

CIWP Team & Schedules

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Indicators of Quality CIWP: CIWP Team

The CIWP team includes staff reflecting the diversity of student demographics and school programs.
 The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.
 The CIWP team includes leaders who are responsible for implementing Foundations, those with institutional memory and those most impacted.
 The CIWP team includes parents, community members, and LSC members.
 All CIWP team members are meaningfully involved in the planning process for CIWP components and include other stakeholders, as appropriate for their role, with involvement along the [CPS Spectrum of Inclusive Partnerships](#) (from the CPS Equity Framework).

[CIWP Team Guidance](#)

Name	Role	Email
Diana Salgado	Curriculum & Instruction Lead	dsalgado44@cps.edu
Marilyn Baez	Connectedness & Wellbeing Lead	mebaez@cps.edu
Patrycja Mietka	Teacher Leader	pjmietka@cps.edu
Ivory Ajavon	AP	isebastion@cps.edu
Jennifer Wojcik	Partnerships & Engagement Lead	jbetancourt@cps.edu
Angelica Tobias	Teacher Leader	atobias3@cps.edu
Vanessa Ramos	Inclusive & Supportive Learning Lead	voquendo@cps.edu
Clariza Dominicci	Principal	cdominicci@cps.edu
Monica Valenzuela	LSC Member	monica.7528@gmail.com
	Select Role	
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	4/1/23	5/1/23
Reflection: Curriculum & Instruction (Instructional Core)	5/1/23	6/1/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/1/23	6/1/23
Reflection: Connectedness & Wellbeing	6/1/23	7/1/23
Reflection: Postsecondary Success	6/1/23	7/1/23
Reflection: Partnerships & Engagement	6/1/23	7/1/23
Priorities	6/1/23	7/1/23
Root Cause	6/1/23	7/15/23
Theory of Acton	6/15/23	7/15/23
Implementation Plans	7/1/23	8/30/23
Goals	7/1/23	8/15/23
Fund Compliance	8/1/23	9/8/03
Parent & Family Plan	8/1/23	9/13/23
Approval	8/1/23	9/13/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates

Quarter 1	October 4, 2023
Quarter 2	December 13, 2023
Quarter 3	March 6, 2024
Quarter 4	May 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
Partially	CPS High Quality Curriculum Rubrics	We've determined that we need to work on strengthening our horizontal and vertical alignment in order to ensure that all students have access to all of the required standards. In addition, we need to have clear expectations for common Tier 1, Tier 2 and Tier 3 instruction. We should offer differentiated support around curriculum and expectations (observation and coaching, planning lessons, clear expectations, how to supplement with high quality materials, etc.) We've noticed that a majority of the parent respondents perceived their child to be at above grade level in reading and math, however, that data suggests otherwise.	IAR (Math)
Partially	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading)
Partially	Powerful Practices Rubric Learning Conditions	<p>What is the feedback from your stakeholders?</p> <p>About 66 percent of survey respondents report that their child is at or above grade level in reading and 78% report that their child is at or above grade level for math. A majority of respondents have a positive perspective on the school's culture, student-teacher relationships and the quality of teachers. Parents reported that they are aware of school opportunities for involvement, although sometimes they cannot attend due to work. In general, parents expressed satisfaction with teachers sharing student progress during report card pick-ups. However, a few parents noted their desire to receive information about benchmark assessments. This information would help them understand their child's current performance levels and enable them to collaborate with their child on improving any areas where they might be struggling.</p>	STAR (Math)
Yes	Continuum of ILT Effectiveness Distributed Leadership		iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold
Partially	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development	<p>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?</p> <p>We have begun work on culturally responsive teaching and SIOp to help support our students. With a clearer understanding of how to support EL students, teachers are able to support students in accessing curriculum content. This will lead to increased motivation, participation, self esteem, and overall academic performance. In addition, problem based learning can also help increase student performance and overall school experience.</p>	Interim Assessment Data
Partially	Assessment for Learning Reference Document		
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>Students are not excited about reading. Students do not have equal access to high quality curriculum. Students do not have equal access to exciting, culturally relevant, high interest books. Students experience Eureka math lessons and protocols differently across and within grade levels. Students struggle with our high quality math curriculum when 50% of students are not on grade level. Students don't have enough opportunities to participate in hands-on, student centered activities and projects.</p>			

