

### 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
Bosede Bada	Principal	bbada@cps.edu
Lauren Wilkie	AP	lawilkie@cps.edu
Caitlin Reusche	Teacher Leader	creusche1@cps.edu
Allison Bizon	Teacher Leader	abizon2@cps.edu
Adrienne Thomas	Teacher Leader	anthomas16@cps.edu
Anthony Gianneschi	Teacher Leader	agianneschi1@cps.edu
Chamika Jones	LSC Member	cj.suderlsc@gmail.com
Emily Fong	Parent	emstallou@gmail.com
Latasha Gardner	Parent	lsimgard@gmail.com
Karen Jones	Teacher Leader	kmjones34@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	12/1/23	12/15/23
Reflection: Curriculum & Instruction (Instructional Core)	7/1/23	7/17/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/1/23	7/17/23
Reflection: Connectedness & Wellbeing	7/1/23	7/17/23
Reflection: Postsecondary Success	7/1/23	7/17/23
Reflection: Partnerships & Engagement	7/1/23	7/17/23
Priorities	7/1/23	7/17/23
Root Cause	7/17/23	8/4/23
Theory of Acton	7/17/23	8/4/23
Implementation Plans	7/17/23	8/4/23
Goals	7/17/23	8/4/23
Fund Compliance	n/a	n/a
Parent & Family Plan	n/a	n/a
Approval	8/23/23	9/11/23

### SY24 Progress Monitoring Schedule

Indicate the SY24 dates when your CIWP team will hold progress monitoring check-ins.  
 As a reference, these dates will auto-populate in your implementation plans.


#### CIWP Progress Monitoring Meeting Dates

Quarter 1	9/12/23
Quarter 2	11/7/23
Quarter 3	2/13/24
Quarter 4	5/21/24


**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](#)

[Return to Top](#) **Curriculum & Instruction**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<a href="#">CPS High Quality Curriculum Rubrics</a> All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Teachers in EC & E1 have access to high-quality foundational skills curricula. However, they have not come to a consensus on a high quality curriculum for reading comprehension. Reading foundational skills goes through 5th grade. Teachers in E2 and MS all have access to a high quality curriculum that is being used more consistently in math but not in reading. As a result, we have seen more growth in test scores in math in MS. Classrooms at Suder Montessori have a strong focus on community and relationships. However, not many classrooms have strong practices focused on identity and culturally responsive practices. Distributed leadership is implemented with inconsistency. In some cases, it is a skill issue and in some cases it is a will issue.	<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>
Partially	<a href="#">Rigor Walk Rubric</a> <a href="#">Teacher Team Learning Cycle Protocols</a> <a href="#">Quality Indicators Of Specially Designed Instruction</a> Students experience grade-level, standards-aligned instruction.		
Partially	<a href="#">Powerful Practices Rubric</a> <a href="#">Learning Conditions</a> 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.	<b>What is the feedback from your stakeholders?</b> Most families believe that their children are being challenged and are growing academically at Suder Montessori. Some families believe that Suder Montessori does not challenge advanced learners in the upper grades.	<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>
Partially	<a href="#">Continuum of ILT Effectiveness</a> <a href="#">Distributed Leadership</a> The ILT leads instructional improvement through distributed leadership.		
Partially	<a href="#">Customized Balanced Assessment Plan</a> <a href="#">ES Assessment Plan Development Guide</a> <a href="#">HS Assessment Plan Development</a> 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.	<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> All teachers have access to high-quality curriculum. Some teachers are attending professional development to implement the high-quality curriculum next school year. All EC/E1 teachers are Orton-Gillingham trained. 4/5 E1 teacher assistants are now Orton-Gillingham trained and will support the reading foundational skills work next school year. There has been and will continue to be a greater focus on looking at assessment data as we plan to implement interims from 3-8 grade in Reading and Math and 6-8 in Science and Social Science.	<a href="#">Interim Assessment Data</a>
No	<a href="#">Assessment for Learning Reference Document</a> Evidence-based assessment for learning practices are enacted daily in every classroom.		
<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.			
Students do not have access to standards-aligned, culturally responsive grade-level curricula and school teams do not implement a balanced assessment system that measures depth and breadth of student learning in relation to grade-level standards in reading. 			

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<a href="#">MTSS Integrity Memo</a> <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a> 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.	Suder Montessori has an equity-based MTSS framework that includes strong teaming. The team is working on developing and implementing strong systems, structures and problem solving process. In PK3-Third grade, English Learners are placed with appropriate EL endorse teachers. However, we do not have EL endorsed teachers in grades 4-8.	Unit/Lesson Inventory for Language Objectives (School Level Data) <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a> <a href="#">ACCESS</a>
No	<a href="#">MTSS Integrity Memo</a> 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	<a href="#">LRE Dashboard Page</a> 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.	<b>What is the feedback from your stakeholders?</b> Most families are happy with the services that are being provided for their diverse learners. Parents recognize that we need additional support for EL students in grades 4-8. 	<a href="#">Annual Evaluation of Compliance (ODLSS)</a> <a href="#">Quality Indicators of Specially Designed Curriculum</a> <a href="#">EL Program Review Tool</a>

Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	<a href="#">IDEA Procedural Manual</a>
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	<a href="#">EL Placement Recommendation Tool ES</a> <a href="#">EL Placement Recommendation Tool HS</a>
No	There are language objectives (that demonstrate HOW students will use language) across the content.	

