CIWP Team & Schedules

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).

Name	Role	Email
Jacqueline Dillard	Principal	jtoliver@cps.edu
Melanie Hubbard	AP	mmoten@cps.edu
Tracy Jones	Teacher Leader	tljones7@cps.edu
Charles Pleasant	Teacher Leader	cpleasant@cps.edu
Lolita Williams	Other [PL Coordinator]	lccarey@cps.edu
Tanneshia Wilson	Other Case Manager	tskilgore@cps.edu
Emily Lauterbach	Other [School Counselor]	elauterbach2@cps.edu
Launder Carter	Math Coach	lfcarter@cps.edu
	Select Role	
	Select Role	
	Other [Type In]	
	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	6/12/23	6/12/23
Reflection: Curriculum & Instruction (Instructional Core)	6/12/23	6/12/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/12/23	6/12/23
Reflection: Connectedness & Wellbeing	6/12/23	6/12/23
Reflection: Postsecondary Success	6/12/23	6/12/23
Reflection: Partnerships & Engagement	6/12/23	6/12/23
Priorities	6/12/23	6/15/23
Root Cause	6/13/23	6/15/23
Theory of Acton	6/13/23	6/15/23
Implementation Plans	6/13/23	6/15/23
Goals	6/13/23	6/15/23
Fund Compliance	6/15/23	6/15/23
Parent & Family Plan	6/15/23	6/15/23
Approval	6/15/23	8/9/23

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	10/23/2023
Quarter 2	12/18/2023
Quarter 3	3/11/2024
Quarter 4	5/20/2024

Indicators of a Quality CIWP: Reflection on Foundations	Resources 🚀
Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.	Reflection on Foundations Protocol
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.	

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	In reviewing the metrics for Tanner's ELA and Math data shows ✏️ how we are flatlined in both students meeting and/or not meeting grade level expectations. Third grade is consistently very low overall in ELA and Math from last year to this present school year. Eighth grade made some improvements in ELA from last school year to this school year. However, Math doubled in the number of students not meeting grade level expectations. Overall, ELA and Math assessment scores did not change from the pandemic years to the current as expected. There is a need for a more intentional focus on teachers whole/small group instruction.	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading)
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions	**What is the feedback from your stakeholders?** According to Tanner's schoolwide surveys given to students ✏️ and teachers, we noticed students were feeling some distrust between teachers and students. Teacher/student relationships are not solid. There is some relationship building but not strong among all stakeholders. Teachers new to Tanner and teachers 2 years into Skyline usage have expressed they are still learning their way around the curriculum and how to effectively use subtractive planning to better assist their students independent academic needs.	STAR (Math) iReady (Reading) iReady (Math) Cultivate Grades ACCESS
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		TS Gold Interim Assessment Data
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.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development	**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?**	
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	"Improvement efforts in progress consist of daily Schoolwide ✏️ common MTSS block for small group implementation. We have coaches, interventionist, and tutors for Tier 3 instructions for ELA and Math. We have implemented teacher to teacher observations as well as our Schoolwide instructional walks with feedback given. There is some impact but not enough explicit impact that has significant improvement in students assessment scores. Our efforts do address the need for tier 2 and tier 3 learning for all student groups. Curriculum and Instruction should be tier 1.	

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.

- Flat growth in reading and math ✏️
- Assessments not aligning with curriculum (what is being tested is not always being taught, partially due to pacing of instruction)
- Teachers are nor familiar with curriculum provided by district
- Grading assessment instruction (disconnect, students are getting A's but according to assessment are not even performing at grade level)
- Teachers including content that is culturally competent to help students connect to the material

- ILT providing support in how to take Skyline content and make it feasablie for instructors and students to understand / relate to

Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?		References
Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey
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.	MTSS Integrity Memo
Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.	

What are the takeaways after the review of metrics?

-MTSS Team- Established MTSS leadership team but lacked a variety of staff roles. Structures were in placed to drive evidence based instruction for students. MTSS Integrity for informing student and family engagement was not evident. MTSS Lead Interventionist was evident. Branching MInds platform was utilized to support MTSS academic support and possibly for social emotional supports. Students receive instruction in the Least Restrictive Environment and have access to instruction in those evironments but is inconsistent. Staff is ensuring that student receive timely IEPs but at times lack quality due to missing data. Team is mostly implementing IEPs with fidelity. EL learners are placed with the appropriate and availale EL endorsed teacher to maximize required Tier I instruction. There are language objectives across content. The majority of the students are in pre-k and language objectives are integrated in their lessons. Skyline also has supports for EL learners.

What is the feedback from your stakeholders?

Concerns about students getting appropriate supports. Good feedback regarding staff collaboration to support students. More need for supports with supporting diverse learners with quality instruction in the general education setting. Concerns with a functioning MTSS team to support student learning growth. Parents are not involved in the MTSS process and do not understand their student intervention plans.

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?

MTSS team is being developed with more stakeholders. Inclusion of more stakeholders will ensure intervention plans and evidence-based interventions are being implemented and data collection within branching-minds are being progress monitored in a timely manner. Tanner currently for the SY2023-2024 will have a full Diverse Learner Teacher team whereas all students will be serviced with consistency receiving quality instruction.