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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	MTSS Integrity Memo MTSS Continuum Roots Survey	We have a MTSS team that represents a variety of staff roles and includes administrators. In order to improve student learning the team will be collaborating with the Behavioral Health Teams and provide professional learning for school teams to implement the MTSS framework with fidelity at the beginning of the school year.	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey
Partially	MTSS Integrity Memo		ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS)
Yes	LRE Dashboard Page	<p>What is the feedback from your stakeholders?</p> <p>There are some high quality IEPs and some are not meeting the IEP quality indicators. Language objectives clearly identified in lesson plans. Yearlong SIOp training has helped</p>	Quality Indicators of Specially Designed Curriculum EL Program Review Tool

Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.	

us improve in this area. Camras [EL placement recommendaton](#).

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?

Not all EL students are receiving appropriate EL services. EL students will be placed with EL certified classroom teacher moving forward. Students will receive math interventions next school year. Students are currently receiving additional reading interventions. 📌

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.

Students in LRE 2 and LRE 3 lack access to balanced literacy, grade level novels, and math curriculum inconsistencies have been noted. Middle school students question special education teachers' support in science and social studies classrooms. Primary students in resource classrooms are withheld from integrating with their general education peers during various activities. 📌

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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	BHT Key Component Assessment SEL Teaming Structure	The results of the MRA Suvey were analyed. Key takeaways include: Leadership- Posivtive Wellbeing (74), Interpersonal Effectiveness (67), Interpersonal Development (75). Culture - School Belonging (74). A lot of the lower scores are aournd relationships. Supportive Teachers is at 73 versus Trusting Relationships which is at a 66. 📌	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	What is the feedback from your stakeholders? The SEL team posed questions based on the data: Do we have a student leadership team? What would we want student leadership teams to look like? Think about experiences we can give our kids that will give them a sense of community outside of Camras Service Learning. Next steps: How does leadership connect to culture? Decide the percentage of growth for the end of the new year. Determine what teacher needs are based on the student needs (how to... small groups, differentiation, etc.). Introduce protfolios. 📌	Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance Student Voice Infrastructure
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		Reduction in number of students with dropout codes at EOY

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

Students lack interpersonal and intrapersonal skills that allow them to find solutions when a conflict arises. Students do not fell supported by the school staff. 44% of students do not believe other students like them in the school. 📌

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

We have implemented Leader In Me 1st through 8th grades and Kindergarten will be adopting Leader in Me SY2024. The impact is that we now have a school-wide SEL curriculum that teachers will implement with fidelity. The use of the Leader in Me curriculum to strengthen our LISTENING practices will help solidify a foundation for student voice. 📌

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Postsecondary Success

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

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

References

What are the takeaways after the review of metrics?

Metrics

Partially	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	<p>* CPS Success Bound is not fully being implemented. * On-Track data shows students are more successful than Benchmark assessments</p> <p>What is the feedback from your stakeholders?</p> <p>* Greater understanding, buy in is needed for CPS Success Bound. * Parents are not all aware of Parent portal and/or how to use it. * Grades are not always updated on a timely basis.</p> <p>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?</p> <p><i>[impact on most students; impact on specific student groups]</i></p>	<p>Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECCC</p> <p>3 - 8 On Track</p> <p>Learn, Plan, Succeed</p> <p>% of KPIs Completed (12th Grade)</p> <p>College Enrollment and Persistence Rate</p> <p>9th and 10th Grade On Track</p> <p>Cultivate (Relevance to the Future)</p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
Partially	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		
Partially	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit		
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).			
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric		
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager		
<p>What student-centered problems have surfaced during this reflection?</p> <p>If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p><i>[problems experienced by most students; problems experienced by specific student groups]</i></p>				

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Partnership & Engagement

Using the associated references, is this practice consistently implemented?

