


### 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 
Mellodie Brown	Principal	Mlbrown1@cps.edu
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Hazel Prentiss	Teacher Leader	Hprentiss@cps.edu
Ebonie Johnson	Inclusive & Supportive Learning Lead	Ejohnson106@cps.edu
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Antania Green	Partnerships & Engagement Lead	Amgreen26@cps.edu
Counselor TBD	Postsecondary Lead	TBD
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Keashun May	Connectedness & Wellbeing Lead	kdmay@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	7/11/23	9/19/23
Reflection: Curriculum & Instruction (Instructional Core)	8/7/23	8/23/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	8/7/23	9/1/23
Reflection: Connectedness & Wellbeing	9/14/23	10/5/23
Reflection: Postsecondary Success	9/6/23	10/13/23
Reflection: Partnerships & Engagement	10/10/23	10/16/23
Priorities	9/6/23	11/30/23
Root Cause	9/9/23	10/13/23
Theory of Acton	9/10/23	11/30/23
Implementation Plans	8/21/23	10/18/23
Goals	8/10/23	10/27/23
Fund Compliance	10/5/23	10/31/23
Parent & Family Plan	9/19/23	10/13/23
Approval	9/15/23	9/15/23

### 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	11/9/2023
Quarter 2	2/8/2024
Quarter 3	4/11/2024
Quarter 4	5/30/2024

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	<a href="#">CPS High Quality Curriculum Rubrics</a>	All students have access to grade level high quality curricular materials that are standards based. We are working to ensure that all teachers engage in small group instruction on a daily basis to support the learning of all students including students that are performing below grade level. Additionally, we discussed focusing on our Tier 1 SEL curriculum to provide support and strategies to ensure that our school and classroom are focused on meeting the students and their needs to ensure success and connectedness.	<a href="#">IAR (Math)</a> <a href="#">IAR (English)</a> Rigor Walk Data (School Level Data) <a href="#">PSAT (EBRW)</a> <a href="#">PSAT (Math)</a> <a href="#">STAR (Reading)</a> <a href="#">STAR (Math)</a>
Yes	Students experience grade-level, standards-aligned instruction.	<a href="#">Rigor Walk Rubric</a> <a href="#">Teacher Team Learning Cycle Protocols</a> <a href="#">Quality Indicators Of Specially Designed Instruction</a>		
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.	<a href="#">Powerful Practices Rubric</a> <a href="#">Learning Conditions</a>	What is the feedback from your stakeholders? Our team has decided to focus on ensuring that we implement a balanced assessment system across the school through our assessment plan calendar. This will ensure that we are following pacing guides and scheduling all assessments school-wide to ensure that we observe a balanced assessment plan for every grade level utilizing our core instructional programs.	<a href="#">iReady (Reading)</a> <a href="#">iReady (Math)</a> <a href="#">Cultivate</a> <a href="#">Grades</a> <a href="#">ACCESS</a> <a href="#">TS Gold</a> <a href="#">Interim Assessment Data</a>
Yes	The ILT leads instructional improvement through distributed leadership.	<a href="#">Continuum of ILT Effectiveness</a> <a href="#">Distributed Leadership</a>		
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.	<a href="#">Customized Balanced Assessment Plan</a> <a href="#">ES Assessment Plan Development Guide</a> <a href="#">HS Assessment Plan Development</a>		
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	<a href="#">Assessment for Learning Reference Document</a>	What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity? MTSS is an improvement effort that is in progress to assist us with supporting more students across the school that are in need of remediation. If we identify targeted students based on I-Ready data, we will be able to observe an increase in student progress for both reading and mathematics. Yes, students with disabilities have not had an opportunity to engage in intervention with the Interventionist during the school day due to schedules and meeting their required IEP minutes.	

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 culture and climate team observed evidence of relational trust amongst student to teacher and student to student. Therefore, we utilized the Culture and climate rubric and strategies to support this work to build trusting relationships with students.

