

## CIWP Team & Schedules

[Resources](#)

### Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

[CIWP Team Guidance](#)

Name	Role	Email
Gina Kim	Curriculum & Instruction Lead	gykim@cps.edu
Michele Van Pelt	LSC Member	mrvanpelt@cps.edu
Abbie Ermis	Curriculum & Instruction Lead	atermis@cps.edu
Deandra Verest	Teacher Leader	dverest@cps.edu
Manda Lukic	Principal	mmlukic@cps.edu
Margaret Moore	Connectedness & Wellbeing Lead	mkelly27@cps.edu
Alana Duffy	Inclusive & Supportive Learning Lead	amkearns@cps.edu
Angela Fuentes	Teacher Leader	acfuentes1@cps.edu
Gabriella Kaczmarczyk	Teacher Leader	gesquivel10@cps.edu
Joan Lynch	AP	JHoyle@cps.edu
Kelley Morrissey	Teacher Leader	kcmorrissey@cps.edu
Jamie Chiostri	Teacher Leader	jlchiostri@cps.edu

## Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	5/30/23	6/22/23
Reflection: Curriculum & Instruction (Instructional Core)	6/20/23	6/22/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/20/23	6/22/23
Reflection: Connectedness & Wellbeing	6/20/23	6/22/23
Reflection: Postsecondary Success	6/20/23	6/22/23
Reflection: Partnerships & Engagement	6/20/23	6/22/23
Priorities	6/20/23	6/22/23
Root Cause	6/20/23	6/22/23
Theory of Action	6/20/23	6/22/23
Implementation Plans	6/20/23	6/22/23
Goals	6/20/23	6/22/23
Fund Compliance	6/22/23	6/22/23
Parent & Family Plan	6/22/23	6/22/23
Approval	8/11/23	8/11/23

## SY24 Progress Monitoring Schedule

Indicate the SY24 dates when your CIWP team will hold progress monitoring check-ins.

As a reference, these dates will auto-populate in your implementation plans.

### CIWP Progress Monitoring Meeting Dates

Quarter 1	10/27/2023
Quarter 2	1/17/2024
Quarter 3	4/1/2024
Quarter 4	5/29/2024

**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	<a href="#">CPS High Quality Curriculum Rubrics</a>	<ul style="list-style-type: none"> <li>* TSG</li> <li>* Rigor Walk Rubric</li> <li>* Unique Learning</li> <li>* Touch Math</li> <li>* Second Step</li> <li>* Orton-Gillingham</li> <li>* Heggerty</li> <li>* WIDA Standards</li> <li>* Alternate ACCESS</li> <li>* Grade-level curriculum used but modified to students' needs</li> <li>* SANDI Our analysis shows that many students start off the school year below meeting expectations. By MOY, a significant number of students are at Meets for the national average in preschool. In K-3 individualized scores have students scoring across the board in terms of the SANDI assessment. Because each student is so different from the next, it is very difficult to norm the scores by grade level.</li> </ul>	<p> <a href="#">IAR (Math)</a></p> <p><a href="#">IAR (English)</a></p> <p>Rigor Walk Data (School Level Data)</p>
Yes	<a href="#">Rigor Walk Rubric</a> <a href="#">Teacher Team Learning Cycle Protocols</a> <a href="#">Quality Indicators Of Specially Designed Instruction</a>	<p><b>What is the feedback from your stakeholders?</b></p>	<p><a href="#">PSAT (EBRW)</a></p> <p><a href="#">PSAT (Math)</a></p> <p><a href="#">STAR (Reading)</a></p>
Partially	<a href="#">Powerful Practices Rubric</a> <a href="#">Learning Conditions</a>	<p>Due to the fact that we are not a home school, we have students being placed at Beard throughout the school year. Students come from all over Chicago to attend our school, so our hiring of staff is significantly based upon diversity and languages spoken. This supports staff to be culturally responsive and meet the needs all of our students. Over 90% of our teachers are ESL endorsed. Beard is a welcoming school for newcomer students. Cultural responsiveness is an area that still needs to be addressed as far as defining what these means and how it can best support students. This can be difficult with over 27 languages spoken by the student population. Resources provided to parents include parent workshops, PAC meetings and LSC meetings. BAC is offered, but attendance is not strong, which may be due to the fact that we are not a community based school. Math scores and specific areas in math scores have historically been lower than average CPS student scores. Students must be given more opportunity to develop student voice. Implementation of a high math quality program for students.</p>	<p> <a href="#">STAR (Math)</a></p> <p><a href="#">IReady (Reading)</a></p> <p><a href="#">IReady (Math)</a></p>
Yes	<a href="#">Continuum of ILT Effectiveness</a> <a href="#">Distributed Leadership</a>	<p><b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b></p>	<p><a href="#">Cultivate</a></p> <p><a href="#">Grades</a></p> <p><a href="#">ACCESS</a></p>
Partially	<a href="#">Customized Balanced Assessment Plan</a> <a href="#">ES Assessment Plan Development Guide</a> <a href="#">HS Assessment Plan Development</a>	<p>Beard's CCT developed an Action Plan for the 2023-2024 school year. One of the 2 goals is "By the end of the 2023-2024 school year, classroom instruction will clearly and intentionally reflect the cultural identities of the students in our school community to promote inclusivity. Action steps include: 1. Peer observation schedule. It will also have a component of building out student voice. Classrooms having relevant and authentic cultural artifacts (i.e. authentic clothing, toys, books, vocabulary posted) Developing a schoolwide resource bank for culturally relevant holidays, celebrations, materials, and ideas. Staff will receive training to become more familiar with their students' cultural identities, practices, and celebrations. Parent monthly reading program has been put into place to welcome all families to read in English or their native language a story to the students. Families will be invited into the classroom to do read-alouds about culturally relevant topics or read in their native languages (either in-person or on zoom). In terms of math, we have been working to establish a partnership for the teachers to receive high quality training from the Erikson Institute. This will be for all teachers. Many teachers have also signed up for professional learning</p>	<p><a href="#">TS Gold</a></p> <p><a href="#">Interim Assessment Data</a></p>
Partially	<a href="#">Assessment for Learning Reference Document</a>	<p><b>What student-centered problems have surfaced during this reflection?</b></p> <p>If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>	<p></p>