References


What are the takeaways after the review of metrics?

Metrics

Yes	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	<p>Dia del los Ninos, Mother figure & Father figure dance. Some staff use google classroom, email, snap!connect. We have our first student represented in the LSC. Student council attends LSC meetings for proposals.</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p> <p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p>
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		

Partially	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p> <p style="text-align: right;">Student Voice Infrastructure Rubric</p>


What is the feedback from your stakeholders?

[Partnerships and engagement](#) 


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 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.

Selective classrooms have access to selctive partnerships based on the exploratory. 

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?

Project based learning... 

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	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?

We've determined that we need to work on strengthening our horizontal and vertical alignment in order to ensure that all students have access to all of the required standards. In addition, we need to have clear expectations for common Tier 1, Tier 2 and Tier 3 instruction. We should offer differentiated support around curriculum and expectations (observation and coaching, planning lessons, clear expectations, how to supplement with high quality materials, etc.) We've noticed that a majority of the parent respondents perceived their child to be at above grade level in reading and math, however, that data suggests otherwise.

What is the feedback from your stakeholders?

About 66 percent of survey respondents report that their child is at or above grade level in reading and 78% report that their child is at or above grade level for math. A majority of respondents have a positive perspective on the school's culture, student-teacher relationships and the quality of teachers. Parents reported that they are aware of school opportunities for involvement, although sometimes they cannot attend due to work. In general, parents expressed satisfaction with teachers sharing student progress during report card pick-ups. However, a few parents noted their desire to receive information about benchmark assessments. This information would help them understand their child's current performance levels and enable them to collaborate with their child on improving any areas where they might be struggling.

What student-centered problems have surfaced during this reflection?

Students are not excited about reading.
 Students do not have equal access to high quality curriculum.
 Students do not have equal access to exciting, culturally relevant, high interest books.
 Students experience Eureka math lessons and protocols differently across and within grade levels.
 Students struggle with our high quality math curriculum when 50% of students are not on grade level.
 Students don't have enough opportunities to participate in hands-on, student centered activities and projects.

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 have begun work on culturally responsive teaching and SIOP to help support our students. With a clearer understanding of how to support EL students, teachers are able to support students in accessing curriculum content. This will lead to increased motivation, participation, self esteem, and overall academic performance. In addition, problem based learning can also help increase student performance and overall school experience.

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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...

Students have inequitable experiences because we lack clear guidelines or a system of accountability for curriculum utilization and lesson planning, indicating a lack of prioritization in this area.



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...

In recent years, there have been numerous shifts in teacher placements, resulting in differing levels of confidence, familiarity and training regarding curriculum and instructional expectations.



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....

prioritize curriculum, block and lesson planning with curriculum integrity during professional development, coaching sessions and observations



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....

increased teacher confidence and capacity. All students will experience high-quality instruction with high-quality materials.



which leads to...

improvement in student performance data, 5 essentials, cultivate, teacher curriculum survey,