**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.

While some students are being pulled out for interventions with the interventionist, interventions are inconsistently being implemented in classrooms. Also, there is no clear system for progress monitoring the effectiveness of interventions. 📌

**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?**

Suder Montessori has begun implementing interventions before and after school including groups for EL students to get additional support. EL students were provided additional resources such as Lexia to support their needs. All EC/E1 teachers are trained in either Wilsons or Orton Gillingham. 📌

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<a href="#">BHT Key Component Assessment</a>  <a href="#">SEL Teaming Structure</a>	There is inconsistent Tier 1 SEL instruction being implemented at Suder Montessori. We do not have a plan in place for absenteeism and school re-entry. 📌	<a href="#">% of Students receiving Tier 2/3 interventions meeting targets</a>  <a href="#">Reduction in OSS per 100</a>  <a href="#">Reduction in repeated disruptive behaviors (4-6 SCC)</a>  <a href="#">Access to OST</a>  <a href="#">Increase Average Daily Attendance</a>  <a href="#">Increased Attendance for Chronically Absent Students</a>  <a href="#">Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</a>
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.	<p><b>What is the feedback from your stakeholders?</b></p> Most families feel that their children are safe at school, are a part of the school community, and that their SEL needs are being met. However, some families have a concern with bullying. 📌	<a href="#">Cultivate (Belonging &amp; Identity)</a>  Staff trained on alternatives to exclusionary discipline (School Level Data)  <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>
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		
<p><b>What student-centered problems have surfaced during this reflection?</b></p> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.  All students do not have access to a Tier 1 SEL curriculum. Students with extended absences and chronic absenteeism are not being supported on a consistent basis. 📌		<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> There are a number of Healing Centered supports and enrichment opportunities being implemented at Suder Montessori including I am Gentlemen, Bulls Mentorship, Microeconomies, Student Council, and the Garden Committee. 📌	

[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
No	<a href="#">College and Career Competency Curriculum (C4)</a> An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	We attempted to implement Success Bound but it wasn't done across the board.	<a href="#">Graduation Rate</a> <a href="#">Program Inquiry: Programs/participation/attainment rates of % of ECCC</a> <a href="#">3 - 8 On Track</a> <a href="#">Learn, Plan, Succeed</a> <a href="#">% of KPIs Completed (12th Grade)</a> <a href="#">College Enrollment and Persistence Rate</a>
No	<a href="#">Individualized Learning Plans</a> Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	<b>What is the feedback from your stakeholders?</b> Families are unsure as to how the school is supporting a college going culture and career exploration. Some families are unsure of the high school selection process.	<a href="#">9th and 10th Grade On Track</a> <a href="#">Cultivate (Relevance to the Future)</a> Freshmen Connection Programs Offered (School Level Data)
Partially	<a href="#">Work Based Learning Toolkit</a> Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).		
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).		
N/A	<a href="#">ECCE Certification List</a> Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		
N/A	<a href="#">PLT Assessment Rubric</a> There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	<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> Middle School students attended career based events including trades convention, they explored medical careers at Crane, and we hosted our first Career Fair.	
N/A	<a href="#">Alumni Support Initiative One Pager</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).		
<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. Students do not have long-term goals beyond Suder.			

[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
Partially	<a href="#">Spectrum of Inclusive Partnerships</a> 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.	While Suder Montessori fosters relationships with families, school committees, and community members, we will continue to work on strengthening those relationships. Suder Montessori needs to leverage family and community assets to help students and families own and contribute to school-wide goals.	<a href="#">Cultivate</a> <a href="#">5 Essentials Parent Participation Rate</a> <a href="#">5E: Involved Families</a> <a href="#">5E: Supportive Environment</a> 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)
Yes	<a href="#">Reimagining With Community Toolkit</a> Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.		

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](#)

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

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

Parents feel like they are partners but they do not have enough communication about what students are learning and how they can support at home. 🗒️

**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.

While there is a student council and surveys are offered to students, there is not a lot of student voice in the decision making process. 🗒️

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

We have parent groups including Friends of Suder, the Garden Committee, and a parent-ran library. Parents have access to school staff in a number of ways. 🗒️



Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Partially	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
No	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

Teachers in EC & E1 have access to high-quality foundational skills curricula. However, they have not come to a consensus on a high quality curriculum for reading comprehension. Reading foundational skills goes through 5th grade. Teachers in E2 and MS all have access to a high quality curriculum that is being used more consistently in math but not in reading. As a result, we have seen more growth in test scores in math in MS. Classrooms at Suder Montessori have a strong focus on community and relationships. However, not many classrooms have strong practices focused on identity and culturally responsive practices. Distributed leadership is implemented with inconsistency. In some cases, it is a skill issue and in some cases it is a will issue.