Metrics

Unit/Lesson Inventory for Language Objectives (School Level Data)

MTSS Continuum

Roots Survey

ACCESS

MTSS Academic Tier Movement

Annual Evaluation of Compliance (ODLSS)

Quality Indicators of Specially Designed Curriculum

EL Program Review Tool

What student-centered problems have surfaced during this reflection?
If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

Inconsistent implementation of LRE

MTSS team is not well developed

MTSS is inconsistent and SEL data is missing

Referral to eligibility process is uneven based on the teacher

Parent communication and awareness is lacking.

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics

Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment SEL Teaming Structure	75% of students are recieving consistent tier 2&3 supports. 45% of these students are not meeting goals (ELA), the majority of students did not have a goal set for math OSS has remained steady across the years, increase in tracking of other interventions used 30 students have multiple discipline infractions at the same level OST 25% of students had access to it 80% were in target groups Peak in Week 11 (still below 95%) and then steady decline throughout the year Chronic Absent 10 student reduction from SY22-SY23	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in Access to OST Increase Average Daily Attendance Reconnected by 20th Day, Reconnected after 8 out of 10 days absent Cultivate (Belonging & Identity) Staff trained on alternatives to Enrichment Program Participation: Enrollment & Attendance Student Voice Infrastructure
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		**What is the feedback from your stakeholders?** in house attendance team has recognized that students who are on time and in attendance regularly, feel more connected to the school community and are more likely to engage in the classroom / school-wide activities SEL staff noticed that students who are physically and mentally engaged in SEL interventions are more likely to feel connected to the school community, decrease behavior infractions, and have an increase in personal wellbeing parents do not feel connected to the school -50% of staff has restorative practice training, staff is looking for training	
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.			

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.

10% of students are involved in repeated offences
15% of students are Chronically absent
MTSS is not effective 45% of the time (ELA) and incorrectly monitored in math 70% if the time

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?

Increase fidelity of meeting of BHT, C&C, and attendance teams has increased monitoring and tracking of interventions, however student movement in SEL, Academics, and attendance is minimal.

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**
Yes	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).	College and Career Competency Curriculum (C4)	- creating a PLT would help Tanner students begin to conceptualize what postsecondary success means - 8th graders are given majority if not all of the support for postsecondary success. team should think about how to support all grades in understanding of college / career / postsecondary - getting family involvement in the understanding / planning of postsecondary success would help students set more rigorous goals and achieve them -because we are pk-8th "alumni coordinator" does not apply to us	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track Learn, Plan, Succeed % of KPIs Completed (12th Grade)
Partially	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		

			Metrics
			[College Enrollment and Persistence Rate](#)
No	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).	[Work Based Learning Toolkit](#)	

What is the feedback from your stakeholders?

- parents are often not aware of the requirements to apply for high school until one of their children gets to 8th grade

- HS staff want their students to have an understanding of the term "postsecondary success" before students enter HS

- partner for after school program also notices the low parent involvement, how that affects student success, and recognizes that creating some events focused on parent involvement would increase parent understanding and student success

- students are often not aware of their options for high school until they are applying

[9th and 10th Grade On Track](#)

[Cultivate (Relevance to the Future)](#)

Freshmen Connection Programs Offered (School Level Data)

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).	[ECCE Certification List](#)	
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).	[PLT Assessment Rubric](#)	
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).	[Alumni Support Initiative One Pager](#)	

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?

- Tanner is working on better parent engagement to increase parent awareness of the requirments to apply for HS in Chicago BEFORE their child reaches 8th grade
- N12 HS and college fairs for 6th-8th grade is being discussed by N12 counselors

What student-centered problems have surfaced during this reflection?
If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

-we do not have a PLT. it would be beneficial to establish one
- school counselor collaborate with 8th grade teachers to help 8th grade students plan for high school, this planning could start earlier to better prepare Tanner students for HS apps/testing
-currently Tanner only offers 1 HS course for 8th grade students

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Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially — The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	[Spectrum of Inclusive Partnerships](#)	- The data from the 5 essential survey shows that there has been a decline and is one of our lowewt area in parental involvement and fostering relationships with families school commitees and community members in contributing to the overall school goals (Dropped - 9 points from 2021, rated weak (31). - There are several forms of communication offered between families and community members from town hall meetings, weekly newsletter/Paw Print, feedback link and personal emails on school website, Remind app, parent portal, but usage and utilization is low among families and community members. There's a need to develop more boards and panels for families and stakeholdrs to participate on/in. - There is some opprtuinitites for student voice/perspective, but is limited more towards students interst and choice in learning. There needs to be more opportunities in which students have voice in decsion making at all levels.	[Cultivate](#) [5 Essentials Parent Participation Rate](#) [5E: Involved Families](#) [5E: Supportive Environment](#) Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)
No	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	[Reimagining With Community Toolkit](#)	

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

No

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?

