

CIWP Team & Schedules

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Indicators of Quality CIWP: CIWP Team

The CIWP team includes staff reflecting the diversity of student demographics and school programs.




The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.

The CIWP team includes leaders who are responsible for implementing Foundations, those with institutional memory and those most impacted.

The CIWP team includes parents, community members, and LSC members.



All CIWP team members are meaningfully involved in the planning process for CIWP components and include other stakeholders, as appropriate for their role, with involvement along the [CPS Spectrum of Inclusive Partnerships](#) (from the CPS Equity Framework).

[CIWP Team Guidance](#)

Name 	Role 	Email 
Araceli Ibarra	Principal	aibarra@cps.edu
Audrey Benes	Teacher Leader	arbenes@cps.edu
Nicole Bush	Teacher Leader	nbush@cps.edu
Walter Casimiro	Teacher Leader	wjcasimiro@cps.edu
Haidee Gonzalez	Teacher Leader	hgonzalez2@cps.edu
Evelia Hernandez	Teacher Leader	ehernandez6@cps.edu
Osvaldo De Santiago	Other [N7 ISL]	odesantiago@cps.edu
Brenda Fonseca	Teacher Leader	bfonseca1@cps.edu
Kristy Brooks	Other [Counselor]	Klbrooks@cps.edu
Samantha Denson	Select Role	sjdenson@cps.edu
Blake Fronczak	Teacher Leader	bcfronczak@cps.edu
	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	7/1/23	7/1/23
Reflection: Curriculum & Instruction (Instructional Core)	7/1/23	8/1/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/1/23	8/1/23
Reflection: Connectedness & Wellbeing	7/1/23	8/1/23
Reflection: Postsecondary Success	7/1/23	8/1/23
Reflection: Partnerships & Engagement	7/1/23	8/1/23
Priorities	8/1/23	8/30/23
Root Cause	8/1/23	8/30/23
Theory of Acton	8/1/23	8/30/23
Implementation Plans	8/21/23	8/30/23
Goals	8/21/23	8/30/23
Fund Compliance	8/1/23	8/30/23
Parent & Family Plan	9/1/2023	9/13/23
Approval	9/1/23	9/13/23

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	10/10/2023
Quarter 2	12/12/2023
Quarter 3	3/12/2024
Quarter 4	5/28/2024

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction
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
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness 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.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document

Primary concerns:
 Phonics portion in Skyline is lacking. We are using the Amplify phonics due to lack of resources like the streamline of Teacher's guide in Skyline is hard to navigate. Primary students score higher in phonemic awareness as measured on the iReady but reading comprehension decreases as they continue through the grades.
 Both primary and 3-5, Reading Comprehension portion is not allowing for practice, and does not have a strong vocabulary component. Primary has some spelling but 3-5 does not have sufficient. Especially not enough grammar support. There is no skill with shared texts to have students practice. Teachers are supplementing Skyline.
 Also, Skyline lacks shared texts at different levels. (Raz Kids is helpful for having both English/Spanish texts and multi-level texts.
 6-8
 We need to make sure all(Diverser & EL) of our students have access to the Skyline resources.
 Instruction has to have a warm-up for specific skills prior to the Skyline lessons.

What is the feedback from your stakeholders?

While we are using phonics from Amplify, there is still room for improvement. For example, a need for growth in academic vocabulary. As a result, the connection between phonics and vocabulary is essential. There needs to be consistency throughout the grades. Kindergarten data shows vocabulary was lower than other categories. At this time there is minimal collaboration between the math and ELA teams, An increase of collaboration among teachers teams is needed to ensure alignment of content standards throughout the grade levels.
 During parent meetings, they report students should have the opportunity to learn a different language or take classes to strengthen their Spanish skills. Parents would like to see a more rigorous curriculum throughout the years to reduce the need to apply to selective enrollment schools.

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?

Walsh has opted into the Skyline ELA and Spanish ELA to support student learning through multiple diverse resources. Departmentalization of ELA/SS and Math Science occurs in grades 2-8. Teachers are collaborating based on their content instruction during the PD days and they collaborate weekly with their grade level cluster. The Equity Team leads books reviews to integrate equitable practices throughout the content areas. The MTSS team analyzes student data to address student needs in tier 2 and 3. The BHT supports all students referred for a social emotional concern. The Culture CLimate team works to integrate cultural diversity for all throughout the school year.

