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 ✍
Mary Kay Richardson	Principal	mdrichardson4@cps.edu
Giselle Sanchez-Santiago	Connectedness & Wellbeing Lead	gmsanchezsantiago@cps.edu
Peter Brown	Curriculum & Instruction Lead	bpbrown1@cps.edu
Erika Yonamine	Inclusive & Supportive Learning Lead	eeyonamine@cps.edu
Maribel Yanez	Clerk	myanez10@cps.edu
Diana Tapia	LSC member and bilingual/SPED teacher leader	dtapia13@cps.edu
Arcelia Pineda	Teacher Leader	apineda29@cps.edu
Ashley Telman	Dual Language Coordinator	atelman@cps.edu
Adriana Guerrero	Postsecondary Lead	aguerreo107@cps.edu
Karina Cunculs	Teacher Leader	kcunculs@cps.edu
Christina Sazibel Torres	Parent	trrs.christina@gmail.com
Nancy Arredondo	LSC Member, bilingual teacher leader and Fam…	nparredondo@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	4/12/23	4/12/23
Reflection: Curriculum & Instruction (Instructional Core)	4/19/23	419/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	4/26/23	5/3/23
Reflection: Connectedness & Wellbeing	5/3/23	5/3/23
Reflection: Postsecondary Success	5/3/2023	5/3/23
Reflection: Partnerships & Engagement	5/17/23	5/17/23
Priorities	5/22/23	5/22/23
Root Cause	5/31/23	5/31/23
Theory of Acton	5/31/23	5/31/23
Implementation Plans	6/14/23	8/9/23
Goals	6/21/23	8/9/23
Fund Compliance		
Parent & Family Plan		
Approval	9/6/23	9/6/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates ✍	
Quarter 1	10/25/23
Quarter 2	12/20/23
Quarter 3	3/20/24
Quarter 4	5/22/24

Indicators of a Quality CIWP: Reflection on Foundations

Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.

Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.

Stakeholders are consulted for the Reflection of Foundations.

Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

Resources 🚀

Reflection on Foundations Protocol

Curriculum & Instruction

Return to Top

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	🔲 Responses for Materials Units - Idea Catcher ✍️	IAR (Math)
				IAR (English)
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric / Teacher Team Learning Cycle Protocols / Quality Indicators Of Specially Designed Instruction		Rigor Walk Data (School Level Data)
				PSAT (EBRW)
				PSAT (Math)
				STAR (Reading)
Yes	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?**	STAR (Math)
			🟧 CIWP 21-22 DL PreIPT ✍️	iReady (Reading)
				iReady (Math)
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness / Distributed Leadership		Cultivate
				Grades
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		ACCESS
				TS Gold
				Interim Assessment Data
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**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?**	
			Focus on the children with disabilities--providing for them the same high engagement and challenging curriculum as their peers. Provide more inclusion opportunities. Teachers should meet with their teaching team to review the IEP goals of every child and intentionally focus on the child's growth toward goals. ✍️	

What student-centered problems have surfaced during this reflection?

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

Teachers do not know the children's IEP goals, ✍️

Inclusive & Supportive Learning Environment

Return to Top

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo / MTSS Continuum / Roots Survey	We need to systematize the process for MTSS referral. Have counselor create MTSS/Climate/Culture team. Classroom teams need to review the IEP goals of their children together and plan for their growth. ✍️	Unit/Lesson Inventory for Language Objectives (School Level Data)
				MTSS Continuum
				Roots Survey
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.	MTSS Integrity Memo		ACCESS
				MTSS Academic Tier Movement
				Annual Evaluation of Compliance (ODLSS)
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page	**What is the feedback from your stakeholders?**	Quality Indicators of Specially Designed Curriculum
			Need to focus more on intentional inclusion and see children grow to move into the least restrictive environment. Students have high quality IEPs; the teachers need to know the goals ✍️	EL Program Review Tool

and work collaboratively so that the student will meet their goals.

Yes	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, 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?

In DLE and Multilingual classrooms, Continue to use 'can do' language goals in lesson planning, differentiating based on each child's dual language learning. ✏️

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.

Teacher teams need to know each student's IEP goals. Teams need to plan and work together, knowing the goals. ✏️

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
No	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	We need to look at the classroom team's work through the lens of inclusion. In addition, classroom teams need to organize and plan together, using their prep times strategically. ✏️	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students Reconnected by 20th Day, Reconnected after 8 out of 10 days absent Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation; Enrollment & Attendance Student Voice Infrastructure Reduction in number of students with dropout codes at EOY
Yes	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?** Classroom teams are not meeting together weekly to plan. ✏️	
Yes	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.