[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, Admin

Dates for Progress Monitoring Check Ins
 Q1 October 4, 2023 Q3 March 6, 2024
 Q2 December 13, 2023 Q4 May 29, 2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	All students will have access to a high quality curriculum in all subjects.	Admin, ILT	EOY 25	Not Started
Action Step 1	Take inventory of curriculum usage across the school.	C&I Team	Spring 23	Completed
Action Step 2	Communicate expectations for curriculum usage	ILT	August 29	Completed
Action Step 3	Gather data regarding curriculum implementation through observation	ILT	October 1	In Progress
Action Step 4	Prioritize Curriculum & Instruction during professional development.	ILT, coaches, teachers	SY 24	In Progress
Action Step 5	Monitor, observe and coach teachers around C&I usage	ILT, coaches	SY 24	In Progress
Implementation Milestone 2	Purchasing of the Curriculum (Arc Core for Bil K-3 and Skyline Foundations for monolingual K-2, Illustrated Math 8th grade)	Admin	June 2023	Completed
Action Step 1	Unpack and learn about the design and features of the new curriculum.	K-3	August 2023	In Progress
Action Step 2	Articulate clear expectations for use.	K-3	August 2023	In Progress
Action Step 3	Use assessment tools to prepare instruction.	K-3	October 2023	In Progress
Action Step 4	Use progress monitoring tools.	K-3	October 2023	Not Started
Action Step 5	Implement curriculum in all K-3 classrooms.	K-3	October 2023	In Progress
Implementation Milestone 3	Staff will use student performance data from iReady and Star 360 to inform instruction.	K-8	September 2023	Not Started
Action Step 1	Build staffs capacity in analyzing iReady and Star 360 reports.	K-8	September 2023	In Progress
Action Step 2	Inform supports for Tier 1 and ensure all students can access grade level content.	K-8	September 2023	In Progress
Action Step 3	Use iReady and Star 360 data to help provide tiered interventions in combination with other available data.	K-8	November 2023	Not Started
Action Step 4	Communicate student learning status to families throughout the year.	K-8	October 2023	In Progress
Action Step 5	Learn how iReady and Star 360 impact IAR	K-8	January 2024	Select Status
Implementation Milestone 4	Establish a culture of independent reading across the school.	Pre-K- 8	September 2024	Select Status
Action Step 1	Build staff capacity around best practices for independent reading.	Pre-K- 8	September 2024	Select Status
Action Step 2	Set up routines and structures for keeping organized classroom libraries.	Pre-K- 8	September 2024	Select Status
Action Step 3	Build student stamina for independent reading.	Pre-K- 8	September 2024	Select Status
Action Step 4	Give students access to culturally relevant, high interest, age appropriate texts.	Pre-K- 8	September 2024	Select Status
Action Step 5	Communicate and model system for utilizing and maintaining an organized school library.	Pre-K- 8	September 2024	Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones



SY26 Anticipated Milestones

(SY25) Establish a culture of independent reading in all classrooms. All students will have access to reading materials that are relevant to them, or "Windows and Mirrors". (Mirrors are books that contain storylines, characters and experiences you can see yourself in and windows help you see into the lives or experiences of someone else) (SY26) Every student will be consistently provided with chances to participate in hands-on learning, project-based learning, and immersive educational opportunities. Continue learning about project based learning and culturally responsive teaching to plan for instruction. Team planning around projects that are included in curriculum that we use.



[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.

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

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.

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
There will be an increase of students performing at or above grade level in Reading.	Yes	STAR (Reading)	Overall	EOY 23 data shows 29% of students were at or above grade level.	35% of students will be at or above grade level.	40% of students perform at or above grade level.	50% will perform at or above grade level.
			Select Group or Overall				
There will be an increase of students performing at or above grade level in Math.	Yes	STAR (Math)	Overall	EOY 23 data shows 42% of students performing at or above grade level.	50% of students perform at or above grade level.	60% of students perform at or above grade level.	70% of students perform at or above grade level.
			Select Group or Overall				

Practice Goals

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

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

	SY24	SY25	SY26
	C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	We will measure progress towards this goal by ensuring that 100% of teachers have high quality curriculum materials that are standards aligned and culturally responsive. We will use walk through data and teacher reported data.	We will measure progress towards this goal ensuring that 100% of teachers have high quality curriculum materials that are standards aligned and culturally responsive. 50% of teachers will use the materials with integrity. We will use walk through data and teacher reported data.
C&I:2 Students experience grade-level, standards-aligned instruction.	If students experience experience grade level, standards aligned instruction, we will see progress in the students performing at or above grade level on STAR 360. (35% Reading and 50% Math)	If students experience experience grade level, standards aligned instruction, we will see progress in the students performing at or above grade level on STAR 360. (40% Reading and 60% Math)	If students experience grade level, standards aligned instruction, we will see progress in the students performing at or above grade level on STAR 360. (45% Reading and 70% Math)
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
There will be an increase of students performing at or above grade level in Reading.	STAR (Reading)	Overall	EOY 23 data shows 29% of students were at or above grade level.	35% of students will be at or above grade level.	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
There will be an increase of students performing at or above grade level in Math.	STAR (Math)	Overall	EOY 23 data shows 42% of students performing at or above grade level.	50% of students perform at or above grade level.	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	We will measure progress towards this goal by ensuring that 100% of teachers have high quality curriculum materials that are standards aligned and culturally responsive. We will use walk through data and teacher reported data.	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	If students experience experience grade level, standards aligned instruction, we will see progress in the students performing at or above grade level on STAR 360. (35% Reading and 50% Math)	Select Status	Select Status	Select Status	Select Status

