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 ✍
Meghan Duffy	Principal	mmduffy2@cps.edu
Chase James	AP	chjames1@cps.edu
Shreya Baxi	AP	srbaxi@cps.edu
Alissa Barks	Inclusive & Supportive Learning Lead	amzinck@cps.edu
Emily Schmidt	Curriculum & Instruction Lead	eschmidt2@cps.edu
Colleen Stack	Teacher Leader	cestack@cps.edu
Rachel Frields	Teacher Leader	rfrields@cps.edu
Meghan Tallent-Bennis	Teacher Leader	mltallent-bennis@cps.edu
Meg Rieger	Teacher Leader	menally@cps.edu
Karen Fine	LSC Member	karenfine29@gmail.com
Laura Grosshans	LSC Member	lauragrosshans@gmail.com
Jennifer Zechlin	LSC Member	jenniferalisha@gmail.com

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	1/26/23	2/9/23
Reflection: Curriculum & Instruction (Instructional Core)	2/3/23	2/9/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	2/3/23	2/9/23
Reflection: Connectedness & Wellbeing	2/3/23	2/9/23
Reflection: Postsecondary Success	2/3/23	2/9/23
Reflection: Partnerships & Engagement	2/3/23	2/9/23
Priorities	2/9/23	5/4/23
Root Cause	2/9/23	5/4/23
Theory of Acton	2/9/23	5/4/23
Implementation Plans	4/27/23	5/4/23
Goals	4/27/23	5/4/23
Fund Compliance	5/4/23	9/20/23
Parent & Family Plan	5/4/23	9/20/23
Approval	8/9/23	8/9/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates ✍	
Quarter 1	10/19/2023
Quarter 2	12/7/2023
Quarter 3	3/14/2024
Quarter 4	5/2/2024

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

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	After review of metrics, we saw growth from last year in most metrics. Cohorts are almost back to pre-pandemic levels of students on-track in both reading and math (STAR and iReady) and saw increase in IAR exceeds and meets scores. On the right track, but still work to do! ✏️	IAR (Math)
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric / Teacher Team Learning Cycle Protocols / Quality Indicators Of Specially Designed Instruction		IAR (English) / Rigor Walk Data (School Level Data) / PSAT (EBRW) / PSAT (Math) / STAR (Reading)
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric / Learning Conditions	**What is the feedback from your stakeholders?**	STAR (Math) / iReady (Reading) / iReady (Math)
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness / Distributed Leadership	Areas of Strength: ✏️	Cultivate / Grades / ACCESS
Yes	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 Guide	Flexibility around unit planning and curricular materials / Transparency / Clear vision / Opportunities for shared leadership / Curriculum embeds big ideas, real world / Technical grading practices / Intervention toolbox / Persistence Mindset and College Prep Atmosphere / Fostering relationships between students and teachers / Safe and supportive transitions + procedures / SEL/BHT/Culture & Climate Teams in Place	TS Gold / Interim Assessment Data
			Areas of Growth: / Aligning assessments to grading practices / Understanding grades and meaning across and to families / DEI/Culturally Responsive resources within units / Differentiation - rethink MS intervention/enrichment block / Examining student tasks regularly / SEL incorporation into curriculum / Consistent progress monitoring and implementation of interventions / Consistent way for students to be engaged with the community (civic leaders, etc.)	
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?**	
			ILT led a learning cycle (related to current CIWP) during the 22-23 school year where all educators created or revised an assessment with clear criteria aligned to meeting and exceeding a priority standard. Conversations held during this time were impactful in teachers voting to change the grading scale for SY24 (number of categories and weights.) ✏️	

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.