- [iAR \(Math\)](#)
- [iAR \(English\)](#)
- Rigor Walk Data (School Level Data)
- [PSAT \(EBRW\)](#)
- [PSAT \(Math\)](#)
- [STAR \(Reading\)](#)
- [STAR \(Math\)](#)
- [iReady \(Reading\)](#)
- [iReady \(Math\)](#)
- [Cultivate](#)
- [Grades](#)
- [ACCESS](#)
- [TS Gold](#)
- [Interim Assessment Data](#)

What student-centered problems have surfaced during this reflection?

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

Need for consistent math block/math norms, lack of academic math vocabulary to strategize and articulate thinking
 Lack of math identity

Academic Vocabulary, Comprehension as students progress through the years

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey
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Inclusion is including co-teaching, Intervention: middle school (6-8th specific teachers are focusing on specific subject areas.) 3-5th have the support of a teacher
 MTSS have recommendations of minutes for the tiers to follow: we have been offered to opt into Math Freckles and AMIRA.
 We have a long relationship with WITS (Working in the Schools). Students receive one on one with adults reading both during

- Unit/Lesson Inventory for Language Objectives (School Level Data)
- [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
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
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
No	There are language objectives (that demonstrate HOW students will use language) across the content.	

the school day and afterschool.

What is the feedback from your stakeholders?

Ms. Ibarra has heard from teachers they want more options (Branching Minds have many options but the school has to opt for them) for intervention and allocated time. We need support with the growth of non readers in grades higher than third. A digital version of the K-2 progress monitoring tool. Third grade and up do have Star360 as an option for progress monitoring.

During parent meetings, they report students should have the opportunity to learn a different language or take classes to strengthen their Spanish skills. Parents would like to see a more rigorous curriculum throughout the years to reduce the need to apply to selective enrollment schools.

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

The MTSS team meets biweekly to discuss interventions and analyze student data. They make decisions based on students needs. Every 3rd grade level of the month, grade level meetings are dedicated to MTSS; data analysis and review on Tier 2 and 3 supports.

- [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.

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

Return to Top **Connectedness & Wellbeing**

Using the associated references, is this practice consistently implemented?	References
Yes	BHT Key Component Assessment SEL Teaming Structure
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.

What are the takeaways after the review of metrics?

The need for an establish BHT and Culture Climate Team. Walsh has afterschool programming through OLCE, OST and CircEsteem. Care Van and Dental visits are made. available to families.

What is the feedback from your stakeholders?

Staff and families need more direction on how the teams function.

- Metrics**
- [% 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](#)

Partially Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

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?

[Student Voice Infrastructure](#)

[Reduction in number of students with dropout codes at EOY](#)

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 need for SEL Tier 1 support so students are better able to identify their emotions and needs.

Implementation of Second Step and Calm Classroom

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

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)

References

What are the takeaways after the review of metrics?

Metrics

Partially	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)
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
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
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

The need for College and Career Curriculum implementation

What is the feedback from your stakeholders?
The need for College and Career Curriculum implementation

What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?
The counselor will incorporate College and career planning within the School based Counseling Plan

[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)

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 need for College and Career Curriculum implementation


Return to Top **Partnership & Engagement**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>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.</p>	<p>Partnerships include UIC Student teaching program, CirEsteem after school, Ravinia Music, Resurrection Project for Parent Mentors, Chi Music, Old Town School of Folk Music </p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
Yes	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
Yes	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p>	<p>What is the feedback from your stakeholders?</p> <p>Parents would like to see Spanish classes for students within the day or after school. </p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>

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

Give students the opportunity to voice other programs they would like to see in the school. 

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] 

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

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.
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.
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?