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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

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.	<a href="#">MTSS Integrity Memo</a> <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a>	MTSS Meetings will continue to be scheduled once per month. We will continue to ensure that we have a diverse team of individuals on the MTSS Team. However, during the meetings we will invite the classroom teacher to attend the meeting to ensure that we are engaging data informed decisions conversations regarding tiered supports for student. Additionally, we will begin to schedule out meetings with parents to share this information and next level supports for students obtaining Tier 2 and Tier 3 supports. Our core instructional program is utilized with fidelity.	<a href="#">Unit/Lesson Inventory for Language Objectives (School Level Data)</a> <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a> <a href="#">ACCESS</a> <a href="#">MTSS Academic Tier Movement</a> <a href="#">Annual Evaluation of Compliance (ODLSS)</a>
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.	<a href="#">MTSS Integrity Memo</a>		
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.	<a href="#">LRE Dashboard Page</a>	What is the feedback from your stakeholders? Ensure that parents are involved and engaged in the MTSS meetings to support students utilizing data to make informed decisions. The ILT shared that we need to support Teachers	<a href="#">Quality Indicators of Specially Designed Curriculum</a> <a href="#">EL Program Review Tool</a>

Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	<a href="#">IDEA Procedural Manual</a>
No	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	<a href="#">EL Placement Recommendation Tool ES</a> <a href="#">EL Placement Recommendation Tool HS</a>
No	There are language objectives (that demonstrate HOW students will use language) across the content.	


with ensuring that they routinely implement differentiated instruction and provide additional scaffolds for students and adjust delivery approach based on students' needs

**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?**

Teacher pd to support small group instruction and differentiation. This will lead to students growing academically. Teachers are concerned about students who are far below grade accessing grade level materials and instruction. 




**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.

One problem is how can we assist students with staying focused and building their stamina. We need to consider what are some strategies school wide and tiered that we can put in place build students' stamina to stay alert and focused in class. 

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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	<a href="#">BHT Key Component Assessment</a>  <a href="#">SEL Teaming Structure</a>	<p>We have a BHT team in place that meets regularly. However last school year there was no follow up and or progress monitoring of the how the interventions were working or not working. Going forward there needs to be a cadence in place for 4-5 week check -ins to progress monitor the interventions in place to determine if the interventions are working or not working. Then to determine next steps for the student and teacher / staff member.</p> <p>Regarding the culture and climate team, the team met biweekly to review the school wide priorities, the goals and the rubric to determine our progress. The Culture and Climate Team utilized the stratege provided in the culture and climate document / rubric to address the areas of the concerns to develop them.</p> <p>This work will allow us to see a decrease in the our ISS and OSS. Additionally, increase the implementation of skill building and programs to support students who are having difficulty connecting with the school.</p> <p>Lastly, this work will allow us to observe a decrease in classroom / school wide disruptions.</p>	<p><a href="#">% of Students receiving Tier 2/3 interventions meeting targets</a></p> <p><a href="#">Reduction in OSS per 100</a></p> <p><a href="#">Reduction in repeated disruptive behaviors (4-6 SCC)</a></p> <p><a href="#">Access to OST</a></p> <p><a href="#">Increase Average Daily Attendance</a></p> <p><a href="#">Increased Attendance for Chronically Absent Students</a></p> <p><a href="#">Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</a></p> <p><a href="#">Cultivate (Belonging &amp; Identity)</a></p> <p>Staff trained on alternatives to exclusionary discipline (School Level Data)</p> <p><a href="#">Enrichment Program Participation: Enrollment &amp; Attendance</a></p> <p><a href="#">Student Voice Infrastructure</a></p> <p><a href="#">Reduction in number of students with dropout codes at EOY</a></p>
Yes	<p>Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.</p>		
Yes	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>		
Yes	<p>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>	<p><b>What is the feedback from your stakeholders?</b></p> <p>We will focus on ensure that we have re-entry plans in place and that they are documented appropriately in ASPEN to address studnets with chronic absenteeism to support them. Additionally, ensuring we are progress monitoring the number of students who are repeatedly engaging in those behaviors that disrupt the learning environment. </p>	
No	<p>Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.</p>		
<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>Monitoirng SEL interventions to support the students and ensuring staff members have access to various interventions to assist them with supporting students. Engaging in Tier 2 and Tier 3 counseling services with the Counselor and Social Worker needs to occur weekly to support students. </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>We currently have a full time social worker who the Principal is working with to schedule Tier 2 and Tier 3 supports for students in the general education population to support them with SEL, trauma and other issues they are facing. </p>	