What is the feedback from your stakeholders?

Most families believe that their children are being challenged and are growing academically at Suder Montessori. Some families believe that Suder Montessori does not challenge advanced learners in the upper grades.

What student-centered problems have surfaced during this reflection?

Students do not have access to standards-aligned, culturally responsive grade-level curricula and school teams do not implement a balanced assessment system that measures depth and breadth of student learning in relation to grade-level standards in reading.

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?

All teachers have access to high-quality curriculum. Some teachers are attending professional development to implement the high-quality curriculum next school year. All EC/E1 teachers are Orton-Gillingham trained. 4/5 E1 teacher assistants are now Orton-Gillingham trained and will support the reading foundational skills work next school year. There has been and will continue to be a greater focus on looking at assessment data as we plan to implement interims from 3-8 grade in Reading and Math and 6-8 in Science and Social Science.

Return to Top Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

Students do not have access to standards-aligned, culturally responsive grade-level curricula in Reading.



Indicators of a Quality CIWP: Determine Priorities

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

Return to Top Root Cause

Resources:

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

[5 Whys Root Cause Protocol](#)

As adults in the building, we...

Montessori education places a strong emphasis on language development and children are exposed to rich and meaningful literature, storytelling, and conversations. Students are expected to organically engage in reading and writing activities that connect with their interests and experiences. As a result, there is no formal reading comprehension curriculum. Teachers end up creating their own curriculum which leads to the problem of practice.



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....

implement a high quality Montessori-aligned reading curriculum, including reading foundational skills and language comprehension, that is rigorous and aligned to grade level standards,



Indicators of a Quality CIWP: Theory of Action

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

Resources:

then we see...

consistent implementation of our high quality, Montessori-aligned curriculum and research-based instructional practices across all classrooms as measured by monthly school-wide walk-throughs and peer observations using the observational tools that highlight the critical components of Montessori practice and standards-alignment,



which leads to...

the percentage of students meeting or exceeding in reading on the Illinois Assessment of Readiness increasing from 15% in Spring of 2023 to 45% in Spring of 2026. Additionally, the percentage of black students meeting or exceeding in reading on the Illinois Assessment of Readiness will increase from 8% in Spring of 2023 to 40% in Spring of 2026.



[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**

Instructional Leadership Team

**Dates for Progress Monitoring Check Ins**

Q1	9/12/23	Q3	2/13/24
Q2	11/7/23	Q4	5/21/24

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	Evaluate and continually improve the fidelity of implementation of the critical components of reading foundational skills curriculum in grades K-3	Admin., Early Childhood Team, Elementary 1 Team	Semester 1	In Progress
<b>Action Step 1</b>	Develop a learning cycle for grade-level teams to engage in norming on practices as outlined in the reading foundational skills "look-for" tool.	Admin., Ms. Reusche, Ms. Bizon	August/September 2023	In Progress
<b>Action Step 2</b>	Implement learning cycle in grade-level teams.	Admin., Early Childhood Team, Elementary 1 Team	September 2023	Not Started
<b>Action Step 3</b>	Administer baseline assessment to create groups for reading foundational skills	Admin., Early Childhood Team, Elementary 1 Team	September 2023	In Progress
<b>Action Step 4</b>	Implement reading foundation skills groups in EC/E1 classrooms	Early Childhood Team, Elementary 1 Team	September 2023	In Progress
<b>Action Step 5</b>	Conduct walkthroughs and observations using reading foundational skills "look for" tool	Admin., Early Childhood Team, Elementary 1 Team	October 2023	Not Started
<b>Implementation Milestone 2</b>	Consistently engage Elementary 2 & Middle School teams with unit internalization planning process with Skyline ( <a href="#">ELA</a> , <a href="#">Math</a> )	Admin. Elementary 2 Team, Middle School Team	Semester 1 & 2	In Progress
<b>Action Step 1</b>	Ensure all teachers have completed training for their curriculum.	Admin. Elementary 2 Team, Middle School Team	August 2023	Completed
<b>Action Step 2</b>	Develop a learning cycle to engage grade-level team in unit internalization process	Admin., Ms. Thomas, Ms. Gianneschi	August/September 2023	Not Started
<b>Action Step 3</b>	Implement unit internalization process learning cycle	Admin. Elementary 2 Team, Middle School Team	September, 2023	Not Started
<b>Action Step 4</b>	Conduct walkthroughs and observations of lessons to provide teachers feedback	Admin. Elementary 2 Team, Middle School Team	November 2023	Not Started
<b>Action Step 5</b>	Analyze student work for mastery and misconceptions; develop corrective instruction plan to address misconceptions	Admin. Elementary 2 Team, Middle School Team	November 2023	Not Started
<b>Implementation Milestone 3</b>	Develop reading core curriculum scope and sequence and 3 instructional units for grades K-5 that model the alignment of Montessori practice with standards alignment.	Admin., Ms. Reusche, Ms. Bizon, Ms. Thomas	Semester 2	Not Started
<b>Action Step 1</b>	Teacher leaders to engage in training of Skyline curricular units.	Ms. Reusche, Ms. Bizon, Ms. Thomas	Semester 1	Not Started
<b>Action Step 2</b>	Teacher leaders will pilot aspects of curricular units.	Ms. Reusche, Ms. Bizon, Ms. Thomas	Semsters 1 & 2	Not Started
<b>Action Step 3</b>	Teacher leaders develop scope and sequences for grade band that cycles through each grade.	Admin., Ms. Reusche, Ms. Bizon, Ms. Thomas	Semester 2	Not Started
<b>Action Step 4</b>	Teacher leaders develop first unit for the teacher-created scope and sequence	Admin., Ms. Reusche, Ms. Bizon, Ms. Thomas	Semester 2	Not Started
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>	Implement interim assessments in Reading (3-8), Math (4-8), Science (6-8), Social Science (6-8) to determine student progression towards benchmark standards	Admin., Elementary 1 Team, Elementary 2 Team, Middle School Team	Semsters 1 & 2	In Progress
<b>Action Step 1</b>	Identify interim assessments for grade 3	Admin., Elementary 1 Team	September 2023	In Progress
<b>Action Step 2</b>	Implement Interim Assessment 1	Admin., Elementary 1 Team, Elementary 2 Team, Middle School Team	November-December 2023	Not Started
<b>Action Step 3</b>	Implement Interim Assessment 3	Admin., Elementary 1 Team, Elementary 2 Team, Middle School Team	February 2024	Not Started
<b>Action Step 4</b>	Implement Interim Assessment 3	Admin., Elementary 1 Team, Elementary 2 Team, Middle School Team	May 2024	Not Started
<b>Action Step 5</b>				Select Status