- Allow ILT members more ownership to guide teams and lead team meetings with a focus on the student experience. ✏️
- Ensure that evidenced based assessments align with grade level standards and feedback is tied to standards based grading models

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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
Yes	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	Strong systems currently in place. ✏️ / Tracking students who exit the program. / Committees meet monthly as evidenced by agendas, etc. / Committed to hiring educators with EL certification. / Consider how we are supporting students who may benefit from extensions.	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		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	LRE Dashboard Page	**What is the feedback from your stakeholders?**	Quality Indicators of Specially Designed Curriculum

Yes	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.	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.	

Areas of Strength: ✏️
Flexibility around unit planning and curricular materials
Transparency
Clear vision
Opportunities for shared leadership
Curriculum embeds big ideas, real world
Technical grading practices
Intervention toolbox
Persistence Mindset and College Prep Atmosphere
Fostering relationships between students and teachers
Safe and supportive transitions + procedures
SEL/BHT/Culture & Climate Teams in Place

Areas of Growth:
Aligning assessments to grading practices
Understanding grades and meaning across and to families
DEI/Culturally Responsive resources within units
Differentiation - rethink MS intervention/enrichment block
Examining student tasks regularly
SEL incorporation into curriculum
Consistent progress monitoring and implementation of interventions
Consistent way for students to be engaged with the community (civic leaders, etc.)

EL Program Review Tool

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?

Advocate to the district to be able to hire a .5 ELPT. ✏️

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.

Consider how students are being engaged in the CIWP process to ensure their voices are being elevated. ✏️

Connectedness & Wellbeing

Return to Top

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment SEL Teaming Structure	First full year of BHT with admin and clinical staff present - team meets biweekly. ✏️ Walkthroughs indicate strong classoom culture across grade levels, few sendouts. Schoolwide (PK-8) SEL curriculum being used and referenced by educators.	% 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.			
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 is the feedback from your stakeholders?**	
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		Areas of Strength: ✏️ Flexibility around unit planning and curricular materials Transparency Clear vision Opportunities for shared leadership Curriculum embeds big ideas, real world Technical grading practices Intervention toolbox Persistence Mindset and College Prep Atmosphere Fostering relationships between students and teachers Safe and supportive transitions + procedures SEL/BHT/Culture & Climate Teams in Place Areas of Growth: Aligning assessments to grading practices Understanding grades and meaning across and to families DEI/Culturally Responsive resources within units Differentiation - rethink MS intervention/enrichment block Examining student tasks regularly SEL incorporation into curriculum Consistent progress monitoring and implementation of interventions Consistent way for students to be engaged with the community (civic leaders, etc.)	

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.

Our rate of students with chronic asbenteeism has dramatically increased over the past two years. This direct impacts students ability to create and maintain freindships, stay current with school work and standards -- both of which cobine to make students feel ✏️

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?

PK family/caregiver workshops next year to continue to build mindset that attendance matters for our youngest learners. ✏️