- \*Difficulty in modifying certain activities to the students' level
- \*Difficulty measuring student voice - getting authentic responses
- \*Create school made assessments where teachers can use responses based on observations of the students rather than direct student responses
- \*Develop a math scope and sequence for DL classrooms so students are exposed to grade-level math concepts and skills
- \*According to the CLASS PK scores and the network rigor walks, higher order thinking is an area of improvement that must be addressed so students progress beyond rote and

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through the district and with national conferences to be able to learn how to better present math, not only to preschool students, but to our diverse learners. We want to utilize skyline's scope and sequence to plot a course for areas that students can learn math. This will be the initiative for next school year.

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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	<p>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.</p>	<p>We have a menu of tiered interventions that teachers have access to. We have a very responsive MTSS/BHT team that meets with teachers on a regular basis to provide solutions, suggestions and helps to progress monitor the effectiveness of the students progress. We have a BHT/MTSS team that meets weekly and is representative of all the diverse populations of the students at the school. Branching Minds at the preschool level is optional, however, there will be a school wide initiative that includes providing training to teachers so that we are using the same tools to track data as the district. At this time, Branching Minds was not well developed to address preschool interventions, but as the district builds out the platform, Beard will encourage use of this platform to track interventions.</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p><a href="#">MTSS Continuum</a></p> <p><a href="#">Roots Survey</a></p> <p><a href="#">ACCESS</a></p> <p><a href="#">MTSS Academic Tier Movement</a></p> <p><a href="#">Annual Evaluation of Compliance (ODLSS)</a></p>
Partially	<p>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><b>What is the feedback from your stakeholders?</b></p>	<p><a href="#">Quality Indicators of Specially Designed Curriculum</a></p>
Yes	<p>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.</p>	<p>Branching Minds is limited as far as interventions available to use for the PK level. In terms of our K-3rd grade students, each year the IEP team analyzes if the student is academically and behaviorally prepared to return back to a neighborhood school. Our goal is to have k-3 students get caught up to grade level, then to reconsider as a team, if continued LRE3 supports are still required. Each year the team reviews this data and determines the students continued enrollment at Beard or if students are ready to learn with other peers in a gen. ed environment. The team is comprised of school staff and parents. With our preschool students Beard needs to develop an easy tracking system that can be implemented within the classroom. Our work is to look at creating a unified system that can be used school wide to track interventions. Our goal is to create this plan and work with all stakeholders to ensure that it is consistently used school wide. This way the data, can travel with the child and be understood by all stakeholders. Since TSG is the standard assessment, others within CPS can continue to provide students with the supports that help them to be successful. This year, we plan on expanding the menu of tiered interventions that are being implemented school wide.</p>	<p><a href="#">EL Program Review Tool</a></p>
Yes	<p>Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.</p>	<p><b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b></p>	<p>Presenting to teachers the MTSS protocol and different behavior tools that can be put into place is what we have been working on to develop a streamlined method to support students. Because we have such a large preschool program, we often use our grade level team to build out support for those students. We have a part time interventionist, however data collection still remains a classroom teacher's responsibility. Finding a cohesive data collection tool that can be used in the PK classrooms is what we are striving to do this year. Since most of our K-3 students are already in a tier 3 program, many supports such as 3-4 paraprofessionals are already found in the classroom. With our cluster students, our instructional format of center based teaching, we have found provides students with the most successful approach to learning. Our paraprofessionals also work with our students to reinforce concepts and ideas. As we develop our plan for our MTSS program, all of our teachers will benefit by having access to this tiered menu of supports for interventions.</p>