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

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.
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Partially	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 MTSS team that represents a variety of staff roles and includes administrators. In order to improve student learning the team will be collaborating with the Behavioral Health Teams and provide professional learning for school teams to implement the MTSS framework with fidelity at the beginning of the school year.

What is the feedback from your stakeholders?

There are some high quality IEPs and some are not meeting the IEP quality indicators. Language objectives clearly identified in lesson plans. Yearlong SIOP training has helped us improve in this area. Camras EL placement recommendation,

What student-centered problems have surfaced during this reflection?

Students in LRE 2 and LRE 3 lack access to balanced literacy, grade level novels, and math curriculum inconsistencies have been noted. Middle school students question special education teachers' support in science and social studies classrooms. Primary students in resource classrooms are withheld from integrating with their general education peers during various activities.

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?

Not all EL students are receiving appropriate EL services. EL students will be placed with EL certified classroom teacher moving forward. Students will receive math interventions next school year. Students are currently receiving additional reading 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...

Students with disabilities and ELs do not have equal access to balanced literacy instruction. This is evident in district and state assessments.



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...

Some students in LRE 2 and LRE 3, have not had access to balanced literacy. Not all students in LRE 2 and LRE 3 have not had access to grade level novels that are being taught in the general education classrooms. Some students have mentioned this as a concern. Some middle school students have questioned why there are not special education teachers to support them in science and social studies general education classrooms. Some of our primary students in the resource classroom are not being integrated with their general education peers in exploratory classes, field trips, and lunch/recess.



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....

consistently implement researched based practices in regards to MTSS, co-teaching approaches and instruction



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...

these practices applied with fidelity, integrity and ethics; building student confidence and trusting relationships between students and teachers



which leads to...
 an inclusive and supportive learning environment and an increase in student achievement 




[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 
 Camras Staff

Dates for Progress Monitoring Check Ins
 Q1 [October 4, 2023](#) Q3 [March 6, 2024](#)
 Q2 [December 13, 2023](#) Q4 [May 29, 2024](#)

	SY24 Implementation Milestones & Action Steps 	Who 	By When 	Progress Monitoring
Implementation Milestone 1	Student Data Dive	all staff	September 2023	In Progress
Action Step 1	Administer Mandatory Assessments by due date	all staff	BOY	Completed
Action Step 2	Analyze student data and identify trends across grade levels	all staff	September 2023	In Progress
Action Step 3	Identify Tier 1 Tier 2 , and Tier 3 students	all staff	September 2023	In Progress
Action Step 4	Differentiate curriculum to meet students' needs	all staff	Ongoing	In Progress
Action Step 5	Re-Analyze student data	all staff	MOY	Not Started
Implementation Milestone 2	MTSS	Ramos		In Progress
Action Step 1	Review the MTSS Process (PD)	all staff	August 2023	Completed
Action Step 2	Teachers will identify Tier 2 and Tier 3 students	Classroom Teachers	September 2023	In Progress
Action Step 3	Determine appropriate interventions for Tier 2 and Tier 3 students	Classroom Teachers/ MTSS Team		In Progress
Action Step 4	Monitor Progress	Classroom Teachers/ Tutors/ MTSS Team		In Progress
Action Step 5	Continue/Change Intervention - Possible Referral for FIE	Classroom Teachers/ MTSS		Not Started
Implementation Milestone 3	Co-Teaching	Case Manager		In Progress
Action Step 1	Professional Development- Roles, Responsibilities, and Co-Teaching Models	all staff	BOY	Completed
Action Step 2	Survey Co-Teachers	Case Manager	MOY	Not Started
Action Step 3	Peer Observations	SPED Team		Not Started
Action Step 4	Follow up PD on Co Teaching Strategies (Reflective)			Not Started
Action Step 5	Survey Co-Teachers			Not Started
Implementation Milestone 4				Select Status
Action Step 1				Not Started
Action Step 2				Not Started
Action Step 3				Not Started
Action Step 4				Not Started
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones 
 In order for all students to receive researched based practices in regards instruction, special education teachers will apply those practices with fidelity and integrity. During the 23-24 school year Special Education teachers will have blended schedules to support students in LRE1, LRE2, and LRE3. This will ensure all students have access to high quality instruction which will lead to an increase in student learning and performance on district, state, and school wide assessments.
 In order for all stakeholders to have a clear understanding of the MTSS process and implementation plan, all members will have knowledge of the multi-tiered supports that students will receive and meetings will continue to be held regularly with stakeholders to go over progress monitoring and data along with the implementation of supports with fidelity.