Primary concerns:
Phonics portion in Skyline is lacking. We are using the Amplify phonics due to lack of resources like the streamline of Teacher's guide in Skyline is hard to navigate. Primary students score higher in phonemic awareness as measured on the iReady but reading comprehension decreases as they continue through the grades. Both primary and 3-5, Reading Comprehension portion is not focusing on specific skills. It allows for discussion but does not allow for practice, and does not have a strong vocabulary component. Primary has some spelling but 3-5 does not have sufficient. Especially not enough grammar support. There is no skill with shared texts to have students practice. Teachers are supplementing Skyline. Also, Skyline lacks shared texts at different levels. (Raz Kids is helpful for having both English/Spanish texts and multi-level texts. 6-8 We need to make sure all(Diverser & EL) of our students have access to the Skyline resources. Instruction has to have a warm-up for specific skills prior to the Skyline lessons.

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While we are using phonics from Amplify, there is still room for improvement . For example, a need for growth in academic vocabulary. As a result, the connection between phonics and vocabulary is essential. There needs to be consistency throughout the grades. Kindergarten data shows vocabulary was lower than other categories. At this time there is minimal collaboration between the math and ELA teams, An increase of collaboration among teachers teams is needed to ensure alignment of content standards throughout the grade levels.

During parent meetings, they report students should have the opportunity to learn a different language or take classes to strengthen their Spanish skills. Parents would like to see a more rigorous curriculum throughout the years to reduce the need to apply to selective enrollment schools.

What student-centered problems have surfaced during this reflection?

Need for consistent math block/math norms, lack of academic math vocabulary to strategize and articulate thinking
Lack of math identity

Academic Vocabulary, Comprehension as students progress through the years

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?

Walsh has opted into the Skyline ELA and Spanish ELA to support student learning through multiple diverse resources. Departmentalization of ELA/SS and Math Science occurs in grades 2-8. Teachers are collaborating based on their content instruction during the PD days and they collaborate weekly with their grade level cluster. The Equity Team leads books reviews to integrate equitable practices throughout the content areas. The MTSS team analyzes student data to address student needs in tier 2 and 3. The BHT supports all students referred for a social emotional concern. The Culture CLimate team works to integrate cultural diversity for all throughout the school year.

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Determine Priorities

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

Students...
Students engaging in rich discourse using academic language with appropriate supports for DLs and ELs.
Students reading and comprehending culturally diverse text.

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.

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Root Cause

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

As adults in the building, we...
Explicitly teach academic vocabulary and provide opportunity for student discourse, expose student to the ELA skyline books with diverse characters and text.

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.

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Theory of Action

What is your Theory of Action?

If we....
If we explicitly teach academic vocabulary by fostering a learning environment where students are engaged in rich text and meaningful conversations are encouraged by providing explicit instruction with multiple thinking opportunities for students to use

Resources:

Indicators of a Quality CIWP: Theory of Action
Theory of Action is grounded in research or evidence based practices.

academic vocabulary, including actively engaging students in meaningful conversations and discussions, while collaborating through reflective process with their peers

then we see....

students deepen their understanding across the contents being studied. They will be able to apply the acquired academic vocabulary to engage meaningfully with the standards/lesson target, develop the ability to express their thoughts and ideas with confidence, clarity and ownership in a variety of methods (Visual, oral, written format)

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

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

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

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

which leads to...

improved performance and comprehension across subjects, incorporating reflective practices into the learning process, recognize the real-world significance of effective communication and vocabulary usage in academic, professional and social settings. Using the IAR as a measuring metric, ELA percentiles will have an increase of 30% over the 2 year period.