Yes	<p>English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier 1 instructional services.</p>	<p>Presenting to teachers the MTSS protocol and different behavior tools that can be put into place is what we have been working on to develop a streamlined method to support students. Because we have such a large preschool program, we often use our grade level team to build out support for those students. We have a part time interventionist, however data collection still remains a classroom teacher's responsibility. Finding a cohesive data collection tool that can be used in the PK classrooms is what we are striving to do this year. Since most of our K-3 students are already in a tier 3 program, many supports such as 3-4 paraprofessionals are already found in the classroom. With our cluster students, our instructional format of center based teaching, we have found provides students with the most successful approach to learning. Our paraprofessionals also work with our students to reinforce concepts and ideas. As we develop our plan for our MTSS program, all of our teachers will benefit by having access to this tiered menu of supports for interventions.</p>	<p>Presenting to teachers the MTSS protocol and different behavior tools that can be put into place is what we have been working on to develop a streamlined method to support students. Because we have such a large preschool program, we often use our grade level team to build out support for those students. We have a part time interventionist, however data collection still remains a classroom teacher's responsibility. Finding a cohesive data collection tool that can be used in the PK classrooms is what we are striving to do this year. Since most of our K-3 students are already in a tier 3 program, many supports such as 3-4 paraprofessionals are already found in the classroom. With our cluster students, our instructional format of center based teaching, we have found provides students with the most successful approach to learning. Our paraprofessionals also work with our students to reinforce concepts and ideas. As we develop our plan for our MTSS program, all of our teachers will benefit by having access to this tiered menu of supports for interventions.</p>
Yes	<p>There are language objectives (that demonstrate HOW students will use language) across the content.</p>	<p>Presenting to teachers the MTSS protocol and different behavior tools that can be put into place is what we have been working on to develop a streamlined method to support students. Because we have such a large preschool program, we often use our grade level team to build out support for those students. We have a part time interventionist, however data collection still remains a classroom teacher's responsibility. Finding a cohesive data collection tool that can be used in the PK classrooms is what we are striving to do this year. Since most of our K-3 students are already in a tier 3 program, many supports such as 3-4 paraprofessionals are already found in the classroom. With our cluster students, our instructional format of center based teaching, we have found provides students with the most successful approach to learning. Our paraprofessionals also work with our students to reinforce concepts and ideas. As we develop our plan for our MTSS program, all of our teachers will benefit by having access to this tiered menu of supports for interventions.</p>	<p>Presenting to teachers the MTSS protocol and different behavior tools that can be put into place is what we have been working on to develop a streamlined method to support students. Because we have such a large preschool program, we often use our grade level team to build out support for those students. We have a part time interventionist, however data collection still remains a classroom teacher's responsibility. Finding a cohesive data collection tool that can be used in the PK classrooms is what we are striving to do this year. Since most of our K-3 students are already in a tier 3 program, many supports such as 3-4 paraprofessionals are already found in the classroom. With our cluster students, our instructional format of center based teaching, we have found provides students with the most successful approach to learning. Our paraprofessionals also work with our students to reinforce concepts and ideas. As we develop our plan for our MTSS program, all of our teachers will benefit by having access to this tiered menu of supports for interventions.</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 CWP.

- \*Branching minds does not meet the needs of our preschool population. It is difficult to use. Lack of accessibility for staff training.
- \*Preschool students need time to adjust before referrals are submitted
- \*Have an understanding that the first six weeks of schools should be around systems and routines taking into consideration that students need time to adjust to routines

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## Connectedness & Wellbeing

	Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	<a href="#">BHT Key Component Assessment</a>  <a href="#">SEL Teaming Structure</a>	This area has been a priority for the past two CIWP cycles and we have achieved an Exemplary Supportive School designation. A large number of students received tiered support 2 and 3 interventions. The BHT works alongside parents and the teacher to assess students progress. Our attendance has not been able to reach the districts 96% threshold due to a variety of reasons. Transportation issues, therapies, covid, and other illnesses have affected our attendance rate. We continually meet with the attendance team to develop new ways to improve attendance especially around vacations and before breaks. One of the biggest struggles that we have is parents that take students on vacations for a week because it's preschool. We work with families to let them know that vacations while school is in session are unexcused absences.	<a href="#">% of Students receiving Tier 2/3 interventions meeting targets</a>  <a href="#">Reduction in OSS per 100</a>  <a href="#">Reduction in repeated disruptive behaviors (4-6 SCC)</a>
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			<a href="#">Access to OST</a>  <a href="#">Increase Average Daily Attendance</a>  <a href="#">Increased Attendance for Chronically Absent Students</a>
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		<p style="text-align: center;"><b>What is the feedback from your stakeholders?</b></p> We continually offer new and fresh OST programs to all students after school. We will be working on encouraging staff to participate in order to offer program options to all of the students within the school. Nurses and para support is not always available, which is a challenge to those students that requires dedicated nurses and paras after school. Transportation is not available for students that stay after for students that normally take a school bus. This also limits the amount of students that can attend our after school programs.	<a href="#">Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</a>  <a href="#">Cultivate (Belonging &amp; Identity)</a>  Staff trained on alternatives to exclusionary discipline (School Level Data)
Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.			<a href="#">Enrichment Program Participation, Enrollment &amp; Attendance</a>  <a href="#">Student Voice Infrastructure</a>  <a href="#">Reduction in number of students with dropout codes at EOY</a>
	<p><b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>Due to our DL student population, it has been difficult to plan OST programs that will meet the needs of these students due to shortage of staff.</p>		<p><b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b></p> <p>OST is relatively new. We will be working on encouraging staff to participate in order to offer program options to all of the students within the school. Nurses and para support are not always available. Transportation is not available for students that stay after who normally take a school bus.</p>	

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

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

**References**

**What are the takeaways after the review of metrics?**

**Metrics**

N/A	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	<a href="#">College and Career Competency Curriculum (C4)</a>
N/A	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	<a href="#">Individualized Learning Plans</a>
N/A	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	<a href="#">Work Based Learning Toolkit</a>
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).	<a href="#">ECCE Certification List</a>
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).	<a href="#">PLT Assessment Rubric</a>
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).	<a href="#">Alumni Support Initiative One Pager</a>

Because we are a preschool and students only attend for one year on average, we do not prepare a plan for College and Career competency curriculum. Our students in cluster programs have a significantly modified curriculum, which is differentiated based upon their learning needs. Our school is a preschool through 3rd grade school only. 🍌

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

Because we are a preschool and students only attend for one year on average, we do not prepare a plan for College and Career competency curriculum. Our students in cluster programs have a significantly modified curriculum which is differentiated based upon their learning needs. Our school is a preschool through 3rd grade school only. 🍌

**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?**

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- [Graduation Rate](#)
- [Program Inquiry: Programs/participation/attainment rates of % of ECCE](#)
- [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.

We can expose students to partnerships with students that are older. We have a partnership with Edison Park for "Partners in Play" working with the students. We also have students from Taft High School that volunteer to support students in May for our Field Day. 🍌

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.	<a href="#">Spectrum of Inclusive Partnerships</a>
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	<a href="#">Reimagining With Community Toolkit</a>
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).	<a href="#">Student Voice Infrastructure Rubric</a>

From our 5 essentials survey results, parents are very satisfied with the relationship that beard has fostered with them. We have a highly developed level of parent, administration and teacher partnership to meet the needs of the students. We offer many opportunities throughout the school year for parents to participate in school engagement events. There are over 30 different opportunities to for parents to engage in with school wide events being offered on a monthly basis. We communicate regularly with parents via in person, seesaw, email, phone calls, Beard website, and the weekly classroom newsletter. Our parents feel that Beard provides them with tools and resources that help them to be successful at home and at school.

[Cultivate](#)

[5 Essentials Parent Participation Rate](#)

[5E: Involved Families](#)

[5E: Supportive Environment](#)

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

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

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

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

This school year we intentionally implemented more opportunities for student collaboration and student voice. Revising student perspective survey in order to capture authentic responses. We also survey the parents for their interests for parent workshops. This is done through the use of Title 1 funding. Our stakeholders appreciate the quick responses and attention to detail when it comes to individualized service. All students are the focus of our engagement events, and with their families present, it makes for a very successful collaboration in which parents feel that their children are thriving.

**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?**

Continue to give our students more choices during the day, e.g. how they want to demonstrate their knowledge (file folder, worksheet), allowing them what material they want to use to write with. Have students showcase with their peers their student engagement projects.