current with school work and standards – both of which combine to make students feel isolated and left behind.
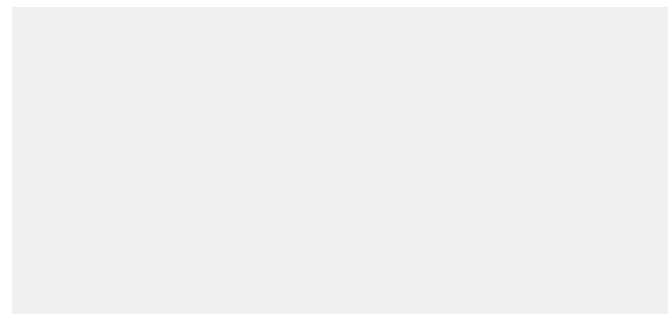
Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)		References	What are the takeaways after the review of metrics?	Metrics
Yes	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	Overall very positive metrics to support our students as they tranistion to high school. Have structures in place to support GoCPS, 8th grade HSAT prep, career days, high school shadow and visit days with parnter high schools. On-track rate continues to be reviewed every 5 weeks with a focus on increaseing attendance for specific students as that is the main cause of off-track designations. Offering Alegbra for All -- ensuring that all 8th graders have exposed to high school level before the leave Audubon. ✏️	Graduation Rate
Yes	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		Program Inquiry: Programs/participation/attainment rates of % of ECCC
				3 - 8 On Track
				Learn, Plan, Succeed
Partially	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?**	% of KPIs Completed (12th Grade)
			Areas of Strength: ✏️ Flexibility around unit planning and curricular materials Transparency Clear vision Opportunities for shared leadership Curriculum embeds big ideas, real world Technical grading practices Intervention toolbox Persistence Mindset and College Prep Atmosphere Fostering relationships between students and teachers Safe and supportive transitions + procedures SEL/BHT/Culture & Climate Teams in Place	College Enrollment and Persistence Rate
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).			9th and 10th Grade On Track
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List	Areas of Growth: Aligning assessments to grading practices Understanding grades and meaning across and to families DEI/Culturally Responsive resources within units Differentiation - rethink MS intervention/enrichment block Examining student tasks regularly SEL incorporation into curriculum Consistent progress monitoring and implementation of interventions Consistent way for students to be engaged with the community (civic leaders, etc.)	Cultivate (Relevance to the Future)
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		Freshmen Connection Programs Offered (School Level Data)
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**	
			Since offering Alegbra for All, the percentage of students passing the Alegbra test has decreased (from 50% to 35%). We are implementing a new 8th grade schedule in which students are grouped homogenously for math and reading and heterogenously for sciecne, Civics, social studies, specials, and SEL. We hope this new model (in addition to exposure to a high school like schedule - not being in same homeroom all day) will support differeination in Alegbra classes. ✏️	

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.

No student centered problems were identified. ✏️

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	First year partnering with LSSI - mental health partnership that supports students on site. Increasing that support next year (1 to 2 days.) Strong parent/community engagement - LSC, PTO (Hawk Helpers), FOA, etc. ✏️	Cultivate
				5 Essentials Parent Participation Rate
				5E: Involved Families
		Reimagining With Community Toolkit		5E: Supportive Environment

	Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)

Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.

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?

Areas of Strength: ✍️
Flexibility around unit planning and curricular materials
Transparency
Clear vision
Opportunities for shared leadership
Curriculum embeds big ideas, real world
Technical grading practices
Intervention toolbox
Persistence Mindset and College Prep Atmosphere
Fostering relationships between students and teachers
Safe and supportive transitions + procedures
SEL/BHT/Culture & Climate Teams in Place

Areas of Growth:
Aligning assessments to grading practices
Understanding grades and meaning across and to families
DEI/Culturally Responsive resources within units
Differentiation - rethink MS intervention/enrichment block
Examining student tasks regularly
SEL incorporation into curriculum
Consistent progress monitoring and implementation of interventions
Consistent way for students to be engaged with the community (civic leaders, etc.)

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.

No student centered problems were identified. ✍️

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?

No related improvement efforts are in progress. ✍️

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

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Partially	The ILT leads instructional improvement through distributed leadership.
Yes	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?

After review of metrics, we saw growth from last year in most metrics. Cohorts are almost back to pre-pandemic levels of students on-track in both reading and math (STAR and iReady) and saw increase in IAR exceeds and meets scores. On the right track, but still work to do!

What is the feedback from your stakeholders?

Areas of Strength:
Flexibility around unit planning and curricular materials
Transparency
Clear vision
Opportunities for shared leadership
Curriculum embeds big ideas, real world
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Consistent progress monitoring and implementation of interventions
Consistent way for students to be engaged with the community (civic leaders, etc.)

What student-centered problems have surfaced during this reflection?

- Allow ILT members more ownership to guide teams and lead team meetings with a focus on the student experience.
- Ensure that evidenced based assessments align with grade level standards and feedback is tied to standards based grading models

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?