[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

ILT

Dates for Progress Monitoring Check Ins

Q1 10/10/2023 Q3 3/12/2024
 Q2 12/12/2023 Q4 5/28/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Normalize Language Teaching at Walsh	Content Teams	Q4 SY 23-24	Select Status
Action Step 1	Engage in PD on defining/differentiating academic language and vocabulary in order to arrive at a shared understanding as a school.	ILT	Q3 SY23-24	Select Status
Action Step 2	Define and arrive at a common understanding of ESL as a school. Unpack and explore how the environment and other strategies support our EL students with language and academic development.	ELPT	Q3 SY23-24	Select Status
Action Step 3	Highlight language strategies already being used	All Teachers	Q2 SY23-24	Select Status
Action Step 4	Determine academic language/vocabulary used throughout grade bands, including students with disabilities, within the ELA content standards/curriculum.	ELA Team	Q2 SY23-24	Select Status
Action Step 5	Identify and implement new strategies	ELA Team	Q4 SY23-24	Select Status
Implementation Milestone 2	Normalizing Academic Discussion strategies at Walsh	ILT	Q4 SY23-24	Select Status
Action Step 1	Engage in PD on defining and understanding Academic Discourse as a school.	ILT/Network ISLs	Q3 SY23-24	Select Status
Action Step 2	Highlight strategies already being used to promote student discourse.	Content Team meetings	Q2 SY23-24	Select Status
Action Step 3	Establish a consensus and school-wide understanding of what should academic discourse look like, including teacher created "look-fors", emphasizing strategies for elevating rigor in student discourse by using academic language	Content Team meetings	Q4 SY23-24	Select Status
Action Step 4	Develop models of student discourse, i.e. videos, etc., that follow the "look-fors" tool.	Content Team meetings	Q4 SY23-24	Select Status
Action Step 5	Reflect and establish goals for continuing to normalize and improve Academic Discussion strategies at Walsh	Content Team meetings	Q4 SY23-24	Select Status
Implementation Milestone 3	Establish a Safe Practice of Peer-to-Peer Collaborative Observations	ILT	Q3 SY23-24	Select Status
Action Step 1	Develop an observation and reflection/discussion protocol for collaborative observations.	ILT	Q3 SY23-24	Select Status
Action Step 2	Conduct peer-to-peer collaborative observations.	All Teachers	Q3 SY23-24	Select Status
Action Step 3	Provide feedback using the reflection/discussion protocol about peer-to-peer collaborative observations.	All teachers	Q3 SY23-24	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	Incorporate equitable instructional practices through the work of the Equity Team (National Equity Project) to address students needs.	Equity Team	Q4 SY23-24	Select Status
Action Step 1	Book Review, "Culturally responsive Teaching and the Brain" will be read and discussed during grade level meetings and professional development days	All Teachers	SY24-25	Select Status
Action Step 2	Continued partnership with the National Equity Project, participating in meetings and conferences to bring back the learning to our staff	Equity Team	SY24-25	Select Status
Action Step 3	Invite the CPS Equity team to provide professional development around the Liberatory Mindsets; mirror and window work & engaging in courageous conversations.	Equity Team	SY23-24	Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

<p>SY25 Anticipated Milestones</p>	<p>20% increase in the ACCESS proficiency scores for EL students</p>
<p>SY26 Anticipated Milestones</p>	<p>20% growth in ELA as measured by the iReady assessment for Primary grades. 20% growth in ELA as measured by the IAR in ELA.</p>

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Indicators of a Quality CIWP: Goal Setting

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

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Students will show gains in academic vocabulary and reading comprehension as measured by the iReady and Star 360 of 20% proficiency increase	Yes	STAR (Reading)	Overall				
			English Learners				
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Through classroom observations, review of lesson plans, ILT learning cycles and the use of the LSI Rubric we will see students participating in rich discourse using academic vocabulary with 10% increase from previous year	Through classroom observations, review of lesson plans, ILT learning cycles and the use of the LSI Rubric we will see students participating in rich discourse using academic vocabulary with 10% increase from previous year	Through classroom observations, review of lesson plans, ILT learning cycles and the use of the LSI Rubric we will see students participating in rich discourse using academic vocabulary with 10% increase from previous year
C&I:3 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.	Using the learning from the Equity Team (NEP Partnership) an increase in the overall performance on the LSI rubric will increase by 10% yearly	Using the learning from the Equity Team (NEP Partnership) an increase in the overall performance on the LSI rubric will increase by 10% yearly	Using the learning from the Equity Team (NEP Partnership) an increase in the overall performance on the LSI rubric will increase by 10% yearly
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
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Students will show gains in academic vocabulary and reading comprehension as measured by the iReady and Star 360 of 20% proficiency increase	STAR (Reading)	Overall			Select Status	Select Status	Select Status	Select Status
		English Learners			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Through classroom observations, review of lesson plans, ILT learning cycles and the use of the LSI Rubric we will see students participating in rich discourse using academic vocabulary with 10% increase from previous year	Select Status	Select Status	Select Status	Select Status
C&I:3 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.	Using the learning from the Equity Team (NEP Partnership) an increase in the overall performance on the LSI rubric will increase by 10% yearly	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	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.
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.
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?