Classroom team are not meeting together for the benefit of planning for Instruction for children with IEP goals. ✏️

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?

There is agreement among teachers that planning weekly has not been happening. ✏️

Postsecondary Success

Return to Top

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)		References	What are the takeaways after the review of metrics?	Metrics
N/A	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)	*[takeaways reflecting most students; takeaways reflecting specific student groups]* ✍	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate 9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
N/A	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		
N/A	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit	**What is the feedback from your stakeholders?** *[feedback trends across stakeholders; feedback trends across specific stakeholder groups]* ✍	
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	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** *[impact on most students; impact on specific student groups]* ✍	
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 student-centered problems have surfaced during this reflection?
If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

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

Partnership & Engagement

Return to Top

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	*[takeaways reflecting most students; takeaways reflecting specific student groups]* ✍	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)
Partially	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)

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?

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

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 lack of wrap around and consistent means of communication to families of the parent/caregiver progam and its offerings

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

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

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

What are the takeaways after the review of metrics?

We need to systematize the process for MTSS referral. Have counselor create MTSS/Climate/Culture team. Classroom teams need to review the IEP goals of their children together and plan for their growth.

What is the feedback from your stakeholders?

Need to focus more on intentional inclusion and see children grow to move into the least restrictive environment. Students have high quality IEPs; the teachers need to know the goals and work collaboratively so that the student will meet their goals.

What student-centered problems have surfaced during this reflection?

Teacher teams need to know each student's IEP goals. Teams need to plan and work together, knowing the goals.

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?

In DLE and Multilingual classrooms, Continue to use 'can do' language goals in lesson planning, differentiating based on each child's dual language learning.

Return to Top
Determine Priorities

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

Students...

with IEP goals will be the center of the classroom team's understanding and focus, as they develop learning plans built around the student's IEP goals.

Resources: 🚀

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Return to Top
Root Cause

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

As adults in the building, we...

will use research-based strategies to meet the learning needs of children with IEPs.

Resources: 🚀

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Return to Top
Theory of Action

What is your Theory of Action?

If we....

use research-based interventions and strategies, specifically, in support of our diverse learners...

then we see....

more effective co-teaching...

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.

Inclusive & Supportive Learning Environment

which leads to...

active participation, growth and well being of children with disabilities.

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 ✍️

Inclusion Team led by Erika Yonamine

Dates for Progress Monitoring Check Ins

Q1	10/25/23	Q3	3/20/24
Q2	12/20/23	Q4	5/22/24

SY24 Implementation Milestones & Action Steps ✍️

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1				*Select Status*
Action Step 1	Special Education teacher creates IEP goal sheet for entire team to access linked to TSG documentation-the focus on benchmarks. (all in one place) Erika could provide support as needed.	Special Education Teachers	09/08/23	In Progress
Action Step 2	PD on research -based interventions	Inclusion Team	throughout the year	In Progress
Action Step 3	Develop a bank of strategies to help with small group inclusion.	All teachers	throughout the year	In Progress
Action Step 4	include a section about IEPs (school-wide template) **revise current template**	Inclusion Team	by end of year 2024	In Progress
Action Step 5	Develop a protocol for collaboration about IEPs within each classroom team: How to collaborate about accommodations and IEP writing How to share information, data collection How often? Procedures	Inclusion Team followed by Classroom Teams	by January 2024	In Progress
Implementation Milestone 2				*Select Status*
Action Step 1	SECA meetings will be held weekly on Wednesdays. (Erika, Peter)	Erika, Peter	weekly beginning 9/20	In Progress
Action Step 2	Promote inclusion opportunities; develop a plan, school wide, ongoing, beginning with shared patio time. (Erika/SPED teachers)	Erika, SPED teachers	by January 2024	In Progress
Action Step 3	Include small groups outside the classroom, outdoors and indoor/outdoor Art Studios (Giselle, Erika, classroom teams) on a weekly basis.	Giselle, Erika	weekly, beginning	In Progress
Action Step 4	Implement Diverse Learners Parent/Caregiver Support Group-Erika, b	Erika	Oct. 19 and ongoing	Not Started
Action Step 5	Emphasize Inclusion Priority during Parent Orientations-August, Erika	Erika	August 2023	Completed
Implementation Milestone 3				*Select Status*
Action Step 1	Develop and host at least one 'friendship' day, where children can visit	Erika, SPED team	Winter, 2024	Not Started
Action Step 2				*Select Status*
Action Step 3				*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 4				*Select Status*
Action Step 1			August 2025	*Select Status*
Action Step 2				*Select Status*
Action Step 3				*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Emphasize Inclusion Priority during Parent Orientations-August, Erika	✍️
SY26 Anticipated Milestones	Emphasize Inclusion Priority during Parent Orientations-August, Erika	✍️

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).