Low level of relational trust from parents, communication is one-way

Teachers communication with families is inconsistent

Not a lot of opportunities for parents to be in the school

Not a lot of ways that participation and effectiveness is captured

Student representatives on LSC/CIWP/Student Council/Town Halls/Peer Conferencing

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.

The reflectios show the following: 1. Students do not solid relationships with all stuff.   2. Students sr not meeting grade level expectations. 3. Students do not recieve small group instruction neccessary to master proficient skills.

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?

Monthly Parent Event, some signatures were collected

Townhall for retention grades

Events were open for families,

Looking at ways to provide transportation for families for sports

BHT and SEL teams actively reach out to families

STLS connected families with resources

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

In reviewing the metrics for Tanner's ELA and Math data shows how we are flatlined in both students meeting and/or not meeting grade level expectations. Third grade is consistently very low overall in ELA and Math from last year to this present school year. Eighth grade made some improvements in ELA from last school year to this school year. However, Math doubled in the number of students not meeting grade level expectations. Overall, ELA and Math assessment scores did not change from the pandemic years to the current as expected. There is a need for a more intentional focus on teachers whole/small group instruction.

What is the feedback from your stakeholders?

According to Tanner's schoolwide surveys given to students and teachers, we noticed students were feeling some distrust between teachers and students. Teacher/student relationships are not solid. There is some relationship building but not strong among all stakeholders. Teachers new to Tanner and teachers 2 years into Skyline usage have expressed that they are still learning their way around the curriculum and how to effectively use subtractive planning to better assist their students independent academic needs.

What student-centered problems have surfaced during this reflection?

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- Teachers including content that is culturally competent to help students connect to the material
- ILT providing support in how to take Skyline content and make it feasablie for instructors and students to understand / relate to

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?

"Improvement efforts in progress consist of daily Schoolwide common MTSS block for small group implementation.

We have coaches, interventionist, and tutors for Tier 3 instructions for ELA and Math. We have implemented teacher to teacher observations as well as our Schoolwide instructional walks with feedback given.

There is some impact but not enough explicit impact that has significant improvement in students assessment scores. Our efforts do address the need for tier 2 and tier 3 learning for all student groups. Curriculum and Instruction should be tier 1.

Determine Priorities

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

Students...

Based on student growth and achievement we see a disconnect between curriculum and assessment and student capacity to apply and transfer knowledge to a variety of situational tasks

Resources:

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

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

As adults in the building, we...

focus on compliance with the Skyline curriculum, we do not have effective planning structures that allow for a variety of perspectives and a lack of relational trust between collegues. We see a lack of use of backwards design and best pedagogy, which is producing a lack of breadth and depth of effective standards teaching

Resources:

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

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

a lack of breadth and depth of effective standards teaching.

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

What is your Theory of Action?

If we....

engage in effective planning focused on backwards design, increased training around personalized learning tools and integration of materials and curriculum

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.

then we see....

more effective and targeted lessons which are engaging and meeting students where they are.

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

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

which leads to...

an increase in student attainment on end of year assessments.

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

ILT

Dates for Progress Monitoring Check Ins

Q1	10/23/2023	Q3	3/11/2024
Q2	12/18/2023	Q4	5/20/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Grade level Meeting to commonly plan units to ensure backwards design	Melanie Hubbard	12/22/23	Not Started
Action Step 1	Plan your PD calendar with 1st meeting prior to Unit 2 implementation	Melanie Hubbard	8/14/23	Not Started
Action Step 2	Develop common pd plan for backwards design	ILT	9/8/23	Not Started
Action Step 3	Unit 2 Backwards design during PD Day	ILT	9/22/23	Not Started
Action Step 4	Unit 4 Backwards design during PD Day	ILT	10/27/23	Not Started
Action Step 5	Unit 6 Backwards design during PD Day	ILT	12/22/23	Not Started
Implementation Milestone 2	ILT Observation to monitor instructional fidelity and impact.	Launder Carter	5/13/23	Not Started
Action Step 1	Setting a schedule for ILT Observations that establishes a monthly/weekly cadence for all staff	Launder Carter	8/14/23	Completed
Action Step 2	Developing an observation tool Develop a feedback protocol	Launder Carter	8/14/23	Completed
Action Step 3	Begin ILT Observations	ILT	8/28/23	In Progress
Action Step 4	Establish meeting protocol at all ILT meetings to review data	Launder Carter	9/18/23	In Progress