**SY25-SY26 Implementation Milestones**

<b>SY25 Anticipated Milestones</b>	All teachers from Early Childhood through Middle School implement the teacher-created and/or Skyline/Illustrative Mathematics scopes and sequences and units of study in Reading (K-8), Math (6-8), Science (6-8), and Social Science (6-8). Teacher teams will analyze student data including student work samples and interim assessment data to refine implementation of the teacher-created and/or Skyline/Illustrative Mathematics scopes and sequences and units of study.
<b>SY26 Anticipated Milestones</b>	All teachers from Early Childhood through Middle School implement the teacher-created and/or Skyline/Illustrative Mathematics scopes and sequences and units of study in Reading (K-8), Math (6-8), Science (6-8), and Social Science (6-8). Teacher teams will analyze student data including student work samples and interim assessment data to refine implementation of the teacher-created and/or Skyline/Illustrative Mathematics scopes and sequences and units of study.

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

**Indicators of a Quality CIWP: Goal Setting**

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

**Resources:**

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

**Performance Goals**

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
The percent of students meeting or exceeding on the IAR reading increasing from 15% in SY23 to 45% in SY26. The percent of black students meeting or exceeding the IAR reading will increase from 8% in SY23 to 45% in SY26.	Yes	IAR (English)	Overall	15%	22%	30%	45%
			African American	8%	18%	28%	40%
	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
C&I:2 Students experience grade-level, standards-aligned instruction.	The ILT will develop instructional planning protocols and resources that allow teachers to internalize Skyline units of instruction and merge critical components of a high quality curriculum with the key tenets and practices of a Montessori educational program. The team will create school-wide scope and sequence as well as 2-3 model units of instruction that accomplish this task. Protocols will be built alongside the development of these Montessori-standards-aligned instructional units. POSSIBLE TOOLS/Protocols (i.e. Montessori key practice rubric, standards alignment rubric...)	The ILT, along with the ad team, will reflect on lesson plans, observe classroom instruction, and analyze assessment design and results in accordance with the created rubrics with a goal of 80% of classrooms meeting instructional best practices for reading in K-5 and 6-8.	K-8 grades will continue to implement the high quality curricula with fidelity. ILT and the admin team will support the improvement of implementation through observational walks, feedback protocols, and professional learning/coaching to ensure 100% of teachers are implementing the curriculum with fidelity.
C&I:2 Students experience grade-level, standards-aligned instruction.	K-3 grades will continue to implement a high quality foundational skills curriculum in reading with fidelity. ILT and the admin team will support the improvement of implementation through observational walks, feedback protocols, and professional learning/coaching to ensure 100% of teachers are implementing the curriculum with fidelity.	K-3 grades will continue to implement a high quality foundational skills curriculum in reading with fidelity. ILT and the admin team will support the improvement of implementation through observational walks, feedback protocols, and professional learning/coaching to ensure 100% of teachers are implementing the curriculum with fidelity.	K-3 grades will continue to implement a high quality foundational skills curriculum in reading with fidelity. ILT and the admin team will support the improvement of implementation through observational walks, feedback protocols, and professional learning/coaching to ensure 100% of teachers are implementing the curriculum with fidelity.
C&I:2 Students experience grade-level, standards-aligned instruction.	Middle School teachers will implement a high-quality curriculum (Skyline/IM) across content areas and utilize unit internalization planning practices. ILT and the admin team will support the improvement of implementation through observational walks, feedback protocols, and professional learning/coaching to ensure 100% of teachers are implementing the curriculum with fidelity.	Middle School teachers will continue to implement a high-quality curriculum (Skyline/IM) across content areas and utilize unit internalization planning practices. ILT and the admin team will support the improvement of implementation through observational walks, feedback protocols, and professional learning/coaching to ensure 100% of teachers are implementing the curriculum with fidelity.	Middle School teachers will continue to implement a high-quality curriculum (Skyline/IM) across content areas and utilize unit internalization planning practices. ILT and the admin team will support the improvement of implementation through observational walks, feedback protocols, and professional learning/coaching to ensure 100% of teachers are implementing the curriculum with fidelity.