Primary concerns:
Phonics portion in Skyline is lacking. We are using the Amplify phonics due to lack of resources like the streamline of Teacher's guide in Skyline is hard to navigate. Primary students score higher in phonemic awareness as measured on the iReady but reading comprehension decreases as they continue through the grades. Both primary and 3-5, Reading Comprehension portion is not focusing on specific skills. It allows for discussion but does not allow for practice, and does not have a strong vocabulary component. Primary has some spelling but 3-5 does not have sufficient. Especially not enough grammar support. There is no skill with shared texts to have students practice. Teachers are supplementing Skyline.
Also, Skyline lacks shared texts at different levels. (Raz Kids is helpful for having both English/Spanish texts and multi-level texts.
6-8
We need to make sure all(Diverser & EL) of our students have access to the Skyline resources. Instruction has to have a warm-up for specific skills prior to the Skyline lessons.

What is the feedback from your stakeholders?

While we are using phonics from Amplify, there is still room for improvement . For example, a need for growth in academic vocabulary. As a result, the connection between phonics and vocabulary is essential. There needs to be consistency throughout the grades. Kindergarten data shows vocabulary was lower than other categories. At this time there is minimal collaboration between the math and ELA teams, An increase of collaboration among teachers teams is needed to ensure alignment of content standards throughout the grade levels.

During parent meetings, they report students should have the opportunity to learn a different language or take classes to strengthen their Spanish skills. Parents would like to see a more rigorous curriculum throughout the years to reduce the need to apply to selective enrollment schools.

What student-centered problems have surfaced during this reflection?

Need for consistent math block/math norms, lack of academic math vocabulary to strategize and articulate thinking
Lack of math identity

Academic Vocabulary, Comprehension as students progress through the years

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?

Walsh has opted into the Skyline ELA and Spanish ELA to support student learning through multiple diverse resources. Departmentalization of ELA/SS and Math Science occurs in grades 2-8. Teachers are collaborating based on their content instruction during the PD days and they collaborate weekly with their grade level cluster. The Equity Team leads books reviews to integrate equitable practices throughout the content areas. The MTSS team analyzes student data to address student needs in tier 2 and 3. The BHT supports all students referred for a social emotional concern. The Culture CLimate team works to integrate cultural diversity for all throughout the school year.

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Determine Priorities

Resources:

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

Students...
Need consistent math block/math norms, to build academic math vocabulary to strategize and articulate their thinking and build their math identity

[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.

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Root Cause

Resources:

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

As adults in the building, we...
will provide a consistent math blocks/instruction across classrooms and grade level while providing opportunities for students to build a math identity with appropriate supports for DLs and ELs

[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.

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Theory of Action

What is your Theory of Action?


If we....
If we engage in professional development that vertically aligns math content using a problem-based approach that create more opportunities for problem solving using the Launch-Explore-Discuss lesson format with cognitively demanding (rich) tasks that

Resources:


Indicators of a Quality CIWP: Theory of Action
Theory of Action is grounded in research or evidence based practices.

Invite more student sensemaking, collaboration and discourse. Elicit, value, and celebrate varied approaches and solution paths that students take to solve mathematical problems, explain their reasoning and critique the arguments of others. Elevate student voice and math identities.

then we see....

Math instruction where students take ownership of their learning and are more actively engaged in mathematical reasoning, share strategies and thinking, and feel heard creating an inclusive and respectful classroom environment. 

which leads to...

cultivating students' math identity by giving them the opportunity to analyze, evaluate and create real life problem solving skills. Using the IAR as a measuring metric, Math percentiles will fall within the 60th percentile, an increase of 20%. 