ILT led a learning cycle (related to current CIWP) during the 22-23 school year where all educators created or revised an assessment with clear criteria aligned to meeting and exceeding a priority standard. Conversations held during this time were impactful in teachers voting to change the grading scale for SY24 (number of categories and weights.)

Determine Priorities

Resources: 🚀

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

Students...

should have the opportunity to study/interact with diverse texts and resources and receive literacy instruction that is aligned to research.

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

Resources: 🚀

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

As adults in the building, we...

commit to doing an audit of our text selection/curriculums and working with our educators + Chicago Literacy Group to assess areas of opportunity within our ELA blocks.

[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.

Theory of Action

What is your Theory of Action?

If we....

examine educational research and explore authentic ways to integrate diversity

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.

then we see....	
unit plans that are aligned to research based curricula and diversity of cultural experiences	✏️

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...	
inclusive instruction that aligns to research based best teaching practices.	✏️

Implementation Plan

Return to Top

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✏️

Instructional Leadership Team

Dates for Progress Monitoring Check Ins

Q1	10/19/2023	Q3	3/14/2024
Q2	12/7/2023	Q4	5/2/2024

	SY24 Implementation Milestones & Action Steps ✏️	Who ✏️	By When ✏️	Progress Monitoring
Implementation Milestone 1	Train Educators in curricula research based best practices connected to literacy and DEI.	Admin, Single Story, CLG	June 2024	In Progress
Action Step 1	Single Story and the Equity Action Team will support educators in building culturally relevant units through school-wide professional development and unit feedback specifically on inclusive representation.	Admin, Single Stor	June 2024	Select Status
Action Step 2	With support of Chicago Literacy Group, examine literacy research and ensure alignment to research based practices, as well as instructional time dedicated to each component of literacy instruction.	Admin, CLG	June 2024	Select Status
Action Step 3	Determine and provide literacy curricular materials and resources that support alignment to current research and implement.	Admin, Teachers	June 2024	Select Status
Action Step 4	Teachers will revise instructional unit plans to align to standards, include varied representation, and reflect student needs.	Admin, Teachers	June 2024	Select Status
Action Step 5	The Instructional Coach will continue to support new educators in unit design with additional, differentiated professional learning opportunities to ensure quality units aligned to Understanding by Design.	Instructional Coach	June 2024	Select Status
Implementation Milestone 2	Create and Maintain clear communication to parents and stakeholders on our work around curriculum integration for DEI, SEL, and Technology.	Admin, Committees	June 2024	In Progress
Action Step 1	Equity Action Team will engage caregiver feedback two times a year on the curricular based experiences of their children, specifically around culturally responsive curriculum.	EAT Committee	June 2024	Select Status
Action Step 2	The Culture & Climate Team with Counselor Leadership will develop a scope and sequence for the upcoming school year to provide teams with a framework for how we plan or participate in different celebrations and integrate diversity.	Culture & Climate Committee, Counselor	June 2024	Select Status
Action Step 3	The Counselor will support implementation of SEL Curriculum to acknowledge and enhance student learning about their experiences and experiences of others through Morning Meeting, Second Step, Success Bound, Say Something, and Calm Classroom (PK Only).	Counselor	June 2024	Select Status
Action Step 4	The Technology Integration Committee led by our Computer Science Instructor will support technology integration in unit plans for PK-8.	Technology Magnet Cluster Lead, Technology Integration Committee	June 2024	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	Continue to empower committees and teacher leaders to lead and continue work connected to integrated research-based curricula.	✏️

SY26 Anticipated Milestones	Continue to empower committees and teacher leaders to lead and continue work connected to integrated research-based curricula.	✏️

Goal Setting

Return to Top

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data).

Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).

Goals seek to address priorities and opportunity gaps by embracing the principles of Targeted Universalism.

There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.

Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.

Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

Resources: 🚀

IL-EMPOWER Goal Requirements

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

Performance Goals

Numerical Targets [Optional] ✏️

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	SY24	SY25	SY26
90% of PK - 2 educators will incorporate Heggerty into their literacy block and execute the new curriculum with fidelity.	Yes	Other	Other [Specify]	50			
			Select Group or Overall				
85% of teachers will edit quarterly unit plans to include new/more diverse texts and integrate experiences and celebrations form multuiple cultures as evidenced by ILT and EAT team audits and feedback.	Yes	Other	Overall	50			
			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.	Goal 1: Classroom walkthroughs Goal 2: Partnership with Single Story (led by EAT committee) as well as ILT audits	Goal 1: Classroom walkthroughs Goal 2: Partnership with Single Story (led by EAT committee) as well as ILT audits	Goal 1: Classroom walkthroughs Goal 2: Partnership with Single Story (led by EAT committee) as well as ILT audits
Select a Practice			
Select a Practice			

SY24 Progress Monitoring

Return to Top

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
90% of PK - 2 educators will incorporate Heggerty into their literacy block and execute the new curriculum with fidelity.	Other	Other [Specify]	50		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
85% of teachers will edit quarterly unit plans to include new/more diverse texts and integrate experiences and celebrations form multuiple cultures as evidenced by ILT and EAT team audits and feedback.	Other	Overall	50		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.	Goal 1: Classroom walkthroughs Goal 2: Partnership with Single Story (led by EAT committee) as well as ILT audits	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

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

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Partially	The ILT leads instructional improvement through distributed leadership.
Yes	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?

After review of metrics, we saw growth from last year in most metrics. Cohorts are almost back to pre-pandemic levels of students on-track in both reading and math (STAR and iReady) and saw increase in IAR exceeds and meets scores. On the right track, but still work to do!

What is the feedback from your stakeholders?

Areas of Strength:
Flexibility around unit planning and curricular materials
Transparency
Clear vision
Opportunities for shared leadership
Curriculum embeds big ideas, real world
Technical grading practices
Intervention toolbox
Persistence Mindset and College Prep Atmosphere
Fostering relationships between students and teachers
Safe and supportive transitions + procedures
SEL/BHT/Culture & Climate Teams in Place

Areas of Growth:
Aligning assessments to grading practices
Understanding grades and meaning across and to families
DEI/Culturally Responsive resources within units
Differentiation - rethink MS intervention/enrichment block
Examining student tasks regularly
SEL incorporation into curriculum
Consistent progress monitoring and implementation of interventions
Consistent way for students to be engaged with the community (civic leaders, etc.)

What student-centered problems have surfaced during this reflection?

- Allow ILT members more ownership to guide teams and lead team meetings with a focus on the student experience.
- Ensure that evidenced based assessments align with grade level standards and feedback is tied to standards based grading models

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?

ILT led a learning cycle (related to current CIWP) during the 22-23 school year where all educators created or revised an assessment with clear criteria aligned to meeting and exceeding a priority standard. Conversations held during this time were impactful in teachers voting to change the grading scale for SY24 (number of categories and weights.)

Determine Priorities

Resources: 🚀

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

Students...

should be given evidenced based assessments that align with grade level standards and receive feedback more closely tied to a standards based grading model (ie. DNM, Approaching, Meets, Exceeds).

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

Resources: 🚀

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

As adults in the building, we...

commit to creating high quality evidence-based assessments with rubrics and/or similar strucutres to give students feedback on their progress toward mastery of the standard and not just a letter grade.

[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.

Theory of Action

What is your Theory of Action?