[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
The percent of students meeting or exceeding on the IAR reading increasing from 15% in SY23 to 45% in SY26. The percent of black students meeting or exceeding the IAR reading will increase from 8% in SY23 to 45% in SY26.	IAR (English)	Overall	15%	22%	Select Status	Select Status	Select Status	Select Status
		African American	8%	18%	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



<p>C&amp;I:2 Students experience grade-level, standards-aligned instruction.</p>	<p>The ILT will develop instructional planning protocols and resources that allow teachers to internalize SKYline units of instruction and merge critical components of a high quality curriculum with the key tenets and practices of a Montessorri educational program. The team will create school-wide scope and sequence as well as 2-3 model units of instruction that accomplish this task. Protocols will be built alongside the development of these Montessori-standards-aligned instructional units. POSSIBLE TOOLS/Protocols (i.e. Montessorri key practice rubric, standards alignment rubric...)</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>C&amp;I:2 Students experience grade-level, standards-aligned instruction.</p>	<p>K-3 grades will continue to implement a high quality foundational skills curriculum in reading with fidelity. ILT and the admin team will support the improvement of implementation through observational walks, feedback protocols, and professional learning/coaching to ensure 100% of teachers are implementing the curriculum with fidelity.</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>C&amp;I:2 Students experience grade-level, standards-aligned instruction.</p>	<p>Middle School teachers will implement a high-quality curriculum (Skyline/IM) across content areas and utilize unit internalization planning practices. ILT and the admin team will support the improvement of implementation through observational walks, feedback protocols, and professional learning/coaching to ensure 100% of teachers are implementing the curriculum with fidelity.</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>

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

Inclusive & Supportive Learning Environment

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

What are the takeaways after the review of metrics?

Suder Montessori has an equity-based MTSS framework that includes strong teaming. The team is working on developing and implementing strong systems, structures and problem solving process. In PK3-Third grade, English Learners are placed with appropriate EL endorse teachers. However, we do not have EL endorsed teachers in grades 4-8.

What is the feedback from your stakeholders?

Most families are happy with the services that are being provided for their diverse learners. Parents recognize that we need additional support for EL students in grades 4-8.

What student-centered problems have surfaced during this reflection?

While some students are being pulled out for interventions with the interventionist, interventions are inconsistently being implemented in classrooms. Also, there is no clear system for progress monitoring the effectiveness of interventions.

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?

Suder Montessori has begun implementing interventions before and after school including groups for EL students to get additional support. EL students were provided additional resources such as Lexia to support their needs. All EC/E1 teachers are trained in either Wilsons or Orton Gillingham.

[Return to Top](#)

Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

35% of students fall within current Tier 2 /3 identification criteria (<25%) for Reading and 35.5% for Math. T2 interventions were delivered with 44% fidelity and T3 interventions with 38% fidelity supporting 78 students. 15% (44 students) needing T2/T3 supports moved one or more tier level (s) down in Reading and 16% (49 students) moved down in Math. Demographic of students needing T2 Reading supports: Black: 86% Hispanic:13%: T3 reading supports: Black 83% Hispanic 15%.--Demographic of students needing T2 Math supports: Black: 65.5% Hispanic 18% : T3 Math Supports: Black 83% Hispanic 10%. 48.1% of Black population fall within current T2/3 identification criteria. 30.9% of Hispanic population fall within current T2/3 identification criteria. IEP Data: 60 students receive IEP support out of 391 students. Demographic: Black: 42 students (70%) Hispanic: 13 students (21.7%)



Indicators of a Quality CIWP: Determine Priorities

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

[Return to Top](#)

Root Cause

Resources:

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

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

As adults in the building, we...