<div align="right">Curriculum & Instruction</div>

Action Step 5	End of year impact review	ILT	5/13/23	Not Started
Implementation Milestone 3	Peer-to-Peer Observations to build instructional capacity.	Lolita Williams	5/13/23	Not Started
Action Step 1	Setting a schedule for peer-to-peer observations that establishes a monthly cadence for all staff	Lolita Williams	9/22/23	In Progress
Action Step 2	Developing an observation tool Develop a feedback protocol to introduce at PD Day	Lolita Williams	9/22/23	Completed
Action Step 3	Begin Peer-to-Peer Observations	All Staff	10/2/23	Not Started
Action Step 4	Establish meeting protocol at all ILT meetings to review data	Lolita Williams	10/16/23	Not Started
Action Step 5	End of year impact review	ILT	5/13/23	Not Started
Implementation Milestone 4	Establish protocol for analyzing and planning based on Unit and Practice Data	Grade Level Leads	5/13/23	Not Started
Action Step 1	Identifying Math and ELA lead teachers	Jacqueline Dillard	8/14/23	Completed
Action Step 2	Developing data analysis protocol that looks at standard mastery	Grade Level Leads	9/22/23	Completed
Action Step 3	Create PD calendar events to do correlation analysis of practice data, unit data, and interim data	Grade Level Leads	9/22/23	Completed
Action Step 4	Begin analysis of Unit assessment standards mastery	ILT	10/2/23	Not Started
Action Step 5	Protocol to monitor best practices around reteaching un-mastered standards	ILT	10/16/23	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Increase of students hitting annual growth targets by 10% annually. Improved pacing and and increase in student engagement.
SY26 Anticipated Milestones	Increase of students achieving annual growth targets by 10% annually. Improved pacing and and increase in student engagement.

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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

Numerical Targets [Optional] ✍

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍	SY24	SY25	SY26
Students in ELA will achieve their growth targets on iReady	Yes	iReady (Reading)	Overall	42	47	52	57
			Students with an IEP	54	59	64	69
Students in Math will achieve their	Yes	iReady (Math)	Overall	34	39	44	50

| Jump to... | Priority | TOA | Goal Setting | Progress |
| Reflection | Root Cause | Implementation Plan | | Monitoring |

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

Curriculum & Instruction

growth targets on iReady

Yes

iReady (Math)

| | Students with an IEP | 50 | 53 | 56 | 60 |

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍	Specify your practice goal and identify how you will measure progress towards this goal. ✍		
	SY24	SY25	SY26
C&I:5 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.	End of year data cycles will evaluate impact of professional development and observations led by the ILT measured by instructional walk data	End of year data cycles will evaluate impact of professional development and observations led by the ILT measured by instructional walk data	End of year data cycles will evaluate impact of professional development and observations led by the ILT measured by instructional walk data
C&I:2 Students experience grade-level, standards-aligned instruction.	100% of students K-8 achieving their annual typical growth in math and readiing on iRead.	100% of students K-8 achieving their annual typical growth in math and readiing on iRead.	100% of students K-8 achieving their annual typical growth in math and readiing on iRead.
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Monitored and address through ILT walkthrough and feedback cycles	Monitored and address through ILT walkthrough and feedback cycles	Monitored and address through ILT walkthrough and feedback cycles

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
Students in ELA will achieve their growth targets on iReady	iReady (Reading)	Overall	42	47	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	54	59	Select Status	Select Status	Select Status	Select Status
Students in Math will achieve their growth targets on iReady	iReady (Math)	Overall	34	39	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	50	53	Select Status	Select Status	Select Status	Select Status

Practice Goals / Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:5 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.	End of year data cycles will evaluate impact of professional development and observations led by the ILT measured by instructional walk data	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	100% of students K-8 achieving their annual typical growth in math and readiing on iRead.	Select Status	Select Status	Select Status	Select Status
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Monitored and address through ILT walkthrough and feedback cycles	Select Status	Select Status	Select Status	Select Status

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.
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
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?

-MTSS Team- Established MTSS leadership team but lacked a variety of staff roles. Structures were in placed to drive evidence based instruction for students. MTSS Integrity for informing student and family engagement was not evident. MTSS Lead Interventionist was evident. Branching MInds platform was utilized to support MTSS academic support and possibly for social emotional supports. Students receive instruction in the Least Restrictive Environment and have access to instruction in those evironments but is inconsistent. Staff is ensuring that student receive timely IEPs but at times lack quality due to missing data. Team is mostly implementing IEPs with fidelity. EL learners are placed with the appropriate and availale EL endorsed teacher to maximize required Tier I instruction. There are language objectives across content. The majority of the students are in pre-k and language objectives are integrated in their lessons. Skyline also has supports for EL learners.

What is the feedback from your stakeholders?

Concerns about students getting appropriate supports. Good feedback regarding staff collaboration to support students. More need for supports with supporting diverse learners with quality instruction in the general education setting. Concerns with a functioning MTSS team to support student learning growth. Parents are not involved in the MTSS process and do not understand their student intervention plans.

What student-centered problems have surfaced during this reflection?

Inconsistent implementation of LRE

MTSS team is not well developed

MTSS is inconsistent and SEL data is missing

Referral to eligibility process is uneven based on the teacher

Parent communication and awareness is lacking.

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?

MTSS team is being developed with more stakeholders. Inclusion of more stakeholders will ensure intervention plans and evidence-based interventions are being implemented and data collection within branching-minds are being progress monitored in a timely manner. Tanner currently for the SY2023-2024 will have a full Diverse Learner Teacher team whereas all students will be serviced with consistency receiving quality instruction.

Determine Priorities

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

Students...