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 


ILT


Dates for Progress Monitoring Check Ins

Q1 10/10/2023 Q3 3/12/2024
 Q2 12/12/2023 Q4 5/28/2024

	SY24 Implementation Milestones & Action Steps 	Who 	By When 	Progress Monitoring
Implementation Milestone 1	Walsh staff has a common understanding Launch, Explore, Discuss model	ILT		Select Status
Action Step 1	In vertical teams, teachers will familiarize themselves with the "Launch, explore and discuss" model resources	Content Teams	Q2 SY23-24	Select Status
Action Step 2	PD on "Launch, explore and discuss" model	Content Leads/ILSs	Q3 SY23-24	Select Status
Action Step 3	Define LED model by grade level bands and students with disabilities	Content Teams	Q3SY23-24	Select Status
Action Step 4	Engage in hands-on collaborative teacher training for LED model	Content Teams	Q4 SY23-24	Select Status
Action Step 5	Reflect/Discussion (Protocol)	Content Leads/ILSs	Q4 SY23-24	Select Status
Implementation Milestone 2	Normalizing Academic Discussion strategies at Walsh	Content Teams	Q4 SY23-24	Select Status
Action Step 1	PD on Defining and understanding academic discourse as a school	ILT/ISLs	Q3 SY23-24	Select Status
Action Step 2	Identify best practices to incorporate academic discourse in grade level band including students with disabilities	ILT/ISLs	Q3 SY23-24	Select Status
Action Step 3	Implement targeted strategies	All teachers	Q3 SY23-24	Select Status
Action Step 4	Reflect/Discussion (Protocol)	All teachers	Q4 SY23-24	Select Status
Action Step 5				Select Status
Implementation Milestone 3	Establish a Safe Practice of Peer-to-Peer Collaborative Observations	All Teachers	Q3 SY23-24	Select Status
Action Step 1	Implement the LED model	ELPT	Q4 SY23-24	Select Status
Action Step 2	Develop a collaborative observation and reflection/discussion protocol for peer-to-peer collaborative observations.	ILT	Q2 SY23-24	Select Status
Action Step 3	Conduction peer-to-peer collaborative observations.	All Teachers	Q3 SY23-24	Select Status
Action Step 4	Provide feedback using the reflection/discussion protocol about peer-to-peer collaborative observations.	All Teachers	Q3 SY23-24	Select Status
Action Step 5				Select Status
Implementation Milestone 4	Incorporate equitable instructional practices through the work of the Equity Team (National Equity Project) to address students needs.	Equity Team	Q4 SY23-24	Select Status
Action Step 1	Book Review, "Culturally responsive Teaching and the Brain" will be read and discussed during grade level meetings and professional development days	All Teachers	SY24-25	Select Status
Action Step 2	Continued partnership with the National Equity Project, participating in meetings and conferences to bring back the learning to our staff	Equity Team	SY24-25	Select Status
Action Step 3	Invite the CPS Equity team to provide professional development around the Liberatory Mindsets; mirror and window work & engaging in courageous conversations.	Equity Team	SY23-24	Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones 20% increase in the ACCESS proficiency scores for EL students 

SY26 Anticipated Milestones 20% growth in Math as measured by the iReady assessment for Primary grades. 20% growth in Math as measured by the IAR in Math. 

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




Indicators of a Quality CIWP: Goal Setting

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



Resources: 

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

Performance Goals

Specify the Goal 	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 	Numerical Targets [Optional] 		
					SY24	SY25	SY26
Students will show gains in math as measured by the iReady and Star 360 of 20% proficiency increase	Yes	STAR (Math)	Overall				
			English Learners				
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 	Specify your practice goal and identify how you will measure progress towards this goal. 		
	SY24	SY25	SY26
C&I:2 Students experience grade-level, standards-aligned instruction.	Through learning Cycles using the LSI rubric we will have a 10% yearly increase in the question of standards based task alignment	Through learning Cycles using the LSI rubric we will have a 10% yearly increase in the question of standards based task alignment	Through learning Cycles using the LSI rubric we will have a 10% yearly increase in the question of standards based task alignment
C&I:3 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.	Using the learning from the Equity Team (NEP Partnership) an increase in the overall performance on the LSI rubric will increase by 10% yearly	Using the learning from the Equity Team (NEP Partnership) an increase in the overall performance on the LSI rubric will increase by 10% yearly	Using the learning from the Equity Team (NEP Partnership) an increase in the overall performance on the LSI rubric will increase by 10% yearly

[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 will show gains in math as measured by the iReady and Star 360 of 20% proficiency increase	STAR (Math)	Overall			Select Status	Select Status	Select Status	Select Status
		English Learners			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status