If we....

implement a standards based, equitable grading framework

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.

then we see....	
standards driven assessment plans in all units with clear criteria for success	✏️

which leads to...	
both students and caregivers receiving regular feedback on the students' mastery towards standards.	✏️

Implementation Plan

Return to Top

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, Admin team

Dates for Progress Monitoring Check Ins

Q1	10/19/2023	Q3	3/14/2024
Q2	12/7/2023	Q4	5/2/2024

SY24 Implementation Milestones & Action Steps		Who ✏️	By When ✏️	Progress Monitoring
Implementation Milestone 1	All teachers will have at least one standards-based rubric/criteria resouce to give feedback to students (and parents) per unit (minimum 4 units) during the 2023-2024 school year.	Teachers	June 2024	In Progress
Action Step 1	Teachers will review grade level standards to develop an understanding of the components of each standard and the skills/knowledge/topic being assessed, making sure each component of those standards is reflected in unit plans.			Select Status
Action Step 2	Teachers create and adjust assessments to align to standards-based feedback models including clear criteria (rubrics, gradebook translation guides, and/or other feedback tools).			Select Status
Action Step 3	Ongoing professional development will be provided by Instructional Leadership Team and Administration on the implementation of Equitable Grading Practices, inclusive of Standards Based Grading.			Select Status
Action Step 4	Instructional Leadership Team will revise Audubon Grading Practices Policy to include three school-wide Equitable Grading Practices for consistent implementation.			Select Status
Action Step 5	Instructional Leadership Team will provide parent/caregiver information session(s) on grading practices at Audubon to develop a deeper community level understanding of grading.			Select Status
Implementation Milestone 2	Teachers will collaborate and learn how to implement standards-based grades/rubrics within the CPS grading requirements.	Teachers, Instructional Coach, Admin	June 2024	In Progress
Action Step 1	Teachers collaborate as a grade level team to embed a specific number and type of tasks, examine samples of student work and assessments into each unit.			Select Status
Action Step 2	Teachers will review the grading policies & practices with students quarterly along with providing feedback to students about their progress toward specific standards.			Select Status
Action Step 3	New educators to Audubon will review ASPEN gradebook procedures, grading best practices and alignment to Audubon Grading Practices one-pager through the support of the Instructional Coach.			Select Status
Action Step 4	Align grading practices to standards for each component of literacy within ASPEN, such as the following: Fundations, Wordly Wise, and Patterns of Power.			Select Status
Action Step 5				Select Status
Implementation Milestone 3	Educators will communicate shifts in grading and feedback practices to parents on a on-going basis to strengthen school-home partnership.	ILT, Admin	June 2024	In Progress
Action Step 1	Within three years, educators will communicate quarterly with families the assessments along with the standards that will be graded in advance.			Select Status
Action Step 2	Teachers will integrate into yearly curriculum night presentations to families clarity on the meaning of grades, key assessments, and Audubon Grading Practices.			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	- Incease the amount of assessments that are graded using standards-based rubrics and criteria - Empower ILT to lead grade level meetings analyzing assessments, rubrics, and auditing peer's gradebooks	✏️

SY26 Anticipated Milestones	- Shift to 85% of teachers implementing a B = Meeting Standards grading system - 100% of teachers implementing best practices in ASPEN gradebook to support mastery of standards vs. averageing % correct on individual tasks	✏️

Goal Setting

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on applicable baselines and trend data).

Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).

Goals seek to address priorities and opportunity gaps by embracing the principles of Targeted Universalism.

There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.

Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.

Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

Resources: 🚀

IL-EMPOWER Goal Requirements

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

Performance Goals

Numerical Targets [Optional] ✏️

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	SY24	SY25	SY26
90% of teachers will have at least one high quality, evidence-based assessment with a rubric that uses Meets/Exceeds lanuage and evidence to give feedback to students on progress toward master of stadards per unit plan.	Yes	Other	Overall	50%			
			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
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Classroom walkthroughs, REACH and gradebook audits will be used to track progress. Schoolwide learning cycles will continue to be used as a mechanism to build knowledge.	Classroom walkthroughs, REACH and gradebook audits will be used to track progress. Schoolwide learning cycles will continue to be used as a mechanism to build knowledge.	Classroom walkthroughs, REACH and gradebook audits will be used to track progress. Schoolwide learning cycles will continue to be used as a mechanism to build knowledge.
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
90% of teachers will have at least one high quality, evidence-based assessment with a rubric that uses Meets/Exceeds lanuage and evidence to give feedback to students on progress toward master of stadards per unit plan.	Other	Overall	50%		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

C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Classroom walkthroughs, REACH and gradebook audits will be used to track progress. Schoolwide learning cycles will continue to be used as a mechanism to build knowledge.	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

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Partially	The ILT leads instructional improvement through distributed leadership.
Yes	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?