Students goals and growth in Math, Reading and SEL did not show progress which implies a lack of effective intervention, relationship building, and monitoring.

Resources: 🖋

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

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

As adults in the building, we...

did not prioritize MTSS nor have an effective MTSS team that provided explicit structures, routines and learning around providing quality interventions that are data driven and timely

Resources: 🖋

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

Indicators of a Quality CIWP: Root Cause Analysis

routines and learning around providing quality interventions that are data driven and timely. We did not plan for nor account for new people and new teams in the building.

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

What is your Theory of Action?

If we....

develop a MTSS team that represents diverse stakeholders to provide quality professional development, monitor and track implementation quality interventions and progress monitoring and improve relational trust and data literacy

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.

then we see....

MTSS becoming an integrated practice where staff has a high level of competency using data to inform instructional decisions.

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

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

which leads to...

Students engaging in their learning through high quality intentional interventions, goal setting and progress monitoring.

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

Dorita Houston

Dates for Progress Monitoring Check Ins

Q1	10/23/2023	Q3	3/11/2024
Q2	12/18/2023	Q4	5/20/2024

SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1 — Establish a MTSS team that represents diverse stakeholders.	Dorita Houston		Not Started
Action Step 1 — Designate/Solicit key stakeholders representative of administration, interventionist, special education, General Education, counselor/social worker, case-manager, family and community input.	ILT/Administration	8/2/23	Not Started
Action Step 2 — Determine professional development needs related to MTSS/Tier 1-2-3 and provide opportunities for staff to attend	MTSS Team	8/14/23	Not Started
Action Step 3 — Determine incentives/compensation for team participation and work.	Jacqueline Dillard	8/14/23	Not Started
Action Step 4 — Create the vision and Schoolwide MTSS Implementation plan	ILT/Administration	8/14/2023	Not Started
Action Step 5 — Develop meeting schedule for MTSS Team	ILT/Administration	8/14/2023	Not Started
Implementation Milestone 2 — Establish explicit MTSS resources/monitoring protocol, schedule students and staff.	MTSS Team	9/25/2023	Not Started

Inclusive & Supportive Learning Environment

Action Step 1	Creation of MTSS resources/monitoring tools and documentation	Dorita Houston	9/25/2023	Not Started
Action Step 2	Creating Implementation Teacher and Student Schedules	Dorita Houston	9/25/2023	Not Started
Action Step 3	Provide professional development for teachers and staff	ILT	8/14/2023	Not Started
Action Step 4	Monitoring Implementation of intervention with fidelity per MTSS expectation protocols	MTSS Team	10/13/2023	Not Started
Action Step 5	Implementation observation schedule	Dorita Houston	09/18/2023	Not Started
Implementation Milestone 3	MTSS pacing protocol to fociliate 2 week learning cycles.	Dorita Houston	8/14/2023	Not Started
Action Step 1	Collect all necessary data collection, screening methods	Dorita Houston	8/14/2023	Not Started
Action Step 2	Analyze data and development of intervention goals for student groups	Teacher	8/18/2023	Not Started
Action Step 3	Designate and schedule tiered flexible student groups/Staff,	MTSS Team	9/18/2023	Not Started
Action Step 4	Implementation of student intervention groups with fidelity per MTSS expectation protocols	Teacher	9/25/2023	Not Started
Action Step 5	Protocol of weekly Check-In of MTSS Intervention	MTSS Team	9/22/2023	Not Started
Implementation Milestone 4	Branching minds utilization for Math, ELA, and SEL tracking, goal setting, and progress monitoring.	MTSS Team		Not Started
Action Step 1	Trainings for staff on Branching Minds utilization and review of interventions.	MTSS Team	9/21/2023	Not Started
Action Step 2	Divide up who is monitoring teachers/staff	MTSS Team	8/18/2023	Not Started
Action Step 3	Collaboration of data to implement MTSS groupings in Branching Minds within grade level teams.	MTSS Team	9/14/2023	Not Started
Action Step 4	Review and monitor usage and trends bi-weekly in team meetings.	MTSS Team	9/25/2023	Not Started
Action Step 5	Reflect on strengths and weaknesses, quarterly, of usage for next steps.	MTSS Team	10/27/2023	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Universal usage of branching minds tracking and progressing monitoring of interventions, Students moving with guidance between intervention groups	✍
SY26 Anticipated Milestones	Branching minds is the sole MTSS tracking platform, students have interated MTSS time to their learning menus and conferencing.	✍

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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

					Numerical Targets [Optional] ✍		
Specify the Goal ✍	**Can this metric be frequently monitored?**	**Metric**	**Student Groups (Select 1-2)**	**Baseline** ✍	**SY24**	**SY25**	**SY26**
100% of staff tracking interventions in branching minds, and 75% of	Yes	*% of Students receiving Tier 2/3 interventions*	Overall	25	30	35	40

students showing progress monitoring of quality interventions	Yes	*Tier 2/3 interventions meeting targets*	Other [staff]	30	35	40	45
All SEL interventions are tracked and effectiveness assessed	Yes	Reduction in repeated disruptive behaviors (4-6 SCC)	Overall	0	0	0	0
			Other [Staff]	0	0	0	0