Intervention implementation is inconsistent across grade level classrooms. (less than 5 teachers using Branching Minds). Teachers do not yet have the knowledge and practice of matching instruction with specific, intensified learning targets. Currently have no process for supporting the learning/coaching of teachers/TA/SECAs to support and monitor their intervention planning and implementation



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

Resources:

What is your Theory of Action?

If we....

identify all students in at risk academically (<25%, D/F grades) and provide cycles of intervention that match instructional methods with the students' specific learning needs,



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....

85% teachers providing intervention, monitoring students' growth, and making timely adjustments to intervention instruction based on students' performance toward learning targets,



which leads to...

students accelerating through a progression of learning that moves them closer to grade level proficiency resulting in 50% of students receiving Tier 2 and Tier 3 moving down at least one tier level towards Tier 1.

[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.

<b>Team/Individual Responsible for Implementation Plan</b>	<b>Dates for Progress Monitoring Check Ins</b>	
MTSS Team	Q1 9/12/23	Q3 2/13/24
	Q2 11/7/23	Q4 5/21/24

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	Through structured supports during grade level team meetings, teachers will complete an intervention cycle with documentation in Branching Minds for one group of students needing T2 supports by December 15, 2023 with 50% fidelity.	Teachers, MTSS Team	December 15, 2023	<a href="#">Select Status</a>
<b>Action Step 1</b>	Data to action: Data analysis and evaluation of student needs	MTSS Team, Teachers	October, 2023	<a href="#">Select Status</a>
<b>Action Step 2</b>	Intervention Planning (Cycle beginning November 13)	MTSS Team, Teachers	November 2023	<a href="#">Select Status</a>
<b>Action Step 3</b>	Fidelity check	MTSS Team, Teachers	December 2023	<a href="#">Select Status</a>
<b>Action Step 4</b>				<a href="#">Select Status</a>
<b>Action Step 5</b>				<a href="#">Select Status</a>
<b>Implementation Milestone 2</b>	Through structured supports during grade level team meetings, teachers will evaluate student progress and determine which student needs support, and complete another intervention cycle with documentation in Branching Minds for students needing T2 supports by April 12, 2024 with 70% fidelity.	Teachers, MTSS team	April 12, 2024	<a href="#">Select Status</a>
<b>Action Step 1</b>	Child Study: Evaluation of student progress	Teachers, MTSS team	January 2024	<a href="#">Select Status</a>
<b>Action Step 2</b>	Intervention Planning (Cycle begins February 26)	Teachers, MTSS team	February 2024	<a href="#">Select Status</a>
<b>Action Step 3</b>	Fidelity check	Teachers, MTSS team	March, 2024	<a href="#">Select Status</a>
<b>Action Step 4</b>				<a href="#">Select Status</a>
<b>Action Step 5</b>				<a href="#">Select Status</a>
<b>Implementation Milestone 3</b>	Through little supports, Teachers will evaluate student progress and determine which student needs support, and complete another intervention cycle with documentation in Branching Minds for students needing T2 supports by May 24 2024 with 85% fidelity.	Teachers, MTSS team	May 24, 2024	<a href="#">Select Status</a>
<b>Action Step 1</b>	Intervention Planning (cycle begins April 22)	Teachers, MTSS team	April 22, 2024	<a href="#">Select Status</a>
<b>Action Step 2</b>	Fidelity check	Teachers, MTSS team	May 31, 2024	<a href="#">Select Status</a>
<b>Action Step 3</b>				<a href="#">Select Status</a>
<b>Action Step 4</b>				<a href="#">Select Status</a>
<b>Action Step 5</b>				<a href="#">Select Status</a>
<b>Implementation Milestone 4</b>				<a href="#">Select Status</a>
<b>Action Step 1</b>				<a href="#">Select Status</a>
<b>Action Step 2</b>				<a href="#">Select Status</a>
<b>Action Step 3</b>				<a href="#">Select Status</a>
<b>Action Step 4</b>				<a href="#">Select Status</a>
<b>Action Step 5</b>				<a href="#">Select Status</a>

**SY25-SY26 Implementation Milestones**

<b>SY25 Anticipated Milestones</b>	Grade level teams will have a strong understanding of T3 differentiated support and intervention, and the two are seamlessly layered to support learners in accessing grade-level standards successfully, determined by 80% receiving T3 supports, demonstrated by Branching Minds documentation
<b>SY26 Anticipated Milestones</b>	Problem-solving Grade level teams effectively support small groups by identifying common needs and providing targeted small group interventions determined by 80% of the students receiving Tier 2/3 support, demonstrating a positive response to progress monitoring assessments.