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Partially	<a href="#">College and Career Competency Curriculum (C4)</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).	We will progress monitor the On-Track data and ensure the following staff members are meeting with students bi-weekly to set SMART goals as well as collaborate with the classroom teachers and parents. This includes the STLS Clerk Ms. Green, the School Counselor, and the Peer Mentors. We will ensure that we are engaging in Success Bound to support the Classroom teachers with College and Career Readiness.	<a href="#">Graduation Rate</a> <a href="#">Program Inquiry: Programs/participation/attainment rates of % of ECCC</a> <a href="#">3 - 8 On Track</a> <a href="#">Learn, Plan, Succeed</a> <a href="#">% of KPIs Completed (12th Grade)</a> <a href="#">College Enrollment and Persistence Rate</a>
Yes	<a href="#">Individualized Learning Plans</a> Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	<p><b>What is the feedback from your stakeholders?</b></p> Previously, we did not have consistently with the college and career readiness program. The Principal partnered with the University of Chicago and University of Illinois at Chicago for college readiness. However, we could have taken advantage of this program.. The students engaged in field trips to the city colleges. A career fair was coordinated and scheduled by a classroom teacher which was successful. However, there needs to more opportunities provided by the counselor to address this. Students engaged in Naviance on a weekly basis to support the career and college exposure through the activities under the direction of the school counselor	<a href="#">9th and 10th Grade On Track</a> <a href="#">Cultivate (Relevance to the Future)</a> Freshmen Connection Programs Offered (School Level Data)
Partially	<a href="#">Work Based Learning Toolkit</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).		
Yes	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).	<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> The Principal met with the STLS coordinator to ensure that she is scheduling biweekly meetings to meet with students, progress monitor their attendance and grades to support them. Additionally, the counselor will schedule all college and career readiness opportunities for all students 5th -8th grade to ensure exposure to these areas.	
N/A	<a href="#">ECCE Certification List</a> Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		
N/A	<a href="#">PLT Assessment Rubric</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).		
N/A	<a href="#">Alumni Support Initiative One Pager</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).		
<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>Students are in need of more exposure to college and career readiness. Students should be able to work with the counselor and teachers to understand their GPA and plan SMART Goals to support their success.</p>			

[Return to Top](#) **Partnership & Engagement**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<a href="#">Spectrum of Inclusive Partnerships</a> 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.	We utilized the student cultivate survey data to leverage the student council and provide them with a voice in the school. The student council engaged in school wide events and activities to support them having a voice in the school. Additionally, we worked to ensure that all Tier 2 and Tier 3 students had a mentor for check in / check out to support their work with connecting students with staff members and the school to build positive relationships. We discussed how we will schedule more family and community engagement events to continue to build trusting relationships with families and students as well as keep them abreast of how to partner with the school community.	<a href="#">Cultivate</a> <a href="#">5 Essentials Parent Participation Rate</a> <a href="#">5E: Involved Families</a> <a href="#">5E: Supportive Environment</a> 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)
Yes	<a href="#">Reimagining With Community Toolkit</a> Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.		

Yes

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](#)

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

The school partner with an outside agency to support a mentoring program. The school should engage in non-academic family and community events.

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

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

The data shows that students do not feel supported by staff members. It was shared that the staff members do not listen to the students and provide due process when there is an altercation, problem and or issue. Students want to feel listened to.