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.	Staff will be provided with regular training on Branching minds and usage and effectiveness will be progress monitored by MTSS team bi-weekly and quarterly	Staff will be provided with regular training on Branching minds and usage and effectiveness will be progress monitored by MTSS team bi-weekly and quarterly	Staff will be provided with regular training on Branching minds and usage and effectiveness will be progress monitored by MTSS team bi-weekly and quarterly
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.	Centrally scheduling, planning, and monitoring MTSS effectiveness will increase our ability to support and monitor fidelity of implementation	Centrally scheduling, planning, and monitoring MTSS effectiveness will increase our ability to support and monitor fidelity of implementation	Centrally scheduling, planning, and monitoring MTSS effectiveness will increase our ability to support and monitor fidelity of implementation
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	We would integrate MTSS into our DL referral system we will see increased quality data to use during the referral process	We would integrate MTSS into our DL referral system we will see increased quality data to use during the referral process	We would integrate MTSS into our DL referral system we will see increased quality data to use during the referral process

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
100% of staff tracking interventions in branching minds, and 75% of students showing progress monitoring of quality interventions	% of Students receiving Tier 2/3 interventions meeting targets	Overall	25	30	*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Other [staff]	30	35	*Select Status*	*Select Status*	*Select Status*	*Select Status*
All SEL interventions are tracked and effectiveness assessed	Reduction in repeated disruptive behaviors (4-6 SCC)	Overall	0	0	*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Other [Staff]	0	0	*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.	Staff will be provided with regular training on Branching minds and usage and effectiveness will be progress monitored by MTSS team bi-weekly and quarterly	*Select Status*	*Select Status*	*Select Status*	*Select Status*

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

Inclusive & Supportive Learning Environment

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.	Centrally scheduling, planning, and monitoring MTSS effectiveness will increase our ability to support and monitor fidelity of implementation	*Select Status*	*Select Status*	*Select Status*	*Select Status*
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	We would integrate MTSS into our DL referral system we will see increased quality data to use during the referral process	*Select Status*	*Select Status*	*Select Status*	*Select Status*

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

Connectedness & Wellbeing

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.
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
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?

75% of students are recieving consistent tier 2&3 supports. 45% of these students are not meeting goals (ELA), the majority of students did not have a goal set for math

OSS has remained steady across the years, increase in tracking of other interventions used

30 students have multiple discipline infractions at the same level

OST 25% of students had access to it 80% were in target groups

Peak in Week 11 (still below 95%) and then steady decline throughout the year

Chronic Absent 10 student reduction from SY22-SY23

Belonging and Identity (Weak)

What is the feedback from your stakeholders?

in house attendance team has recognized that students who are on time and in attendance regularly, feel more connected to the school community and are more likely to engage in the classroom / school-wide activities

SEL staff noticed that students who are physically and mentally engaged in SEL interventions are more likely to feel connected to the school community, decrease behavior infractions, and have an increase in personal wellbeing

parents do not feel connected to the school

-50% of staff has restorative practice training, staff is looking for training

What student-centered problems have surfaced during this reflection?

10% of students are involved in repeated offences
15% of students are Chronically absent
MTSS is not effective 45% of the time (ELA) and incorrectly monitored in math 70% if the time

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?

Increase fidelity of meeting of BHT, C&C, and attendance teams has increased monitoring and tracking of interventions, however student movement in SEL, Academics, and attendance is minimal.

Determine Priorities

Return to Top

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

Students...

are not connected to the school because of ineffective SEL instruction and support which has led to low social and self-awareness, unsupported identity development, chronic absenteeism, increased negative behaviors, and low achievement.

Resources: 🚀

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

Return to Top

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

As adults in the building, we...

did not have a system in place to collect information from stakeholders, (parents, students and staff) that focused on integrating their voice into our building's SEL practices. We did not have a team with a clear focus and mission in developing and maintaining our school culture and climate that focused on developing staff, student, and community capacity and

Resources: 🚀

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Connectedness & Wellbeing

culture and climate that focused on developing staff, student, and community capacity and unity.

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....

Provide pofessional development around Second Step and conscience Disipline to increase stakeholder support and engagement through having an effective Culture and Climate Team with a clear mission and diversity of voice that is focused on re-establishing norms and unifying school community

then we see....

increased stakeholder engagement,and implementation of stategies taught to increase sense of belonging, and a more welcoming and restorative building

which leads to...

a unified restorative school culture focused on identity which leads to an increase in student achievement, attendance and a decrease in student referrals, which will lead to students achieving their Social Emotional Learning goals.