[Return to Top](#)

**Goal Setting**

Resources:

**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 an 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.

**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
Within 3 years by supporting teachers with implementing interventions with fidelity will move them closer to grade level and reduce students who require Tier 2 support by 50%.	Yes	MTSS Academic Tier Movement	Overall	20.8% (T2) under 25% greater than 10%	17%	14%	10%
			African American	29.3 % (T2) under 25% greater than 10%	25%	20%	15%
Within 3 years by supporting teachers with implementing interventions with fidelity will move them closer to grade level and reduce students who require Tier 3 support by 50%.	Yes	MTSS Academic Tier Movement	Overall	13.8% (T3) under 10%	11%	8%	5%
			African American	18.8% (T3) under 10%	16%	13%	10%

**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.	Grade level teams will have a strong understanding of T2 differentiated support and intervention, and the two are seamlessly layered to support learners in accessing grade-level standards successfully, determined by 80% receiving T2 supports, demonstrated by Branching Minds documentation	Grade level teams will have a strong understanding of T3 differentiated support and intervention, and the two are seamlessly layered to support learners in accessing grade-level standards successfully, determined by 80% receiving T3 supports, demonstrated by Branching Minds documentation	Continue to strengthen practice goals from SY24 & SY25.
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.	Problem-solving Grade level teams effectively support small groups by identifying common needs and providing targeted small group interventions determined by 20% of the students receiving Tier 2/3 support, demonstrating a positive response to progress monitoring assessments.	Problem-solving Grade level teams effectively support small groups by identifying common needs and providing targeted small group interventions determined by 40% of the students receiving Tier 2/3 support, demonstrating a positive response to progress monitoring assessments.	Problem-solving Grade level teams effectively support small groups by identifying common needs and providing targeted small group interventions determined by 80% of the students receiving Tier 2/3 support, demonstrating a positive response to progress monitoring assessments.
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
Within 3 years by supporting teachers with implementing interventions with fidelity will move them closer to grade level and reduce students who require Tier 2 support by 50%.	MTSS Academic Tier Movement	Overall	20.8% (T2) under 25% greater than 10%	17%	Select Status	Select Status	Select Status	Select Status
		African American	29.3 % (T2) under 25% greater than 10%	25%	Select Status	Select Status	Select Status	Select Status
Within 3 years by supporting teachers with implementing interventions with fidelity will move them closer to grade level and reduce students who require Tier 3 support by 50%.	MTSS Academic Tier Movement	Overall	13.8% (T3) under 10%	11%	Select Status	Select Status	Select Status	Select Status
		African American	18.8% (T3) under 10%	16%	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.	Grade level teams will have a strong understanding of T2 differentiated support and intervention, and the two are seamlessly layered to support learners in accessing grade-level standards successfully, determined by 80% receiving T2 supports, demonstrated by Branching Minds documentation	Select Status	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.	Problem-solving Grade level teams effectively support small groups by identifying common needs and providing targeted small group interventions determined by 20% of the students receiving Tier 2/3 support, demonstrating a positive response to progress monitoring assessments.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
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.
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?

There is inconsistent Tier 1 SEL instruction being implemented at Suder Montessori. We do not have a plan in place for absenteeism and school re-entry.

What is the feedback from your stakeholders?

Most families feel that their children are safe at school, are a part of the school community, and that their SEL needs are being met. However, some families have a concern with bullying.

What student-centered problems have surfaced during this reflection?

All students do not have access to a Tier 1 SEL curriculum. Students with extended absences and chronic absenteeism are not being supported on a consistent basis.

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?

There are a number of Healing Centered supports and enrichment opportunities being implemented at Suder Montessori including I am Gentlemen, Bulls Mentorship, Microeconomies, Student Council, and the Garden Committee.

Return to Top Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

All students do not have access to a high-quality Tier 1 SEL curriculum.



Indicators of a Quality CIWP: Determine Priorities

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

Return to Top Root Cause

Resources:

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

[5 Whys Root Cause Protocol](#)

As adults in the building, we...

We currently do not have a dedicated school-wide SEL block to explicitly teach SEL skills built into our schedule. We have also not invested time in to comprehensive Tier 1 SEL instruction and training for all school staff.



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....

dedicate time and resources to Tier 1 SEL including SEL curriculum training, Restorative Practices training for ALL adults in the building, and psychological safety, and we integrate parent SEL education with schoolwide SEL themes,



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....

SEL curriculum being utilized consistently and with fidelity, adults modeling restorative language and mindset, and students participating in SEL curriculum and delivery,





which leads to...

an increase in psychological safety and relational trust and an understanding of SEL and how to manage issues appropriately in a safe environment for both students, staff and families and student-student trust, student-teacher trust, teacher-teacher, and teacher-principal trust will increase from 25% in SY23 to 65% in SY26 as measured by the 5Essentials Survey.