**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?**

Staff members were informed of the importance to build trusting relationships with students. Strategies were shared by the culture and climate of the importance to listen to students and well as engage in strategies to build trusting relationships through monthly celebrations, lunch with the teacher and recognize during school wide assemblies. If we engage these strategies on a consistent basis, we will see more students feeling supported and heard in the school.

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?

All students have access to grade level high quality curricular materials that are standards based. We are working to ensure that all teachers engage in small group instruction on a daily basis to support the learning of all students including students that are performing below grade level. Additionally, we discussed focusing on our Tier 1 SEL curriculum to provide support and strategies to ensure that our school and classroom are focused on meeting the students and thier needs to ensure success and connectedness.

What is the feedback from your stakeholders?

Our team has decided to focus on ensuring that we implement a balanced assessment system across the school through our assessment plan calenar. This will ensuer that we are following pacing guides and scheduling all assessments school-wide to ensure that we observe a balanced assessment plan for every grade level utilizing our core instructional programs.

What student-centered problems have surfaced during this reflection?

Our culture and climate team observed evidence of relational trust amongst student to teacher and student to student. Therefore, we utilized the Culture and climate rubric and strategeis to support this work to build trusting relationships with students.

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

MTSS is an improvement effort that is in progress to assist us with supporting more students across the school that are in need of remediation. If we identify targeted students based on I-Ready data, we will be able to observe an increase in student progress for both reading and mathematics. Yes, students with disabilities have not had an opportunity to engage in intervention with the Interventionist during the school day due to schedules and meeting their required IEP minutes.

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Resources:

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

[Determine Priorities Protocol](#)

Students...

Our students are not prepared to be success with at grade level outcomes for the Illinois Assessment Readiness Assessment in English Language Arts and Mathematics. Students are below gradelevel which requires differentiated instruction in all general education classrooms.



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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Resources:

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

[5 Whys Root Cause Protocol](#)

As adults in the building, we...

The data shows a need for providing students with high quality Tier 1 instruction, small group instruction (Tier 2) and supports utlizing different academic partnerships and additional instructional interventions. Each component must be delivered with fidelity towards a common goal.



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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What is your Theory of Action?

If we....

engage in our solid tier 1 instruction and small group instruction daily in both literacy and math, 100% of teachers will deliver differentiated instruction using leveled readers and Envision Intervention program, and small group instruction (SGI) based on I-Ready and IAR.



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....

60% student growth in students reading levels by one to two levels each quarter and student growth in math by MOY and EOY by at least 30%.



which leads to...

Use of I-Ready data and progress monitoring bi-quarterly to create and revise small groups 📌

[Return to Top](#) **Implementation Plan**

Resources: 📌

**Indicators of a Quality CIWP: Implementation Planning**  
 Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.  
 Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.  
 Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.  
 Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.  
 Action steps are inclusive of stakeholder groups and priority student groups.  
 Action steps have relevant owners identified and achievable timelines.

**Team/Individual Responsible for Implementation Plan** 📌  
 ILT Team / Principal / Assistant Principal

**Dates for Progress Monitoring Check Ins**  
 Q1 11/9/2023 Q3 4/11/2024  
 Q2 2/8/2024 Q4 5/30/2024

	SY24 Implementation Milestones & Action Steps 📌	Who 📌	By When 📌	Progress Monitoring
<b>Implementation Milestone 1</b>	Ensure all Teachers have Grade Level Tier 1 intractinal materials and students grouped for small group instructions daily in both reading and math through the use of BOY IReady Data	Principal And Assistant Principal	September 15, 2023	In Progress
<b>Action Step 1</b>	Obtain all necessary resources for both literacy and math such as leveled readers, teacher guides, and student consumable workbooks.	Principal and Assistant Principal	August 23, 2023	Completed
<b>Action Step 2</b>	Use I-Ready data and progress monitoring bi-quarterly to create/revise small groups	Teachers / ILT / Principal / Assistant Principal	September 8, 2023	In Progress
<b>Action Step 3</b>	Obtain all necessary resources for both literacy and Math IReady student consumable work	Administration - Principal / Assistant Principal	September 18, 2023	In Progress
<b>Action Step 4</b>	Engage in Weekly observations of small group instruction utilizing the level readers for guided reading and Envision Math Intervention kits for math small group instruction	ILT / Lead Coach/ Principal / Assistant Principal	September 11, 2023	In Progress
<b>Action Step 5</b>	Engage in ongoing PD to support small group instruction, use of IReady Data and progress monitoring	ILT/ Teachers/ Lead Coach/ Principal/ Assistant Principal	Septemer 13, 2023	In Progress
<b>Implementation Milestone 2</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 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**

