Supportive Environment	Overall <input type="text"/>	30	61		
			Overall <input type="text"/>				
Increase student attendance by 3%	Yes <input type="checkbox"/>	Increase Average Daily Attendance	African American Male <input type="text"/>				
			African American Female <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:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT, CCT, MTSS, Attendance, PBIS, STUCO, & Student Voice Teams are established. Our goal is to ensure a regular cadence for meeting, scheduling activities and supports, collaborating among related teams, and review individualized support plans.		
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	This is year 2 of Tier 1 implementation of Second Step and Calm Classroom. Our goal is to continue implementation of these programs while also enhancing MTSS support. We will continue partnerships with Community In Schools to leverage Tier 3 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.	STAR After School will continue. OST tutoring for Tier 2 & 3 students will be offered. EL Tutoring will be offered. Student-led clubs will be offered via STUCO and Student Voice Committee.		

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### SY24 Progress Monitoring

Resources: 🚀

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

### Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase 5E Supportive Environment from weak to strong (minimally)	5E: Supportive Environment	Overall	30	61	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>
		Overall			<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>
Increase student attendance by 3%	Increase Average Daily Attendance	African American Male			<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>
		African American Female			<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>

### 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.	BHT, CCT, MTSS, Attendance, PBIS, STUCO, & Student Voice Teams are established. Our goal is to ensure a regular cadence for meeting, scheduling activities and supports, collaborating among related teams, and review individualized support plans.	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	This is year 2 of Tier 1 implementation of Second Step and Calm Classroom. Our goal is to continue implementation of these programs while also enhancing MTSS support. We will continue partnerships with Community In Schools to leverage Tier 3 support.	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>
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.	STAR After School will continue. OST tutoring for Tier 2 & 3 students will be offered. EL Tutoring will be offered. Student-led clubs will be offered via STUCO and Student Voice Committee.	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>	<a href="#">Select Status</a>

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.
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

We have an MTSS team in place and we are developing strategies and cohesiveness school-wide.

What is the feedback from your stakeholders?

We adopted Branching Minds this year and our instruction coaches are leading this charge with ongoing professional development for teachers. SY24, we will have a built-in intervention block in our daily schedules for kindergarten through eighth grade.

What student-centered problems have surfaced during this reflection?

Tier 2 and Tier 3 students were offered OST Summer Programming.

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

[impact on most students; impact on specific student groups]

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Determine Priorities

Resources: 

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

[Determine Priorities Protocol](#)

Students...

in sub groups are not performing at the rate of their peers. For example Skinner's EL, DL, and AA students do are not achieving at the rate of students who are not identified in those groups



Indicators of a Quality CIWP: Determine Priorities

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

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Root Cause

Resources: 

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

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

As adults in the building, we...

did not have professional learning to support all learners, teach in our comfort zone, tend to prioritize Tier 1 instruction, have not successfully implemented MTSS structures, allow



Indicators of a Quality CIWP: Root Cause Analysis

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

Reflection Root Cause Implementation Plan Monitoring

prioritize Tier 1 instruction, have not successfully implemented MTSS structures, allow misconducts/negative behavior to impede instruction

## Inclusive & Supportive Learning Environment

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... analyze existing tiered structures and implement and monitor them with fidelity

then we see... ALL students having access to intentional and effective supports

which leads to... increase in student achievement (recognized in school-based and district-based assessments)

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

**Indicators of a Quality CIWP: Implementation Planning**

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Resources:

#### Team/Individual Responsible for Implementation Plan

ILT, MTSS, SPED Committee, EL Support Team, Cluster Inclusion Team

#### Dates for Progress Monitoring Check Ins

Q1	10/18/23	Q3	3/20/24
Q2	12/20/23	Q4	5/22/24

#### SY24 Implementation Milestones & Action Steps

#### Who


#### By When


#### Progress Monitoring

Implementation Milestone	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
<b>Implementation Milestone 1</b>	MTSS Academic Block	MTSS Team	9/18/23	Select Status
<b>Action Step 1</b>	Create school-wide schedule with built in W.I.N. block	MTSS Team		Select Status
<b>Action Step 2</b>	Identify specific staff to provide targeted interventions	MTSS Team		Select Status
<b>Action Step 3</b>	Provide refreshers for Branching Minds (logging interventions)	MTSS Team		Select Status
<b>Action Step 4</b>	Implement interventions & Progress Monitor	MTSS Team		Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status

Action Step 4				Select Status
Action Step 5				Select Status
<b>Implementation Milestone 3</b>				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
<b>Implementation Milestone 4</b>				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** [What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?] 

**SY26 Anticipated Milestones** [What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?] 

[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
Identify Tier 2 and Tier 3 students, schedule academic interventions, progress monitor	Yes	% of Students receiving Tier 2/3 interventions meeting targets	African American				
			English Learners				
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				

**Practice Goals**

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

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

	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.	Full implementaton of MTTS via Branching Minds		
Select a Practice			
Select a Practice			

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**SY24 Progress Monitoring**

Resources: 📖

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

**Performance Goals**

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Identify Tier 2 and Tier 3 students, schedule academic interventions, progress monitor	% of Students receiving Tier 2/3 interventions meeting targets	African American			Select Status	Select Status	Select Status	Select Status
		English Learners			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

**Practice Goals**

**Progress Monitoring**

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
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.	Full implementaton of MTTS via Branching Minds	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status