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

Return to Top   **Implementation Plan**

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍️

Culture and Climate Team

Dates for Progress Monitoring Check Ins

Q1	10/23/2023	Q3	3/11/2024
Q2	12/18/2023	Q4	5/20/2024

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1 Establish integrated SEL/Culture unified plan	C&C Team		Not Started
Action Step 1 Establish goals and priorities of intergrated SEL Plan	Admin Team	8/1/23	Not Started
Action Step 2 Quarterly articulation of the roll-out of SEL Plan with key non negotiables	C&C Team	8/14/23	Not Started
Action Step 3 Established accountability measures for SEL non negotiables	C&C Team	8/14/2023	Not Started
Action Step 4 Solicit input and feedback from student & family on school culture and SEL practices	C&C Team	3/22/2024	Not Started
Action Step 5 Analyze feedback data to inform SY25 planning	C&C Team	06/10/2024	Not Started
Implementation Milestone 2 Establish and engage in monitoring and tracking protocols for effectiveness.	C&C Team	6/3/24	Not Started
Action Step 1 Establish protocol for stakeholders check-in/reflection that is digital and analyzed at the C&C meeting following event	C&C Team	8/18/2023	Not Started
Action Step 2 Provide parents with surveys specifically in the beginning of year that targets gaps and barriers to participation in school events	C&C Team	8/18/2023	Not Started

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Connectedness & Wellbeing

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Action Step 3	Quarterly adapatations of check-in/Survey responses from parents, students and community	C&C Team	10/27/2023	Not Started
Action Step 4	EOY reflection survey	C&C Team	5/20/2024	Not Started
Action Step 5	Establishing transparent budget for SY25 stakeholder engagement and allocating appropriate resources	C&C Team	4/30/24	Not Started
Implementation Milestone 3	Establish intentional parent engagement plan.	C&C Team	4/30/24	Not Started
Action Step 1	Appoint a culture/climate team member to be liason for parents.	C&C Team	8/25/23	Not Started
Action Step 2	Determine role/responsiblities and monitoring protocol.	C&C Team	9/8/23	Not Started
Action Step 3	Establishing a vision for equitable family engagement	Admin Team	8/14/2023	Not Started
Action Step 4	Soliciting parents to assist with school activities.	C&C Team Parent Liason	9/25/23	Not Started
Action Step 5	Provide parents with incentives(breakfast and/or raffles for childs attendance, school uniforms...	C&C Team Parent Liason	10/26/24	Not Started
Implementation Milestone 4	Establish intentional student leadership and engagement plan.	C&C Team		Not Started
Action Step 1	Scaffolded roll out plan for Student Council, beginning with leadership and ending with school wide representatives	C&C Team	8/14/23	Not Started
Action Step 2	Student development plan and criteria for student council representations	C&C Team	8/14/23	Not Started
Action Step 3	Calendar of events with at least 2 student generated	C&C Team	8/14/23	Not Started
Action Step 4	Scaffolded roll out plan for Student Peer Conferencing, beginning with development of students identified by staff	Emily Lauterbach	10/27	Not Started
Action Step 5	Student development plan and criteria for student discipline representation	Emily Lauterbach	10/27/2023	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Established Student council and Peer conferencing teams ready to begin BOY Non-Negotiable SEL practices are established school wide and visible Increase in family participation in school wide events
SY26 Anticipated Milestones	Parent and student participation in multiple teams (culture and climate, BHT, ILT) Well established C&C that sets school culture and climate goals SEL practices are an integrated facet of school life

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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	SY24	SY25	SY26
By SY26 our relational trust rating on the 5Essentials will move from weak to strong	Yes	5E: Supportive Environment	Overall	Weak			
			Other [Student]	Weak			

Numerical Targets [Optional]

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

Connectedness & Wellbeing

By SY26 we will see an increase of 50% annually in atttendance by families to schoolwide events	Yes	Other	Overall	30 families		
			Select Group or Overall			

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍	Specify your practice goal and identify how you will measure progress towards this goal. ✍		
	SY24	SY25	SY26
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	C&C team adds parent, liason component, establishes schoolwide SEL quality metrics and key look fors that are monitored monthly and quarterly.		
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	2nd step curriculum, calm classroom, restorative practice are integrated into schoolwide schedule and SEL plan		
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.	Student council is established, peer conferencing is established, afterschool enrichment increases by 50%		

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
By SY26 our relational trust rating on the 5Essentials will move from weak to strong	5E: Supportive Environment	Overall	Weak		Select Status	Select Status	Select Status	Select Status
		Other [Student]	Weak		Select Status	Select Status	Select Status	Select Status
By SY26 we will see an increase of 50% annually in atttendance by families to schoolwide events	Other	Overall	30 families		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

		Progress Monitoring			
Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	C&C team adds parent, liason component, establishes schoolwide SEL quality metrics and key look fors that are monitored monthly and quarterly.	Select Status	Select Status	Select Status	Select Status

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

Connectedness & Wellbeing

		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.	2nd step curriculum, calm classroom, restorative practice are integrated into schoolwide schedule and SEL plan	Select Status	Select Status	Select Status	Select Status
C&W:3 All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	Student council is established, peer conferencing is established, afterschool enrichment increases by 50%	Select Status	Select Status	Select Status	Select Status

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

Connectedness & Wellbeing

C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.