	Select Metric	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&I:2 Students experience grade-level, standards-aligned instruction.	Through learning Cycles using the LSI rubric we will have a 10% yearly increase in the question of standards based task alignment			Select Status	Select Status	Select Status	Select Status
C&I:3 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.	Using the learning from the Equity Team (NEP Partnership) an increase in the overall performance on the LSI rubric will increase by 10% yearly			Select Status	Select Status	Select Status	Select Status
				Select Status	Select Status	Select Status	Select Status

Jump to... [Priority](#) [TOA](#) [Goal Setting](#) [Progress Monitoring](#)
[Reflection](#) [Root Cause](#) [Implementation Plan](#) [Monitoring](#)

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

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

Inclusion is including co-teaching, Intervention: middle school (6-8th specific teachers are focusing on specific subject areas.) 3-5th have the support of a teacher MTSS have recommendations of minutes for the tiers to follow: we have been offered to opt into Math Freckles and AMIRA. We have a long relationship with WITS (Working in the Schools). Students receive one on one with adults reading both during the school day and afterschool.

What is the feedback from your stakeholders?

Ms. Ibarra has heard from teachers they want more options (Branching Minds have many options but the school has to opt for them) for intervention and allocated time. We need support with the growth of non readers in grades higher than third. A digital version of the K-2 progress monitoring tool. Third grade and up do have Star360 as an option for progress monitoring.

During parent meetings, they report students should have the opportunity to learn a different language or take classes to strengthen their Spanish skills. Parents would like to see a more rigorous curriculum throughout the years to reduce the need to apply to selective enrollment schools.

What student-centered problems have surfaced during this reflection?

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

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

The MTSS team meets biweekly to discuss interventions and analyze student data. They make decisions based on students needs. Every 3rd grade level of the month, grade level meetings are dedicated to MTSS; data analysis and review on Tier 2 and 3 supports.

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Determine Priorities

Resources:

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

Students... will be present, participate fully, encourage everyone, accept all ideas, completely listen, eliminate distractions, receive small group and one on one instruction, have access to a self referral for counseling or social work support 3rd-8th grade.

[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.

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Root Cause

Resources:

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

As adults in the building, we... need clarity on what interventions look like and require more in depth training to support the Branching Minds process.

[5 Whys 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.

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Theory of Action

What is your Theory of Action?

If we.... If we develop a comprehensive and effective Multi-Tiered System of Supports to address students academic and behavioral needs by developing common language, evidence-based strategies for intervention, analyzing student data, and differentiation within the tiers

Resources:

Indicators of a Quality CIWP: Theory of Action
 Theory of Action is grounded in research or evidence based practices.

then we see....
 staff collaboratively using common language and consistent strategies throughout the tiers of instruction focusing on small group, individualized supports and implementation of interventions and progress monitoring with fidelity

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

which leads to...
 ensuring a shared understanding among staff, implementation of evidence-based intervention strategies within small student groups, and meeting students academic and social emotional needs as measured by a decrease in discipline referrals and an increase of students in tier 1 as indicated by the iReady and Star 360.