After review of metrics, we saw growth from last year in most metrics. Cohorts are almost back to pre-pandemic levels of students on-track in both reading and math (STAR and iReady) and saw increase in IAR exceeds and meets scores. On the right track, but still work to do!

What is the feedback from your stakeholders?

Areas of Strength:
Flexibility around unit planning and curricular materials
Transparency
Clear vision
Opportunities for shared leadership
Curriculum embeds big ideas, real world
Technical grading practices
Intervention toolbox
Persistence Mindset and College Prep Atmosphere
Fostering relationships between students and teachers
Safe and supportive transitions + procedures
SEL/BHT/Culture & Climate Teams in Place

Areas of Growth:
Aligning assessments to grading practices
Understanding grades and meaning across and to families
DEI/Culturally Responsive resources within units
Differentiation - rethink MS intervention/enrichment block
Examining student tasks regularly
SEL incorporation into curriculum
Consistent progress monitoring and implementation of interventions
Consistent way for students to be engaged with the community (civic leaders, etc.)

What student-centered problems have surfaced during this reflection?

- Allow ILT members more ownership to guide teams and lead team meetings with a focus on the student experience.
- Ensure that evidenced based assessments align with grade level standards and feedback is tied to standards based grading models

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?

ILT led a learning cycle (related to current CIWP) during the 22-23 school year where all educators created or revised an assessment with clear criteria aligned to meeting and exceeding a priority standard. Conversations held during this time were impactful in teachers voting to change the grading scale for SY24 (number of categories and weights.)

Determine Priorities

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

Students...

who are below or above their grade level peers are not consistently receiving the supports needed to accelerate their growth.

Resources: 🚀

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

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

As adults in the building, we...

commit to making the logistical changes needed (ex: schoolday schedule) to ensure we have a universal intervention block (grades 5-8) and to build an understanding of curriculums/resources we can use to consistently support students who are both below and above grade level.

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.

Theory of Action

What is your Theory of Action?

If we....

differentiate instruction by implementing research-based interventions with regular progress monitoring and extensions

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.

then we see....

academic and social emotional student growth ✍️

which leads to...

an increase in students at or above grade level standards. ✍️

> 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 "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.

Implementation Plan

Return to Top

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 Lead, MTSS Committee, Interventionist, Admin, ILT