**What student-centered problems have surfaced during this reflection?**

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Due to the developmental level of our students, some students did not want to or were unable to complete the student survey. We will continue to find ways to engage students in a visual survey. We will also work on expanding our PBIS visuals to include additional pictures that help them to be safe, kind and responsible. These pictures will be shared with parents. We also plan on expanding our restorative plan for students which will include parent voice.

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.
Yes	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?

- \* TSG
- \* Rigor Walk Rubric
- \* Unique Learning
- \* Touch Math
- \* Second Step
- \* Orton-Gillingham
- \* Heggerty
- \* WIDA Standards
- \* Alternate ACCESS
- \* Grade-level curriculum used but modified to students' needs
- \* SANDI. Our analysis shows that many students start off the school year below meeting expectations. By MOY, a significant number of students are at Meets for the national average in preschool. In K-3 individualized scores have students scoring across the board in terms of the SANDI assessment. Because each student is so different from the next, it is very difficult to norm the scores by grade level.

What is the feedback from your stakeholders?

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What student-centered problems have surfaced during this reflection?

- \*Difficulty in modifying certain activities to the students' level
- \*Difficulty measuring student voice - getting authentic responses
- \*Create school made assessments where teachers can use responses based on observations of the students rather than direct student responses
- \*Develop a math scope and sequence for DL classrooms so students are exposed to grade-level math concepts and skills
- \*According to the CLASS PK scores and the network rigor walks, higher order thinking is an area of improvement that must be addressed so students progress beyond rote and retrieval skills

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?

Beard's CCT developed an Action Plan for the 2023-2024 school year. One of the 2 goals is "By the end of the 2023-2024 school year, classroom instruction will clearly and intentionally reflect the cultural identities of the students in our school community to promote inclusivity. Action steps include: 1. Peer observation schedule. It will also have a component of building out student voice. Classrooms having relevant and authentic cultural artifacts (i.e. authentic clothing, toys, books, vocabulary posted). Developing a schoolwide resource bank for culturally relevant holidays, celebrations, materials, and ideas. Staff will receive training to become more familiar with their students' cultural identities, practices, and celebrations. Parent monthly reading program has been put into place to welcome all families to read in English or their native language a story to the students. Families will be invited into the classroom to do read-alouds about culturally relevant topics or read in their native languages (either in-person or on zoom). In terms of math, we have been working to establish a partnership for the teachers to receive high quality training from the Erikson Institute. This will be for all teachers. Many teachers have also signed up for professional learning through the district and with national conferences to be able to learn how to better present math, not only to preschool students, but to our diverse learners. We want to utilize skyline's scope and sequence to plot a course for areas that students can learn math. This will be the initiative for next 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 to engage in higher order thinking/problem solving activities that lead to real world experiences and connections.

[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?

[5 Whys Root Cause Protocol](#)

**As adults in the building, we...**

need to increase our intentionality in encouraging students to engage in rigorous, higher-order thinking skills and interactions.



**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...**

implement a high quality Pk-3 math curriculum and intentionally include higher order thinking practices across all grade levels



**Resources:**

**Indicators of a Quality CIWP: Theory of Action**

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

**then we see...**

teachers actively engaging students in focusing on higher-order thinking skills, teachers implementing new strategies, and expanding student learning to increase student engagement and voice



**which leads to...**

an increase in math scores school wide, high quality practices, and an increase in higher order thinking skills across assessments.



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**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**

Manda Lukic

**Dates for Progress Monitoring Check Ins**

Q1	10/27/2023	Q3	4/1/2024
Q2	1/17/2024	Q4	5/29/2024

**SY24 Implementation Milestones & Action Steps**

**Who**

**By When**



**Progress Monitoring**

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
<b>Implementation Milestone 1</b>	Follow and implement a math scope and sequence that will be of high instructional quality for the Math K-3rd curriculum	K-3 Team	EOY 2023-2024	Not Started
<b>Action Step 1</b>	Look for math partners to present professional development on math strategies for early childhood	CIWP Team	end of Q1	In Progress
<b>Action Step 2</b>	K-3 teachers will review supporting student learning using the Skyline math scope and sequence	K-3 Team	end of Q1	Not Started
<b>Action Step 3</b>	Using the SANDI assessment; Beard K-3 teachers will adjust the assessment to include additional assessment items to inform instructional practices	K-3 Team	BOY	In Progress
<b>Action Step 4</b>	Define available resources in Skyline and align with the Math scope and sequence	K-3 Team	EOY 2023-2024	Not Started
<b>Action Step 5</b>		Pk-3	EOY 2023-2024	Not Started



Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Curriculum & Instruction		
Reflection	Root Cause	Implementation Plan	Select the Priority Foundation to pull over your Reflections here =>				
<b>Implementation Milestone 2</b>	Intentionally include higher order thinking practices across all grade levels	School-wide	EOY 2023-24	Not Started			
<b>Action Step 1</b>	Secure partners to present professional development on higher order thinking and observe practices in action during walkthroughs	CIWP Team	end of Q1	Not Started			
<b>Action Step 2</b>	Increase the AAC usage in classrooms to increase student voice. Speech therapists will provide additional training to teachers using Touchcat and Lamp on devices with their students that also have AAC devices.	CIWP Team	end of Q1	Not Started			
<b>Action Step 3</b>	Create and utilize a data bank of strategies for higher order thinking implementation during collaborative planning	Grade level teams	EOY 2023-24	Not Started			
<b>Action Step 4</b>	Implementing intentional higher order thinking practices during read alouds and other elements of the day	School-wide	EOY 2023-24	Not Started			
<b>Action Step 5</b>	Embed Fine Arts and games into instruction.	School-wide	EOY 2023-24	Not Started			
<b>Implementation Milestone 3</b>				Select Status			
<b>Action Step 1</b>				Select Status			
<b>Action Step 2</b>				Select Status			
<b>Action Step 3</b>				Select Status			
<b>Action Step 4</b>				Select Status			
<b>Action Step 5</b>				Select Status			
<b>Implementation Milestone 4</b>				Select Status			
<b>Action Step 1</b>				Select Status			
<b>Action Step 2</b>				Select Status			
<b>Action Step 3</b>				Select Status			
<b>Action Step 4</b>				Select Status			
<b>Action Step 5</b>				Select Status			

### SY25-SY26 Implementation Milestones

<b>SY25 Anticipated Milestones</b>	Analyze initial data from school year 23-24 to determine if there were impacts made on student learning. Expand higher order thinking practices to another element of the day.	
<b>SY26 Anticipated Milestones</b>	Analyze initial data from school year 24-25 to determine if there were impacts made on student learning. Expand higher order thinking practices to another element of the day.	

## 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)	Numerical Targets [Optional] 			
				Baseline 	SY24	SY25	SY26
Students will increase math scores	Yes	Interim Assessment	Students with an IEP				

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring		Curriculum & Instruction				
<a href="#">Reflection</a>	<a href="#">Root Cause</a>	<a href="#">Implementation Plan</a>	<a href="#">Yes</a>	<a href="#">Select the Priority Foundation to pull over your Reflections here =&gt;</a>						
from the BOY to EOY.				Data		Select Group or Overall				
						Overall				
Teacher's will increase higher order thinking practices during read-alouds	Yes		Rigor Walk Rubric			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
<i>C&amp;I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</i>	Students will increase their math scores through utilization of the scope and sequence developed by K-3 teachers. Progress will be measured using the Interim Assessment Data from BOY to EOY.	Students will increase their math scores through utilization of the scope and sequence developed by K-3 teachers. Progress will be measured using the Interim Assessment Data from BOY to EOY.	Students will increase their math scores through utilization of the scope and sequence developed by K-3 teachers. Progress will be measured using the Interim Assessment Data from BOY to EOY.
<i>C&amp;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.</i>	Teachers will intentionally plan and use strategies to promote higher level thinking during read alouds. Students will move from retrieval to the higher levels of taxonomy. Progress will be measured using the Rigor Walk Rubric.	Teachers will intentionally plan and use strategies to promote higher level thinking during an instructional component of the elements of the day. Students will move from retrieval to the higher levels of taxonomy. Progress will be measured using the Rigor Walk Rubric.	Teachers will intentionally plan and use strategies to promote higher level thinking during an instructional component of the elements of the day. Students will move from retrieval to the higher levels of taxonomy. Progress will be measured using the Rigor Walk Rubric.

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### 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 increase math scores from the BOY to EOY.	Interim Assessment Data	Students with an IEP			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Teacher's will increase higher order thinking practices during read-alouds	Rigor Walk Rubric	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

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

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

## Curriculum & Instruction

<p>C&amp;I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</p>	<p>Students will increase their math scores through utilization of the scope and sequence developed by K-3 teachers. Progress will be measured using the Interim Assessment Data from BOY to EOY.</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>C&amp;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>Teachers will intentionally plan and use strategies to promote higher level thinking during read alouds. Students will move from retrieval to the higher levels of taxonomy. Progress will be measured using the Rigor Walk Rubric.</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
		<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>

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.
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

We have a menu of tiered interventions that teachers have access to. We have a very responsive MTSS/BHT team that meets with teachers on a regular basis to provide solutions, suggestions and helps to progress monitor the effectiveness of the students progress. We have a BHT/MTSS team that meets weekly and is representative of all the diverse populations of the students at the school. Branching Minds at the preschool level is optional, however, there will be a school wide initiative that includes providing training to teachers so that we are using the same tools to track data as the district. At this time, Branching Minds was not well developed to address preschool interventions, but as the district builds out the platform, Beard will encourage use of this platform to track interventions.