[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
 MTSS Team

Dates for Progress Monitoring Check Ins
 Q1 10/10/2023 Q3 3/12/2024
 Q2 12/12/2023 Q4 5/28/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Define MTSS	MTSS Team	Q2 SY23-24	Select Status
Action Step 1	Identify students in Tier 2 and Tier 3 based on Star 360 and Iready universal screeners BOY, MOY, and EOY	MTSS Team	SY23-25	Select Status
Action Step 2	Create a schedule to support in Tier 2 and Tier 3 following the required guidelines	MTSS Team	SY23-25	Select Status
Action Step 3	Develop a referral and parent form	MTSS Team	Q3 SY23-24	Select Status
Action Step 4	Document student data in Branching Minds	All teachers	Q2 SY23-24	Select Status
Action Step 5	Develop common language with regards to MTSS	MTSS Team	Q3 SY23-24	Select Status
Implementation Milestone 2	Develop resources for MTSS	MTSS Team	Q3 SY23-24	Select Status
Action Step 1	Develop a list of evidence based intervention strategies for Tier 2 and Tier 3	MTSS Team	Q3 SY23-24	Select Status
Action Step 2	Identify and implement consistent intervention programs across grad	MTSS Team	Q3 SY23-24	Select Status
Action Step 3	Identify and implement progress monitoring tools to address specific skill goals as identified in Branching Minds	MTSS Team	Q3 SY23-24	Select Status
Action Step 4	Develop a schedule to review progress monitoring data	MTSS Team	Q3 SY23-24	Select Status
Action Step 5				Select Status
Implementation Milestone 3	Implementation of SEL supports	BHT Team	Q4 SY23-24	Select Status
Action Step 1	PD on Second Step Implementation	BHT Team	Q3 SY23-24	Select Status
Action Step 2	Continue PD on Calm Classroom	Zarbock & Sohrweide	Q2 SY23-24	Select Status
Action Step 3	Implement Tier 1 SEL supports	BHT Team	Q2 SY23-24	Select Status
Action Step 4	Establish a Behavior Health Team to address Tier 2 and 3	BHT Team	Q2 SY23-24	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
 20% increase of Tier 1 students as measured by Branching minds data

SY26 Anticipated Milestones
 10% decrease of behavioral incidents in Aspen

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

Indicators of a Quality CIWP: Goal Setting

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

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Tier 1 students will increase by 20% moving from tier 3 toward tier 1	Yes <input type="checkbox"/>	iReady (Reading)	Overall				
			English Learners				
Tier 1 students will increase by 20% moving from tier 3 toward tier 1	Yes <input type="checkbox"/>	STAR (Reading)	Overall				
			English Learners				

Practice Goals

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

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

	SY24	SY25	SY26
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Tier 1 will increase by 7% yearly measured by Branching minds	Tier 1 will increase by 7% yearly measured by Branching minds	Tier 1 will increase by 7% yearly measured by Branching minds
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	10% yearly decrease in aspen incidents based on inappropriate/bullying behavior	10% yearly decrease in aspen incidents based on inappropriate/bullying behavior	10% yearly decrease in aspen incidents based on inappropriate/bullying behavior
C&I:3 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.	Using the learning from the Equity Team (NEP Partnership) an increase in the overall performance on the LSI rubric will increase by 10% yearly	Using the learning from the Equity Team (NEP Partnership) an increase in the overall performance on the LSI rubric will increase by 10% yearly	Using the learning from the Equity Team (NEP Partnership) an increase in the overall performance on the LSI rubric will increase by 10% yearly

[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
Tier 1 students will increase by 20% moving from tier 3 toward tier 1	iReady (Reading)	Overall			Select Status	Select Status	Select Status	Select Status
		English Learners			Select Status	Select Status	Select Status	Select Status
Tier 1 students will increase by 20% moving from tier 3 toward tier 1	STAR (Reading)	Overall			Select Status	Select Status	Select Status	Select Status
		English Learners			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices

SY24

Quarter 1

Quarter 2

Quarter 3

Quarter 4

<p>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.</p>	<p>Tier 1 will increase by 7% yearly measured by Branching minds</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>	<p>10% yearly decrease in aspen incidents based on inappropriate/bullying behavior</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.</p>	<p>Using the learning from the Equity Team (NEP Partnership) an increase in the overall performance on the LSI rubric will increase by 10% yearly</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>

If Checked:
Complete
IL-Empower
Section below

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.

If Checked:
No action needed

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



<p>Select a Goal</p>				
<p>Select a Goal</p>				
<p>Select a Goal</p>				

Parent and Family Plan

If Checked:

**Our school is a Title I school operating a Schoolwide Program**

This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.

Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections

If Checked:

**Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)**

No action needed

SCHOOL & FAMILY ENGAGEMENT POLICY

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

- The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.
- At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.
- Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.
- Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.
- Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.
- Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.
- Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.
- Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.

SCHOOL & FAMILY COMPACT

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

- The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.
- The school will hold parent-teacher conferences.
- The school will provide parents with frequent reports on their children's progress.
- The school will provide parents reasonable access to staff.
- The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.
- The parents will support their children's learning.
- The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

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

Parent engagement will support priority 1 and 2 in ELA and Mathematics.



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