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

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

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

Resources: 📌

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

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

**Performance Goals**

Specify the Goal 🏆	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 🏆	Numerical Targets [Optional] 🏆		
					SY24	SY25	SY26
15% increase of student growth in reading on IAR based on SY21-22 to SY22-23 EOY data.	Yes	IAR (English)	Overall	School year 2023 observed a 12% increase on IAR			
			African American Male				
10% increase of student growth in math on the IAR based on SY21-22 to SY22-23 EOY data.	Yes	IAR (Math)	Overall	School year 2023 observed a 3% increase on IAR			
			African American Female				

**Practice Goals**

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

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

	SY24	SY25	SY26
Select a Practice			
Select a Practice			
Select a Practice			

[Return to Top](#)

**SY24 Progress Monitoring**

Resources: 📖

Below are the goals for this Theory of Action that were created above. CIWP Teams will use this section to progress monitor the goals on a quarterly basis.

**Performance Goals**

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
15% increase of student growth in reading on IAR based on SY21-22 to SY22-23 EOY data.	IAR (English)	Overall	School year 2023 observed a		Select Status	Select Status	Select Status	Select Status
		African American Male			Select Status	Select Status	Select Status	Select Status
10% increase of student growth in math on the IAR based on SY21-22 to SY22-23 EOY data.	IAR (Math)	Overall	School year 2023 observed a		Select Status	Select Status	Select Status	Select Status
		African American Female			Select Status	Select Status	Select Status	Select Status

**Practice Goals**

**Progress Monitoring**

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



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

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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.
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.
No	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
No	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

MTSS Meetings will continue to be scheduled once per month. We will continue to ensure that we have a diverse team of individuals on the MTSS Team. However, during the meetings we will invite the classroom teacher to attend the meeting to ensure that we are engaging data informed decisions conversations regarding tiered supports for student. Additionally, we will begin to schedule out meetings with parents to share this information and next level supports for students obtaining Tier 2 and Tier 3 supports. Our core instructional program is utilized with fidelity.

What is the feedback from your stakeholders?

Ensure that parents are involved and engaged in the MTSS meetings to support students utilizing data to make informed decisions. The ILT shared that we need to support Teachers with ensuring that they routinely implement differentiated instruction and provide additional scaffolds for students and adjust delivery approach based on students' needs

What student-centered problems have surfaced during this reflection?

One problem is how can we assist students with staying focused and building their stamina. We need to consider what are some strategies school wide and tiered that we can put in place build students' stamina to stay alert and focused in class.

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?

Teacher pd to support small group instruction and differentiation. This will lead to students growing academically. Teachers are concerned about students who are far below grade accessing grade level materials and instruction.

Return to Top Determine Priorities

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

Students...  
Students are struggling academically and do not have the stamina to persevere during challenging content learning as well as behavioral challenges. Students are lacking the skills and strategies to support them when faced with difficult situations by engaging in alternative methods and strategies to address deficits in academics as well as behavioral issues.

[Determine Priorities Protocol](#)

Resources:

**Indicators of a Quality CIWP: Determine Priorities**  
Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.  
Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).  
For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.  
Priorities are determined by impact on students' daily experiences.