SY26 Anticipated Milestones 
 By EOY 26 teachers will share how planned assessments will measure standards-based learning objectives beyond IEP goal attainment. Teachers will consider the integration of multiple pathways for students to demonstrate mastery of a particular skill, respond to classroom discussions, engage in collaboration exchanges. Teachers will use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objectives as well as multiple means of representing the assessments or tasks.

[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 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
Students with disabilities will receive intensive supports in the areas of literacy and math in order to decrease the 96% of students in intervention and urgent intervention	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Students with an IEP	EOY SY 23 Star 360 data 2% meeting and exceeding	25% of 3-8 students either meeting or exceeding	35% of 3-8 students either meeting or exceeding	50% of 3-8 students either meeting or exceeding
			Select Group or Overall		25% of 3-8 students either meeting or exceeding	35% of 3-8 students either meeting or exceeding	50% of 3-8 students either meeting or exceeding
SWD and EL students will receive intense support in areas of literacy and math	Yes	MTSS Academic Tier Movement	Overall	Reading Tier 1: 46% Tier 2: 22% Tier 3: 25%	Tier 1: 60% Tier 2: 30% Tier 3: 10%	Tier 1: 70% Tier 2: 20% Tier 3: 10%	Tier 1: 80% Tier 2: 15% Tier 3: 5%
			Overall	Math Tier 1: 51% Tier 2: 21% Tier 3: 25%	Tier 1: 60% Tier 2: 30% Tier 3: 10%	Tier 1: 70% Tier 2: 20% Tier 3: 10%	Tier 1: 80% Tier 2: 15% Tier 3: 5%

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. 🏆

Identify the Foundations Practice(s) most aligned to your practice goals. 🏆	Specify your practice goal and identify how you will measure progress towards this goal. 🏆		
	SY24	SY25	SY26
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Educators will use the Branching Minds platform to manage their MTSS framework implementation. Educators will use Branching Minds to analyze multiple data points that will guide the problem-solving process; create plans for students; assign interventions, set goals, and progress monitor plan implementation; and monitor outcomes with less than 15% students with missing or overdue plans.	Educators will use the Branching Minds platform to manage their MTSS framework implementation. Educators will use Branching Minds to analyze multiple data points that will guide the problem-solving process; create plans for students; assign interventions, set goals, and progress monitor plan implementation; and monitor outcomes with less than 10% students with missing or overdue plans.	Educators will use the Branching Minds platform to record interventions, supports and services. Academic and social-emotional supports and interventions will be documented and updated within the Branching Minds platform on an ongoing basis with less than 5% of students with missing or overdue plans.
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	Staff ensures all students with disabilities receive their Special Education and related services in their correct LRE setting within 10 school days. Teachers will refer to the IEP quality indicator while writing IEPs to confirm they are well developed. IEP Goals will be based on student data. Progress Monitoring will be implemented with fidelity	Staff ensures all students with disabilities receive their Special Education and related services in their correct LRE setting within 10 school days. Teachers will refer to the IEP quality indicator while writing IEPs to confirm they are well developed. IEP Goals will be based on student data. Progress Monitoring will be implemented with fidelity	Staff ensures all students with disabilities receive their Special Education and related services in their correct LRE setting within 10 school days. Teachers will refer to the IEP quality indicator while writing IEPs to confirm they are well developed. IEP Goals will be based on student data. Progress Monitoring will be implemented with fidelity
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	50% of teacher lesson plans will clearly state language objectives, My School My Voice (student section), ACCESS scores will increase	75% of teacher lesson plans will clearly state language objectives, My School My Voice (student section), ACCESS scores will increase	100% of teacher lesson plans will clearly state language objectives, My School My Voice (student section), ACCESS scores will increase