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

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

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

Inclusive & Supportive Learning Environment

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.

-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
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				

Numerical Targets [Optional] ✍

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
Select a Practice			
Select a Practice			
Select a Practice			

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 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
	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

Identified Practices	SY24	Progress Monitoring			
		Quarter 1	Quarter 2	Quarter 3	Quarter 4
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

<div align="right">Connectedness & Wellbeing</div>

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

No	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
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.
Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

We need to look at the classroom team's work through the lens of inclusion. In addition, classroom teams need to organize and plan together, using their prep times strategically.

What is the feedback from your stakeholders?

Classroom teams are not meeting together weekly to plan.

What student-centered problems have surfaced during this reflection?

Classroom team are not meeting together for the benefit of planning for Instruction for children with IEP goals.

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 is agreement among teachers that planning weekly has not been happening.

Return to Top **Determine Priorities**

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

Students…

IEP goals will be known by each team member, and the team will work together to provide the appropriate and targeted learning opportunities. ✏️

Resources: 🚀

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Return to Top **Root Cause**

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

As adults in the building, we…

will commit to meeting with our classroom teams, designating at least one hour per week, knowing each child's IEP goals. ✏️

Resources: 🚀

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Return to Top **Theory of Action**

What is your Theory of Action?

If we….

commit to inclusion as our lens through which we plan all of our professional development
- specifically classroom team collaboration and planning
- an intentional focus on inclusion strategies within school-wide PDs … ✏️

then we see….

a deeper understanding of inclusion in our specific context; the rights of children, multilingualism and anti-bias work ✏️

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.

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

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

Connectedness & Wellbeing

which leads to...

transformative practices in the classroom that foster a sense of belonging and collaboration 🛠️
between ALL children within themselves, children and teachers, and the teaching team.

Return to Top | Implementation Plan

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan 🛠️

Dates for Progress Monitoring Check Ins

Q1	10/25/23	Q3	3/20/24
Q2	12/20/23	Q4	5/22/24

SY24 Implementation Milestones & Action Steps 🛠️

SY24 Implementation Milestones & Action Steps	Who 🛠️	By When 🛠️	Progress Monitoring
Implementation Milestone 1			Select Status
Action Step 1 — Set a day/time for lesson planning. (classroom teams by Sept. 8th)	Classroom teams, admin	By Sept. 8, 2023	In Progress
Action Step 2 — Develop a suggested IEP/inclusion services section for lesson plans. (Erika, Giselle, Peter by Sept. 30th)	Erika, Giselle, Peter	By Sept. 30, 2023	In Progress
Action Step 3 — Develop a plan for collaboration about IEPs within each classroom team: Who? By when? How to collaborate about accommodations and IEP writing How to share information, data collection How often? Procedures? (classroom teams by September 20th)	Classroom teams, Erika	By November 30, 2023	In Progress
Action Step 4 — As much as possible, all Professional Development in SY 23-24 will con	Peter, MK, Giselle, Ashley	ongoing	In Progress
Action Step 5 — Invite 'experts' outside the classroom (Dual language, Inclusion, Reggio	Peter, Ashley, Giselle, Erika, Adriana	ongoing	In Progress
Implementation Milestone 2			Select Status
Action Step 1 — Reduce the curriculum meeting days to Tuesday and Thursday, in ord	MK	By Oct. 1, 2023	In Progress
Action Step 2 — Document year-long PD plan that shows the VT strand integration with Inclusion	Admin team, VTLT	By Oct. 1, 2023	In Progress
Action Step 3 — Create an online schedule, weekly, showing when support staff are available.	Giselle	By Oct. 1, 2023	In Progress
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 3			Select Status
Action Step 1			Select Status
Action Step 2			Select Status
Action Step 3			Select Status
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 4			Select Status
Action Step 1			Select Status
Action Step 2			Select Status
Action Step 3			Select Status
Action Step 4			Select Status
Action Step 5			Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?] 🛠️

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

Return to Top | Goal Setting

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.

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

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

Connectedness & Wellbeing

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 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
	Select Answer	Select Metric	Select Group or Overall				
			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. ✍️		
	SY24	SY25	SY26
Select a Practice			
Select a Practice			
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 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
	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 a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

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

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

Partnership & Engagement

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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.
Partially	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).

What are the takeaways after the review of metrics?

[takeaways reflecting most students; takeaways reflecting specific student groups]

What is the feedback from your stakeholders?