Return to Top Root Cause

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

As adults in the building, we...  
will engage in utilizing interventions daily to support all students both academically and socially emotionally. This includes utilizing the recommended interventions to differentiate reading, mathematics and social emotional learning to assist students with feeling connected to the school and successful during the learning blocks. We will seek out the support of our colleagues, lead coach and MTSS lead to support us in our efforts to meet the needs of student through MTSS to ensure student success, positive outcomes and addressing challenging situations.

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

Resources:

**Indicators of a Quality CIWP: Root Cause Analysis**  
Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.  
The root cause is based on evidence found when examining the student-centered problem.  
Root causes are specific statements about adult practice.  
Root causes are within the school's control.

Return to Top Theory of Action

What is your Theory of Action?

If we...  
Create a formalized MTSS process by compiling and analyzing existing data on student academic and behavioral progress through the use of screeners I-Ready and the Illinois Assessment Readiness state assessment for students who fall below the 50th percentile.  
  
then we see...  
100% of teachers using this data to identify, engage, and document interventions in Branching Minds with identified students and interventions for reading, mathematics and social emotional learning.

**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.

Resources:

which leads to...

Early intervention so instructional gaps can be closed which bring students closer to attainment or to determine if additional services are needed. Additionally, assists with creating a school environment where all students feel supported both academically and socially emotionally.



[Return to Top](#)

### Implementation Plan

Resources:

#### Indicators of a Quality CIWP: Implementation Planning

Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible. Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation. Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team. Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out. Action steps are inclusive of stakeholder groups and priority student groups. Action steps have relevant owners identified and achievable timelines.

#### Team/Individual Responsible for Implementation Plan

MTSS Team / BHT Team/ ILT Team / Principal and Assistant Principal

#### Dates for Progress Monitoring Check Ins

Q1	11/9/2023	Q3	4/11/2024
Q2	2/8/2024	Q4	5/30/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
<b>Implementation Milestone 1</b>	All staff members both Teachers and Educational Support Personell will utilize Branching Minds to document all MTSS interventions and engage in the interventions with fidelity daily.	B. Washington - MTSS Lead		In Progress
<b>Action Step 1</b>	Research successfully implemented MTSS strategies and create a list of relevant evaluation criteria, interventions, and progress monitoring tools.	E. Johnson, T. Alcantar	September 26, 2023	In Progress
<b>Action Step 2</b>	Utilized the screeners from I-Ready , ASPEN Data (Behavioral ) and the	B. Washng- MTSS Lead/ AP T. Alcantar	September 18, 2023	In Progress
<b>Action Step 3</b>	Provide progress monitoring tools to all staff members both Teachers and ESPs for academics	B. Washng- MTSS Lead/ AP T. Alcantar	September 5, 2023	In Progress
<b>Action Step 4</b>	Provide progress monitoring tools to all staff members both Teachers and ESPs for student behaviors i.e SEL support	S. Mitchell - Social Worker / AP T. Alcantar		Delayed
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</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 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

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

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

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### Goal Setting

Resources:

#### Indicators of a Quality CIWP: Goal Setting

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

#### IL-EMPOWER Goal Requirements

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

**Performance Goals**

Specify the Goal 🏆	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 🏆	Numerical Targets [Optional] 🏆		
					SY24	SY25	SY26
	Select Answer	Select Metric	Select Group or Overall				
	Select Answer	Select Metric	Select Group or Overall				

**Practice Goals**

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

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

	SY24	SY25	SY26
Select a Practice			
Select a Practice			
Select a Practice			

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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
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status

**Practice Goals**

**Progress Monitoring**

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

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
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.
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

We have a BHT team in place that meets regularly. However last school year there was no follow up and or progress monitoring of the how the interventions were working or not working. Going forward there needs to be a cadence in place for 4-5 week check -ins to progress monitor the interventions in place to determine if the interventions are working or not working. Then to determine next steps for the student and teacher / staff member. Regarding the culture and climate team, the team met biweekly to review the school wide priorities, the goals and the rubric to determine our progress. The Culture and Climate Team utilized the stratege provided in the culture and climate document / rubric to address the areas of the concerns to develop them. This work will allow us to see a decrease in the our ISS and OSS. Additionally, increase the implementation of skill building and programs to support students who are having difficulty connecting with the school. Lastly, this work will allow us to observe a decrease in classroom / school wide disruptions.