[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**

Culture and Climate Team, Behavioral Health Team

**Dates for Progress Monitoring Check Ins**

Q1	9/12/23	Q3	2/13/24
Q2	11/7/23	Q4	5/21/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
<b>Implementation Milestone 1</b>	Staff training on Tier 1 SEL curriculum (Second Step), Restorative Practices, & Psychological Safety	RP Coordinator, OSEL, Diversity 2 Inclusion, Admin.	October 20, 2023	In Progress
<b>Action Step 1</b>	Psychological Safety Professional Development & Staff Shared Agreements	Diversity 2 Inclusion, Admin.	August 15, 2023	Completed
<b>Action Step 2</b>	Full staff Second Step training	Counselor, OSEL	August 17, 2023	Completed
<b>Action Step 3</b>	Full Staff RP 101 Training	RP Coordinator	October 20, 2023	Not Started
<b>Action Step 4</b>	All classes develop and post shared agreements	Teachers	August 25, 2023	Not Started
<b>Action Step 5</b>	All students in grades 1-8 will participate in a Talking Circles	RP Coordinator, Teachers	October 20, 2023	Select Status
<b>Implementation Milestone 2</b>	With support from the Behavioral Health Team and Culture and Climate Team, teachers will implement Second Step and talking circles on a weekly basis with 65% fidelity.	Behavioral Health Team, Culture and Climate Team, Teachers	December 22, 2023	Not Started
<b>Action Step 1</b>	Implementation planning with teachers during grade level meetings	BHT, CCT	December 22, 2023	Not Started
<b>Action Step 2</b>	Modeling/Coteaching Second Step Lessons	BHT	December 22, 2023	Not Started
<b>Action Step 3</b>	Modeling/Cofacilitating talking circles	CCT	December 22, 2023	Not Started
<b>Action Step 4</b>	Fidelity check	BHT, CCT	December 22, 2023	Not Started
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>	With support from the Behavioral Health Team and Culture and Climate Team, teachers will implement Second Step and talking circles on a weekly basis with 80% fidelity			Not Started
<b>Action Step 1</b>	Implementation check ins with teachers during grade level meetings			Not Started
<b>Action Step 2</b>	Fidelity check			Not Started
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>	With support from our Suder SEL Parent Champion and district level resources, we will implement monthly SEL parent education nights			In Progress
<b>Action Step 1</b>	Meet with Ms. Jones to establish a scope and sequence for meetings, as well as logistics			In Progress
<b>Action Step 2</b>	Implement meetings monthly			In Progress
<b>Action Step 3</b>	Gain feedback at the end of each meeting to evaluate effectiveness			Not Started
<b>Action Step 4</b>	Solicit feedback from parents via weekly newsletters for future topics			Not Started
<b>Action Step 5</b>				Select Status

### SY25-SY26 Implementation Milestones

**SY25 Anticipated Milestones** All teacher teams from early childhood through middle school will implement Second Step lessons with fidelity, completing each grade level's scope and sequence. All teacher teams will also fully implement restorative practices including community building talking circles. With these practices in place, we will see a increase in student-student trust, student-teacher trust, teacher-teacher trust, and teacher-principal trust from 25% in SY23 to 50% in SY25.

**SY26 Anticipated Milestones** All teacher teams from early childhood through middle school will implement Second Step lessons with fidelity, completing each grade level's scope and sequence. All teacher teams will also fully implement restorative practices including community building talking circles. With these practices in place, we will see a increase in student-student trust, student-teacher trust, teacher-teacher trust, and teacher-principal trust from 25% in SY23 to 65% in SY26.

[Return to Top](#)

### Goal Setting

Resources:

**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.

**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
As indicated on the 5Essentials survey, student-student trust, student-teacher trust, teacher-teacher, and teacher-principal trust will increase from 25% in SY23 to 75% in SY26.	Yes	5E: Supportive Environment	Overall	25%	40%	50%	65%
			Select Group or Overall				
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				

### Practice Goals

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

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

	Specify your practice goal and identify how you will measure progress towards this goal. 📌		
	SY24	SY25	SY26
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	With support from the Behavioral Health Team and Culture and Climate Team, teachers will implement Second Step and talking circles on a weekly basis in 80% of classrooms.	With support from the Behavioral Health Team and Culture and Climate Team, teachers will implement Second Step and talking circles on a weekly basis in 100% of classrooms.	With support from the Behavioral Health Team and Culture and Climate Team, teachers will implement Second Step and talking circles on a weekly basis in 100% of classrooms.
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.	With support from our Suder SEL Parent Champion and district level resources, we will implement monthly SEL parent education nights	With support from our Suder SEL Parent Champion and district level resources, we will implement monthly SEL parent education nights	With support from our Suder SEL Parent Champion and district level resources, we will implement monthly SEL parent education nights
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 Status	Select Status	Select Status	Select Status
As indicated on the 5Essentials survey, student-student trust, student-teacher trust, teacher-teacher, and teacher-principal trust will increase from 25% in SY23 to 75% in SY26.	5E: Supportive Environment	Overall	25%	40%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			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
		Select Status	Select Status	Select Status	Select Status
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	With support from the Behavioral Health Team and Culture and Climate Team, teachers will implement Second Step and talking circles on a weekly basis in 80% of classrooms.	Select Status	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.	With support from our Suder SEL Parent Champion and district level resources, we will implement monthly SEL parent education nights	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status