Dates for Progress Monitoring Check Ins

Q1	10/19/2023	Q3	3/14/2024
Q2	12/7/2023	Q4	5/2/2024

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	Teachers will implement interventions for all students below identified thresholds in PreK-8th grade.	Teachers, Interventionist	June 2024	In Progress
Action Step 1	Teachers in PK-4th will provide research-based interventions within content areas to students identified as tier two or three and track progress within Branching Minds.			Select Status
Action Step 2	Teachers in grades 5th-8th will provide math and literacy research-based interventions daily during a set block of time that includes tracking of progress within Branching Minds.			Select Status
Action Step 3	Interventionist & English Language Program Teacher will provide academic interventions to general education students and progress monitor within Branching Minds.			Select Status
Action Step 4	The Behavioral Health Team under the leadership of the Counselor will provide teacher and school-wide support on tier two and tier three behavior and social emotional intervention implementation.			Select Status
Action Step 5	Educators will receive ongoing professional development under the			Select Status
Implementation Milestone 2	MTSS Committee and ILT will monitor both implementation and progress of interventions through Branching Minds and school level data points.	ILT, MTSS Committee, Admin	June 2024 (all year)	In Progress
Action Step 1	The MTSS Committee will regularly review student intervention data within Branching Minds to determine student needs and support educators with implementation of interventions as well as progress monitoring.			Select Status
Action Step 2	Instructional Leadership Team will determine student achievement goals yearly for all standardized assessments including: TSG, F&P, iReady Math, STAR, and IAR to track progress on student growth.			Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	ILT will develop and implement a school wide learning cycle on acceleration and extensions for students who are meeting/exceeding benchmarks.	ILT, Instructional Coach, Admin	June 2024	In Progress
Action Step 1	Instructional Leadership Team will develop a school-wide learning cycle on implementation of extensions for students at or above grade level that include: strategies for differentiation, tracking student progress, and peer observation.			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	- ILT plan a second learning cycle building on extensions and acceleration - Formalize an after school intervention program for primary students struggling in Literacy - Train 75% of literacy teachers in at least two researched-based intervention programs	✍️
SY26 Anticipated Milestones	- Celebrate growth and attainment metrics within our school community - Continue to maximize supports for students who need the most support	✍️

Goal Setting

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data).

Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).

Goals seek to address priorities and opportunity gaps by embracing the principles of Targeted Universalism.

There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.

Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.

Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

Resources: 🚀

IL-EMPOWER Goal Requirements

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

Performance Goals

| | | | | | Numerical Targets [Optional] ✏️ | | |
Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	SY24	SY25	SY26
We will see a reduction of students below the 25th percentile on STAR and iReady and we will see an increase in the number of students above the 75th percentile on STAR and iReady.	Yes	Other	Overall	I READY 5% below 25th %ile 48% above 75th %ile	Goal: iReady 4% below 25%ile 53% above 75%ile		
			Overall	51% above 75% reading 65% above 75% math 6% below 25th reading 2% below 25th math	55% above 75%th reading 68% above 75%th math 5% below 25th reading 2% below 25th math		
We will increase the number of ELs and DLs who are at or above grade level on STAR (3-8 Reading/Math) and F&P/iReady (K-2 Reading/Math).	Yes	Other	English Learners	F&P: 2/6 (33.3%) above GL i-Ready: 2/6 (33%) above GL	DL+ELL+ at/above Star Reading-35%, star math-37%	GOAL: F&P: 3/6 (50%) above GL i-Ready: 3/6 (50%) above GL	DL+ELL+ at/above Star Reading-40%, star math-42%		
			Students with an IEP	F&P: 2/6 (33.3%) above GL i-Ready: 2/6 (33.3%) above GL	DL+ELL+ at/above Star Reading-35%, star math-37%	GOAL: F&P: 3/6 (50%) above GL i-Ready: 3/6 (50%) above GL	DL+ELL+ at/above Star Reading-40%, star math-42%		

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.	Practice goals to be developed in conjunction with ILT after review of data.	Practice goals to be developed in conjunction with ILT after review of data.	
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
We will see a reduction of students below the 25th percentile on STAR and iReady and we will see an increase in the number of students above the 75th percentile on STAR and iReady.	Other	Overall	I READY 5% below 25th %ile	Goal: iReady 4% below	Select Status	Select Status	Select Status	Select Status
		Overall	51% above 75% reading	55% above 75%th	Select Status	Select Status	Select Status	Select Status
We will increase the number of ELs and DLs who are at or above grade level on STAR (3-8 Reading/Math) and F&P/iReady (K-2 Reading/Math).	Other	English Learners	F&P: 2/6 (33.3%) above GL	GOAL: F&P: 3/6 (50%)	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	F&P: 2/6 (33.3%) above GL	GOAL: F&P: 3/6 (50%)	Select Status	Select Status	Select Status	Select Status

Practice Goals

| | | Progress Monitoring | | | |
Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Practice goals to be developed in conjunction with ILT after review of data.	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

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)

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