What is the feedback from your stakeholders?

We will focus on ensure that we have re-entry plans in place and that they are documented appropriately in ASPEN to address studnets with chronic absenteeism to support them. Additionally, ensuring we are progress monitoring the number of students who are repeatedly engaging in those behaviors that disrupt the learning environment.

What student-centered problems have surfaced during this reflection?

Monitoiring SEL interventions to support the students and ensuring staff members have access to various interventions to assist them with supporting students. Engaging in Tier 2 and Tler 3 counseling services with the Counselor and Social Worker needs to occurr weekly to support students.

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?

We currently have a full time social worker who the Principal is working with to schedule Tier 2 and Tier 3 supports for students in the general education population to support them with SEL, trauma and other issues they are facing.

Return to Top Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

Students need to feel supported and listened to by adults in the building.

**Indicators of a Quality CIWP: Determine Priorities**  
 Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.  
 Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).  
 For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.  
 Priorities are determined by impact on students' daily experiences.

Return to Top Root Cause

Resources:

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

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

As adults in the building, we...

will work to engage in utilizing strategies to support students through effective listening skills. We will allow students due process when addressing issues and concerns. We will ensure that we are teaching to the needs of all students by differentiation, accommodations and modifcations to support all students in all classes. We will engage in oportunites to celebrate student progress and success.

**Indicators of a Quality CIWP: Root Cause Analysis**  
 Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.  
 The root cause is based on evidence found when examining the student-centered problem.  
 Root causes are specific statements about adult practice.  
 Root causes are within the school's control.

Return to Top Theory of Action

What is your Theory of Action?

If we....

continue to develop our culture and climate team, utilize the district's guidance and rubric on biweekly basis

**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....

an increase in positive student to staff member relationships and ongoing celebrations to support student progress and success. Additionally, we will observe more staff members engaged and buying into the goals, priorities and strategies to support a more positive culture and climate.

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 more cohesive staff community, students seeking out trusted adults and having a sense of ownership in the school community. We will observe more student leaders in the building planning events, activities to support the student population through student council.

[Return to Top](#) **Implementation Plan**

Resources:

**Indicators of a Quality CIWP: Implementation Planning**  
 Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.  
 Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.  
 Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.  
 Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.  
 Action steps are inclusive of stakeholder groups and priority student groups.  
 Action steps have relevant owners identified and achievable timelines.

**Team/Individual Responsible for Implementation Plan**   
 W. Cotton, P. Rucker, K. May, S. Mithcell, T. Alcantar

**Dates for Progress Monitoring Check Ins**  
 Q1 11/9/2023 Q3 4/11/2024  
 Q2 2/8/2024 Q4 5/30/2024

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	Establish Student Council and Student Voice Club	K. May	October 1, 2023	In Progress
<b>Action Step 1</b>	Ensure that we roll out the timeline for student council	K.May	September 5, 2023	In Progress
<b>Action Step 2</b>	Develop and create a peer mediation program with 5th -8th grade students	K. May	October 30, 2023	In Progress
<b>Action Step 3</b>	Engage in mentoring			Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</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 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**

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

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

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

Resources:

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

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

**Performance Goals**

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26

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

**Practice Goals**

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

Specify your practice goal and identify how you will measure progress towards this goal. 🏠  
 SY24 SY25 SY26

Select a Practice			
Select a Practice			
Select a Practice			

[Return to Top](#) **SY24 Progress Monitoring**

Resources: 🚀

Below are the goals for this Theory of Action that were created above. CIWP Teams will use this section to progress monitor the goals on a quarterly basis.