What is the feedback from your stakeholders?

Branching Minds is limited as far as interventions available to use for the PK level. In terms of our K-3rd grade students, each year the IEP team analyzes if the student is academically and behaviorally prepared to return back to a neighborhood school. Our goal is to have k-3 students get caught up to grade level, then to reconsider as a team, if continued LRE3 supports are still required. Each year the team reviews this data and determines the students continued enrollment at Beard or if students are ready to learn with other peers in a gen. ed environment. The team is comprised of school staff and parents. With our preschool students Beard needs to develop an easy tracking system that can be implemented within the classroom. Our work is to look at creating a unified system that can be used school wide to track interventions. Our goal is to create this plan and work with all stakeholders to ensure that it is consistently used school wide. This way the data, can travel with the child and be understood by all stakeholders. Since TSG is the standard assessment, others within CPS can continue to provide students with the supports that help them to be successful. This year, we plan on expanding the menu of tiered interventions that are being implemented school wide.

What student-centered problems have surfaced during this reflection?

\*Branching minds does not meet the needs of our preschool population. It is difficult to use. Lack of accessibility for staff training.  
 \*Preschool students need time to adjust before referrals are submitted  
 \*Have an understanding that the first six weeks of schools should be around systems and routines taking into consideration that students need time to adjust to routines

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?

Presenting to teachers the MTSS protocol and different behavior tools that can be put into place is what we have been working on to develop a streamlined method to support students. Because we have such a large preschool program, we often use our grade level team to build out support for those students. We have a part time interventionist, however data collection still remains a classroom teacher's responsibility. Finding a cohesive data collection tool that can be used in the PK classrooms is what we are striving to do this year. Since most of our K-3 students are already in a tier 3 program, many supports such as 3-4 paraprofessionals are already found in the classroom. With our cluster students, our instructional format of center based teaching, we have found provides students with the most successful approach to learning. Our paraprofessionals also work with our students to reinforce concepts and ideas. As we develop out our plan for our MTSS program, all of our teachers will benefit by having access to this tiered menu of supports for interventions.

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Determine Priorities

Resources: 

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

[Determine Priorities Protocol](#)

Students...

are overly identified to the MTSS team/BHT for academic and behavioral concerns without receiving evidence based interventions that are implemented and monitored with fidelity.



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?

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

## As adults in the building, we...

need ongoing professional development opportunities geared towards the needs of early childhood and diverse learners that address researched-based interventions, data collection, and communication tools. Creation of shared tools that detail MTSS process.



### 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...

create and implement effective SEL interventions, curriculum, strategies and communication tools,



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...

teachers implementing and tracking high quality interventions and curriculum being delivered with fidelity to all students



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...

a decrease in students being referred to the MTSS and BHT teams.



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## 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

Manda Lukic and CIWP team

### Dates for Progress Monitoring Check Ins

Q1 10/27/2023

Q3 4/1/2024

Q2 1/17/2024

Q4 5/29/2024

### SY24 Implementation Milestones & Action Steps

Who

By When



Progress Monitoring

Implementation Milestone	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
<b>Implementation Milestone 1</b>	Develop and use a universal data collection tool that will progress monitor interventions being done in the classroom	BHT/MTSS & Classroom teachers	EOY 2023-24	Not Started
<b>Action Step 1</b>	Review and compile existing data collection resources	BHT /MTSS	First week of school	Not Started
<b>Action Step 2</b>	Present collection and checklist to staff during first week of school	BHT /MTSS	First week of school	Not Started
<b>Action Step 3</b>	Quick refresher during the first professional development day regarding data collection tools and referral process	BHT /MTSS	Sept. 22	Not Started
<b>Action Step 4</b>	Monitor the data throughout the school year	BHT /MTSS & Classroom teachers	EOY 2023-24	Not Started
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	Research and implement evidence-based behavioral/classroom management strategies and interventions	School-wide	EOY 2025-2026	Not Started