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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 with disabilities will receive intensive supports in the areas of literacy and math in order to decrease the 96% of students in intervention and urgent intervention	% of Students receiving Tier 2/3 interventions meeting targets	Students with an IEP	EOY SY 23 Star 360 data 2% meeting and exceeding	25% of 3-8 students either meeting or exceeding	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall		25% of 3-8 students either meeting or exceeding	Select Status	Select Status	Select Status	Select Status
SWD and EL students will receive intense support in areas of literacy and math	MTSS Academic Tier Movement	Overall	Reading Tier 1: 46% Tier 2: 22% Tier 3: 25%	Tier 1: 60% Tier 2: 30% Tier 3: 10%	Select Status	Select Status	Select Status	Select Status
		Overall	Math Tier 1: 51% Tier 2: 21% Tier 3: 25%	Tier 1: 60% Tier 2: 30% Tier 3: 10%	Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Educators will use the Branching Minds platform to manage their M	Select Status	Select Status	Select Status	Select Status

[Jump to...](#)
[Priority](#)
[TOA](#)
[Goal Setting](#)
[Progress](#)

[Reflection](#)
[Root Cause](#)
[Implementation Plan](#)
[Monitoring](#)

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

Inclusive & Supportive Learning Environment

<p>I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.</p>	<p>Staff ensures all students with disabilities receive their Special Educ</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.</p>	<p>50% of teacher lesson plans will clearly state language objectives, M</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?

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.
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
Partially	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?

The results of the MRA Suvey were analyzed. Key takeaways include: Leadership- Positive Wellbeing (74), Interpersonal Effectiveness (67), Interpersonal Development (75), Culture - School Belonging (74). A lot of the lower scores are aournd relationships. Supportive Teachers is at 73 versus Trusting Realtionships which is at a 66.

What is the feedback from your stakeholders?

The SEL team posed questions based on the data: Do we have a student leadership team? What would we want student leadership teams to look like? Think about experiences we can give our kids that will give them a sense of community outside of Comras Service Learning. Next steps: How does leadership connect to culture? Decide the percentage of growth for the end of the new year. Determine what teacher needs are based on the student needs (how to... small groups, differentiation, etc.). Inttoduce protfolios.

What student-centered problems have surfaced during this reflection?

Students lack interpersonal and intrapersonal skills that allow them to find solutions when a conflict arises. Students do not fell supported by the school staff. 44% of students do not believe other students like them in the school.

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 have implemented Leader In Me 1st through 8th grades and Kindergarten will be adopting Leader in Me SY2024. The impact is that we now have a school-wide SEL curriculum that teachers will implement with fidelity. The use of the Leader in Me curriculum to strengthen our LISTENING practices will help solidify a foundation for student voice.

Return to Top Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

need to understadnad their goal in order to be able to go about reaching the goal and "follow plans to meet our goals."

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...

need to set up a cadence as to when we are going to be able to provide Tier 1 SEL instruction and work with students on goal setting and follow through, making sure they have the skills to self-manage.

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?

Resources:

If we....


celebrate and empower students to become leaders of their own 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.

then we see....


students become more engaged, take ownership of their own learning and have a greater sense of school connectedness

which leads to... overall social emotional and academic growth and an increase in the Five Essentials and Cultivate survey data. 