2nd step curriculum, calm classroom, restorative practice are integrated into schoolwide schedule and SEL plan

Select Status   Select Status   Select Status   Select Status

IL-Empower

IL-EMPOWER GRANT ASSURANCES

By checking the boxes below, you indicate that your school understands and complies with each of the grant assurances listed.

☑ The purpose of the IL-Empower grant funds, authorized under Title I, Part A, Section 1003 School Improvement of the Elementary and Secondary Education Act, is to support local education agencies (LEAs), via the Statewide System of Technical Assistance and Support (IL-EMPOWER) to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities. The goal is to provide all children significant opportunity to receive a fair, equitable, and high-quality education by providing adequate resources to substantially raise the achievement of students in lowest and underperforming schools, as defined by the Illinois State Board of Education (ISBE).

☑ The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status.

☑ Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:
a) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
b) Contracting for professional services from State-Approved Learning Partners
c) Conducting school-level needs assessments
d) Analyzing data
e) Identifying resource inequities
f) Researching and implementing evidence-based interventions
g) Purchasing standards-aligned curriculum and materials
h) Purchasing and administering local assessments for progress monitoring

☑ Supplement, not supplant is in effect. Schools and LEAs shall use IL-Empower grant funds only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.

☑ Schools designated for comprehensive or targeted support can expect four years of continuation funding from the initial summative designation. Improvement status defines the up-to four-year term that runs concurrently with the IL-EMPOWER grant program. Status and funding begin with an initial summative designation of comprehensive or targeted and continue through the remaining part of the first year in the planning phase of the grant and are followed by three consecutive years of implementation. School Improvement funding is awarded concurrently with improvement status. Improvement status and grant funding continue concurrently for up to four years regardless of positive changes in annual summative designations because IL-EMPOWER is structured to support local efforts with scaffolded support of sufficient size and longevity to improve outcomes for students and exit improvement status within a four-year grant term.

☑ School Improvement Reports (SIR) are due on a triannual basis.

☑ Schools in comprehensive improvement status must work with a State-Approved Learning Partner to address areas identified in the respective school improvement plans. Schools in targeted improvement status may or may not elect to work with a State-Approved Learning Partner. Approved Learning Partners are contracted by ISBE and are authorized to provide direct professional learning services in evidence-based practices to LEAs and comprehensive and targeted schools. Only vendors selected for an executed contract with ISBE may provide services to IL-Empower districts and schools (both comprehensive and targeted) using Title I, Part A, Section 1003 School Improvement funds, and likewise only those subcontractors included in either the executed contract or subsequent written approval by ISBE may provide services to IL-EMPOWER districts and schools.

☑ As a grant recipient, you may be required to participate in program evaluation activities, site monitoring visits, and audit protocols.

☑ As part of annual grant application and amendment processes, you may be asked to submit additional information regarding budget requests and alignment of budget allocations to CIWP.

IL-EMPOWER SMART GOALS

Of the goals developed earlier in this CIWP, please choose at least 2, and up to 3, that will be your focus areas for IL-Empower. These goals should be in alignment with your ISBE designation and reference specific student groups, as applicable. As part of the annual grant application and amendment processes, please be prepared to outline how your IL-Empower grant budgets will support the chosen goal(s).

IL-Empower Goals Must have a Numerical Target

	Select a Goal Below	Student Groups	Baseline	SY24	SY25	SY26
Required Math Goal	iReady (Math): Students in Math will achieve their growth targets on iRe...	**Overall**	34	39	44	50
		Students with an IEP	50	53	56	60
Required Reading Goal	iReady (Reading): Students in ELA will achieve their growth targets on i...	**Overall**	42	47	52	57
		Students with an IEP	54	59	64	69
Optional Goal						

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

SCHOOL & FAMILY ENGAGEMENT POLICY

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

- ☑ The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.

- ☑ At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.

- ☑ Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.

- ☑ Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.

- ☑ Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.

- ☑ Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.

- ☑ Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.

- ☑ Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct
  other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

- ☑ Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.

SCHOOL & FAMILY COMPACT

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

- ☑ The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.

- ☑ The school will hold parent-teacher conferences.

- ☑ The school will provide parents with frequent reports on their children's progress.

- ☑ The school will provide parents reasonable access to staff.

- ☑ The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.

- ☑ The parents will support their children's learning.

- ☑ The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

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

Parent funds will be used for parent trainings. These training will provide the parents with thr skills necesssary to provide supoorts to their children.

In order to maintain compliance with the use of Title I Parent & Family Engagement funds, please review and check each box below to indicate that your school understands and complies with the requirements following. We will...

- ☑ Spend Parent & Family Engagement Funds in a timely manner (Average 10%/month)

- ☑ Collaborate with parents, prioritizing PAC officers, to decide on Title I expenditures

- ☑ Assure that funds impact the majority of parents or focus on parents with students most at academic risk

- ☑ Provide up to date monthly fund reports to PAC officers

- ☑ Maintain a binder with the original documents related to PAC meetings, presentations, fund expenditures and other evidence of collaboration

- ☑ Provide support to PAC officers including but not limited to consultation about fund usage, meeting set-up, information dissemination, and organizational support