## Inclusive & Supportive Learning Environment

<b>Action Step 1</b>	Training for teachers to review menu of tiered interventions	BHT/MTSS	First week of school	Not Started
<b>Action Step 2</b>	Review Conscious Discipline as a possible system to be used with all of our students	ILT and CCT	EOY 2023-24	Not Started
<b>Action Step 3</b>	Continued school wide implementation of Second Step	Teachers and School Counselor	Ongoing	Not Started
<b>Action Step 4</b>	Continued school wide training and implementation of QBS Safety Care	School-wide	Ongoing	Not Started
<b>Action Step 5</b>	Provide professional development training for any SEL programs	School-wide	Ongoing	Not Started
<b>Implementation Milestone 3</b>	Provide communication tools to all students for them to adequately express their wants and needs	School-wide	EOY 2025-2026	Not Started
<b>Action Step 1</b>	Training from Speech and Language Pathologists on how to utilize communication tools	SLPs	MOY 2023-2024	Not Started
<b>Action Step 2</b>	Training for staff when diverse learners are provided an augmentative and alternative communication (AAC) device	Teachers	Ongoing	Not Started
<b>Action Step 3</b>	Speech and Language Pathologists utilizing consult minutes to reinforce ongoing training to Special Education Teachers	SLPs	Ongoing	Not Started
<b>Action Step 4</b>	Using communication tools for all students throughout the school day especially during times of crisis	School-wide	Ongoing	Not Started
<b>Action Step 5</b>	Making sure the school is equipped with communication visuals and tools in every classroom and throughout the school environment	SLPs in collaboration CIWP team	EOY 2023-2024	Not Started
<b>Implementation Milestone 4</b>	Ensure that all SEL curriculums are being implemented with fidelity			Select Status
<b>Action Step 1</b>	Implement Calm Classroom	All classroom teachers	Ongoing	In Progress
<b>Action Step 2</b>	Implement Fine Arts to support SEL learning.	Art Teachers	Ongoing	In Progress
<b>Action Step 3</b>	Implement additional outdoor recess, student initiated breaks, and neighborhood walking trips	All classroom teachers	Ongoing	In Progress
<b>Action Step 4</b>	Continue to have a counseling program offered to all students	Counselor	Ongoing	In Progress
<b>Action Step 5</b>	Continue to engage students with their voice through the Beard School Ballot on a monthly basis	all classroom teachers	Ongoing	In Progress

### SY25-SY26 Implementation Milestones

<b>SY25 Anticipated Milestones</b>	Analyze initial data from school year 24-25 to determine if there were impacts made on the number of student referrals to the BHT/MTSS team.	
<b>SY26 Anticipated Milestones</b>	Analyze initial data from school year 25-26 to determine if there were impacts made on the number of student referrals to the BHT/MTSS team.	

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


### 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

Percentage of student referrals will decrease.	Yes	Referrals coming through the BHT/MTSS team	General education preschool	16.5			
			Students with an IEP	NA			
Research and attend professional development regarding behavioral interventions and communication.	Yes	Number of staff attending	NA				
			NA				

**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:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	Students will be provided with effective interventions/ strategies and communication tools which will be delivered with fidelity within the classrooms. This will be measured by the decrease in percentage of student referrals to the BHT/MTSS	Students will be provided with effective interventions/ strategies and communication tools which will be delivered with fidelity within the classrooms. This will be measured by the decrease in percentage of student referrals to the BHT/MTSS	Students will be provided with effective interventions/strategies and communication tools which will be delivered with fidelity within the classrooms. This will be measured by the decrease in percentage of student referrals to the BHT/MTSS
Select a Practice			

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**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
Percentage of student referrals will decrease.	Referrals coming through the BHT/MTSS team	General education preschool	16.5		Select Status	Select Status	Select Status	Select Status
		Students with an IEP	NA		Select Status	Select Status	Select Status	Select Status
Research and attend professional development regarding behavioral interventions and communication.	Number of staff attending	NA			Select Status	Select Status	Select Status	Select Status
		NA			Select Status	Select Status	Select Status	Select Status

**Practice Goals**

**Progress Monitoring**

Identified Practices

SY24

Quarter 1

Quarter 2

Quarter 3

Quarter 4

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

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

## Inclusive & Supportive Learning Environment

I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.

Students will be provided with effective interventions/ strategies and communication tools which will be delivered with fidelity within the classrooms. This will be measured by the decrease in percentage of student referrals to the BHT/MTSS

Select Status

Select Status

Select Status

Select Status

Select Status

Select Status

Select Status

Select Status

Select a Practice

Select Status

Select Status

Select Status

Select Status





## 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.

Board's priority goals are both instructional and inclusive and supportive learning environments. Parents will be sent a survey to gauge what their needs are and the school will work to provide desired outcomes from the survey. Funds will be used to provide consultants that will help parents work with their children both academically and with children's SEL needs. 

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