[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 
 SEL and ILT Teams(Lighthouse Team)

Dates for Progress Monitoring Check Ins
 Q1 October 4, 2023
 Q2 December 13, 2023
 Q3 March 6, 2024
 Q4 May 29, 2024

	SY24 Implementation Milestones & Action Steps 	Who 	By When 	Progress Monitoring
Implementation Milestone 1	Goal setting as a means to empower our students	SEL Team	01/26/2024	Not Started
Action Step 1	Teach students what a goal is and what big rock goals are	SEL Team / Teachers		Not Started
Action Step 2	Teach students how to follow through with a goal (progress monitoring)	SEL Team / Teachers		Not Started
Action Step 3	Teach Leader in Me lessons three times a week and once a week do a	SEL Team / Teachers		In Progress
Action Step 4	Every student developing their own goals and owning them	SEL Team / Teachers		Not Started
Action Step 5	All teachers schedule a specific goal setting/planning day each week	SEL Team / Teachers		Not Started
Implementation Milestone 2	Celebrate our students	all staff		Not Started
Action Step 1	Positive phone calls home	all staff		Not Started
Action Step 2	Emotional Bank Account checks (student to student)	all staff		Not Started
Action Step 3	Giving incentives (owls and dollars)	all staff		Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Help our students lead	All staff	09/05/2023	In Progress
Action Step 1	Offer leadership opportunity as a school	All staff		Not Started
Action Step 2	Homerooms are leaders of the walls outside of their rooms (student work- self selected)	All staff		Not Started
Action Step 3	Leadership roles within the classroom	All staff	09/05/2023	In Progress
Action Step 4	Academic and school-wide competitions	All staff		Not Started
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

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

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

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

Resources: 

Indicators of a Quality CIWP: Goal Setting
 Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data).
 Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).
 Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#).
 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

Numerical Targets [Optional] 

Specify the Goal 🏠	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 🏠	SY24	SY25	SY26
Academics: "Following plans to meet our goals" - a decrease in the number of students who do not try to follow their goals from 6% to 1%.	Yes <input type="checkbox"/>	Other <input type="checkbox"/>	Overall <input type="text"/>	6%	5%	3%	1%
			Overall <input type="text"/>				
Culture: a decrease in the number of students who stated they do not feel they are a valuable part of the school from 11% to 0% by EOY.	Yes <input type="checkbox"/>	Other <input type="checkbox"/>	Overall <input type="text"/>	11%	7%	3%	0%
			Overall <input type="text"/>				

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
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Our SEL team functions as the school's Climate and Culture Team. To support student connectedness and wellbeing, the SEL team will lead the school's implementation LiM practices that center around student belonging and leadership. The EOY MRA survey data will help us		
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Our SEL team functions as the school's Climate and Culture Team. To provide Tier 1 Healing Centered supports teachers K-8 grades will teach the Leader in Me curriculum with fidelity and integrity. Teachers will teach LiM lessons 3x a week and identify a goal setting day where they		
Select a Practice <input type="text"/>			

[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
Academics: "Following plans to meet our goals" - a decrease in the number of students who do not try to follow their goals from 6% to 1%.	Other	Overall	6%	5%	Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status
Culture: a decrease in the number of students who stated they do not feel they are a valuable part of the school from 11% to 0% by EOY.	Other	Overall	11%	7%	Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Our SEL team functions as the school's Climate and Culture Team.	Select Status	Select Status	Select Status	Select Status
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Our SEL team functions as the school's Climate and Culture Team.	Select Status	Select Status	Select Status	Select Status
Select a Practice <input type="text"/>		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)**



<input type="text" value="Select a Goal"/>					
<input type="text" value="Select a Goal"/>					
<input type="text" value="Select a Goal"/>					

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.

Parent and Family Plan

If Checked:	<input checked="" type="checkbox"/>	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:	<input type="checkbox"/>	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.

Provide strategies to families on how to enhance comprehension and application of knowledge across curricular material.



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