**Performance Goals**

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

**Practice Goals**

**Progress Monitoring**

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

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)**

**IL-Empower**

**IL-EMPOWER GRANT ASSURANCES**

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

- The purpose of the IL-Empower grant funds, authorized under Title I, Part A, Section 1003 School Improvement of the Elementary and Secondary Education Act, is to support local education agencies (LEAs), via the Statewide System of Technical Assistance and Support (IL-EMPOWER) to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities. The goal is to provide all children significant opportunity to receive a fair, equitable, and high-quality education by providing adequate resources to substantially raise the achievement of students in lowest and underperforming schools, as defined by the Illinois State Board of Education (ISBE).
- The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status.
- Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:
  - a) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
  - b) Contracting for professional services from State-Approved Learning Partners
  - c) Conducting school-level needs assessments
  - d) Analyzing data
  - e) Identifying resource inequities
  - f) Researching and implementing evidence-based interventions
  - g) Purchasing standards-aligned curriculum and materials
  - h) Purchasing and administering local assessments for progress monitoring
- Supplement, not supplant is in effect. Schools and LEAs shall use IL-Empower grant funds only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.
- Schools designated for comprehensive or targeted support can expect four years of continuation funding from the initial summative designation. Improvement status defines the up-to four-year term that runs concurrently with the IL-EMPOWER grant program. Status and funding begin with an initial summative designation of comprehensive or targeted and continue through the remaining part of the first year in the planning phase of the grant and are followed by three consecutive years of implementation. School Improvement funding is awarded concurrently with improvement status. Improvement status and grant funding continue concurrently for up to four years regardless of positive changes in annual summative designations because IL-EMPOWER is structured to support local efforts with scaffolded support of sufficient size and longevity to improve outcomes for students and exit improvement status within a four-year grant term.
- School Improvement Reports (SIR) are due on a triannual basis.
- Schools in comprehensive improvement status must work with a State-Approved Learning Partner to address areas identified in the respective school improvement plans. Schools in targeted improvement status may or may not elect to work with a State-Approved Learning Partner. Approved Learning Partners are contracted by ISBE and are authorized to provide direct professional learning services in evidence-based practices to LEAs and comprehensive and targeted schools. Only vendors selected for an executed contract with ISBE may provide services to IL-Empower districts and schools (both comprehensive and targeted) using Title I, Part A, Section 1003 School Improvement funds, and likewise only those subcontractors included in either the executed contract or subsequent written approval by ISBE may provide services to IL-EMPOWER districts and schools.
- As a grant recipient, you may be required to participate in program evaluation activities, site monitoring visits, and audit protocols.
- As part of annual grant application and amendment processes, you may be asked to submit additional information regarding budget requests and alignment of budget allocations to CIWP.

**IL-EMPOWER SMART GOALS**

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

**IL-Empower Goals Must have a Numerical Target**

Select a Goal Below

**Required Math Goal** **IAR (Math): 10% increase of student growth in math on the IAR based o...**

**Required Reading Goal** **IAR (English): 15% increase of student growth in reading on IAR based o...**

**Optional Goal** **Select a Goal**

Student Groups	Baseline	SY24	SY25	SY26
<b>Overall</b>	School year 2023 observed a 3% increase on IAR			
<b>African American Female</b>				
<b>Overall</b>	School year 2023 observed a 12% increase on IAR			
<b>African American Male</b>				

## Parent and Family Plan

If Checked:	<input checked="" type="checkbox"/>	<p><b>Our school is a Title I school operating a Schoolwide Program</b></p> <p>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.</p>
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		
If Checked:	<input type="checkbox"/>	<p><b>Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)</b></p>
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.

The Parent and Family Engagement Fund will be utilized to support the MTSS and Instructional efforts. We will increase parent knowledge regarding schoolwide student data, tier I instructional practices and expectations, tier II and III interventions and programs. We will also utilize funding to streamline continuous communication to parents of student performance and progress throughout the year. Additionally funds will be utilized for parent workshops and training to increase parental / guardians' capacity to advocate for students as well engage in increased school to home connections and partnerships. 

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