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

What student-centered problems have surfaced during this reflection?

The lack of wrap around and consistent means of communication to families of the parent/caregiver progam and its offerings

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

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

Return to Top **Determine Priorities**

Resources: 🚀

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

Students...

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Return to Top **Root Cause**

Resources: 🚀

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

As adults in the building, we...

will get to know our families, their identity, family and cultural values and celebrate them in the classroom, creating powerful and impactful home-school connections.

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Return to Top **Theory of Action**

What is your Theory of Action?

If we....

offer focused, intentionl parent/caregiver participation opportunities aligned with our inclusive mission

then we see....

increased, active engagement

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.

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

Partnership & Engagement

which leads to...

a strengthening of the relationships between staff, caregivers and children. ✍️

Implementation Plan

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍️

Dates for Progress Monitoring Check Ins

Q1	10/25/23	Q3	3/20/24
Q2	12/20/23	Q4	5/22/24

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1			Select Status
Action Step 1 Plan for and implement the Summer Welcome Back to Thomas Event (August 17, 2023)	Peter, Maribel	August 17, 2023	Completed
Action Step 2 Bring parents/caregivers back into the school on a daily basis. (August 21, 2023)	All staff	August 21, 2023	In Progress
Action Step 3 Incorporate our integrated strands of work and present at every parent/caregiver orientation (August, 2023)	Peter, MK, Giselle, Erika	August, 2023	Completed
Action Step 4 In order to bring all families together, continue to implement Velma Thomas school-wide traditions: Back to School Welcome, Fall Fest, All-school Studies Day, Taste of Velma Thomas, Theater Day, Block Party (non classroom staff)	MK, VTLT	ongoing	In Progress
Action Step 5 Using the "Family and Culture Questionnaire" to learn about families	classroom teams, PRT, SCR	ongoing throughout the	In Progress
Implementation Milestone 2			Select Status
Action Step 1 Digital Method of Communication (Adriana, Giselle) Focus on adding content on school cps website (Giselle, Peter)	Adriana, Giselle, Peter	ongoing beginning Oct. 1	Not Started
Action Step 2 Look into VT Facebook and Instagram account (Adriana)	Adriana	by Oct. 31	Not Started
Action Step 3 Designate members for an in-house team to oversee website, other social media	CIWP team, Adriana	by Sept. 30	Not Started
Action Step 4 Use a marquee outside the school or front entrance whiteboard AND	Adriana, in-house team	by Oct. 31	Not Started
Action Step 5			Select Status
Implementation Milestone 3			Select Status
Action Step 1 Create/update the parent/caregiver interest survey to be delivered in September, by Sept. 30th, 2023 to gain an understanding of family demographics, interests and how engagement could be increased. (Adriana, Giselle, CPC team) Suggested delivery methods Paper- let families know they will be collected at the end, and follow-up with each family to ensure they are completing the survey Google Survey Form- have families take turns going up to a designated a computer and have a staff member go through each question throughout orientation meeting.	Adriana, CPC team	by Sept. 30th	In Progress
Action Step 2 Revisit/Revise Family and Culture questionnaire - does it need t	Ashley, VTLT	by Oct. 27th	In Progress
Action Step 3			Select Status
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 4			Select Status
Action Step 1			Select Status
Action Step 2			Select Status
Action Step 3			Select Status
Action Step 4			Select Status
Action Step 5			Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?] ✍️

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

Goal Setting

Resources: 🚀

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

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

Partnership & Engagement

Indicators of a Quality CIWP: Goal Setting

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-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
	Select Answer	Select Metric	Select Group or Overall				
			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. ✍️		
	SY24	SY25	SY26
Select a Practice			
Select a Practice			
Select a Practice			

Return to Top

SY24 Progress Monitoring

Resources: 🚀

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Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
	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
	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 a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

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

Partnership & Engagement

Select a Practice

Select Status

Select Status

Select Status

Select Status

Select a Practice

Select Status

Select Status

Select Status

Select Status

☐ **Our school receives school improvement funding through Title I, Part A, 1003 (IL-Empower)**

This CIWP serves as your School Improvement Plan, which is required for schools in school improvement status (comprehensive or targeted) as identified by the Illinois State Board of Education (ISBE). The following section, "IL-Empower," addresses grant requirements, assurances, and alignment across your CIWP, grant budget, and state designation.

☑ **Our school DOES NOT receive school improvement funding through Title I, Part A, 1003 (IL-Empower).**
(Continue to Parent & Family Plan)

Select a Goal

Select a Goal

Select a Goal

Parent and Family Plan

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.** **(Continue to Approval)**
No action needed		