

## 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
Lilyana Flores	LSC Member	lflores12@cps.edu
Jose Rodriguez	AP	jrodriguez@cps.edu
Javier Arriola-Lopez	Principal	jarriola-lopez@cps.edu
Cesar Lopez	Teacher Leader	clopez170@cps.edu
Daynise Irizarry -Lopez	Bilingual Clerk	dirizarry-lopez@cps.edu
Celia Sotelo	Parent	
Adalid Martinez	Teacher Leader	aechapa@cps.edu
Jacqueline Ilic	Teacher Leader	jilic@cps.edu
Kristen Kelsch	Teacher Leader	kkelsch@cps.edu
Yazmin Diaz	Teacher Leader	ydiaz60@cps.edu
	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		
Reflection: Curriculum & Instruction (Instructional Core)	7/11/23	7/21/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/11/23	7/21/23
Reflection: Connectedness & Wellbeing	7/11/23	7/21/23
Reflection: Postsecondary Success	7/11/23	7/21/23
Reflection: Partnerships & Engagement	7/11/23	7/21/23
Priorities	7/11/23	7/28/23
Root Cause	7/11/23	7/28/23
Theory of Acton	7/11/23	7/28/23
Implementation Plans	7/11/23	7/28/23
Goals	7/11/23	7/28/23
Fund Compliance	7/17/23	8/11/23
Parent & Family Plan	7/17/23	8/11/23
Approval	8/29/23	9/1/23

## SY24 Progress Monitoring Schedule

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

### CIWP Progress Monitoring Meeting Dates

Quarter 1	10/20/2023
Quarter 2	12/21/2023
Quarter 3	03/22/2024
Quarter 4	06/06/2024

**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	<p>All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</p> <p><a href="#">CPS High Quality Curriculum Rubrics</a></p>	<p>Corson uses ARC, Into Literature, Go Math, Amplify Science, and Social Science (a variety of curricula) based on grade-level standards. The Lesson plans are broken down by standards and skills that are aligned with the learning task and assessments for each grade level. One can postulate teachers have access to high-quality curricular material and a solid school-wide framework. </p> <p>The Learning Framework is standards-aligned across instructional and assessment materials and vertically aligned across grade bands Prek-2, 3-5, and 6-8. The framework also aligns to Universal Design for Learning, and supports differentiated instruction for all students, including English learners and diverse learners. In addition, the framework is supportive of students' social-emotional learning and is culturally responsive.</p> <p><b>Star 360</b>                  High quality access and curricular materials utilized are evident in the Star360 Benchmark growth data. The math data indicates that students at/above benchmark grew from 43% during fall 2022 to 51% during spring 2023. The Star360 Benchmark for reading shows that students at/above benchmark grew from 27% during fall 2022 to 33% during spring 2022. Although the number of students at or above benchmark increased, the number of students requiring urgent interventions remained at 32% the entire school year. The Math K-2, Placement Grade Level shows an increase in the percentage of students mid or above grade level from 0% to 49%. The number of students at Mid or Above Grade Level for the Spanish Math Relative Placement in Grades K-2 increased from 1 student (BOY) to 31 students (EOY). The Spanish Reading Relative Placement Level for Grades K-2 indicate that 98% of K-2 students met grade level expectations.</p> <p><b>IAR Growth</b>                  Data analysis of the Illinois Assessment of Readiness (IAR), given once at the end of the year to grades 3-8, shows students' mastery of skills and assists teachers with future instruction. Available data from 2019 and 2022 showed the school grew from 51.9% to 53.7%, while the district grew from 42.4% to 48.9%, and the state remained the same at 50%.</p> <p><b>IAR Proficiency</b>                  The data from 2022 shows that only 6.6% of ELL students are proficient in ELA compared to 14% of non-English Language Learners. The proficiency percentage for ELL students is comparable to the district (5.3%) and the state (6.9%). The proficiency levels of Hispanic students (21%) outperform the district's percentage by 4.1% and 2.6% for the state. There is no data for the proficiency levels of African American students at the school on the IAR.</p>	<p><a href="#">IAR (Math)</a></p> <p><a href="#">IAR (English)</a></p> <p>Rigor Walk Data (School Level Data)</p>
Partially	<p>Students experience grade-level, standards-aligned instruction.</p> <p><a href="#">Rigor Walk Rubric</a></p> <p><a href="#">Teacher Team Learning Cycle Protocols</a></p> <p><a href="#">Quality Indicators of Specially Designed Instruction</a></p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>The Dual Language program helps bring student identity through "mirrors and windows" in their learning practices that reflect a sense of community in and outside the classroom affirming their Identiities. Social-emotional learning ( Second step, paths, Calm Classroom, and CHAMPS) is embedded in daily routines that help support the classroom relationships with each other and use it outside of school. Teachers provide accessibility and connectedness of instructional goals through daily lessons and envirmetal support as they are posted and reviewed continuously. ILT members are given opportunities to prepare and present during ILT meetings as well as lead grade-level meetings to collaborate with the rest of the teachers in the school as a whole. Teachers could use more support in implementing the curriculum assessments or how to align them to the standards and monitoring tools to gather data for the end-of-the-year goal. Assessments are planned to match student engagement that is relevant and interesting for them to meet their learning goals. Students do their best in the classroom when positive relationships are built on trust and respect. Students have motivation to learn and assess themselves in different subjects such as Math and Science. Teachers provide lessons/activities for students that help attain rigor, take risks, while providing a safe environment. Parent are given opportunities to learn more about the curriculum during family nights, open house, and during parent-teacher conferences. Teachers share strategies to help parents support students at home. The RTI system needs to have more consistency and appropriate scheduling, and some refresher courses to support assigned grade levels. Students report that more focus on vocabulary is needed especially the use of affixes. Students have also indicated that more instruction on different genres within the same topic would be beneficial to their learning. Students reported feeling prepared with writing essays comparing two texts of the same genre and students also enjoyed having conversations with their peers. A personal project in Social Studies also was positive among students where they researched and presented a historical event of their choosing. </p>	<p><a href="#">PSAT (EBRW)</a></p> <p><a href="#">PSAT (Math)</a></p> <p><a href="#">STAR (Reading)</a></p> <p><a href="#">STAR (Math)</a></p> <p><a href="#">iReady (Reading)</a></p> <p><a href="#">iReady (Math)</a></p> <p><a href="#">Cultivate</a></p> <p><a href="#">Grades</a></p> <p><a href="#">ACCESS</a></p> <p><a href="#">TS Gold</a></p> <p><a href="#">Interim Assessment Data</a></p>
Partially	<p>Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.</p> <p><a href="#">Powerful Practices Rubric</a></p> <p><a href="#">Learning Conditions</a></p>	<p>The Dual Language program helps bring student identity through "mirrors and windows" in their learning practices that reflect a sense of community in and outside the classroom affirming their Identiities. Social-emotional learning ( Second step, paths, Calm Classroom, and CHAMPS) is embedded in daily routines that help support the classroom relationships with each other and use it outside of school. Teachers provide accessibility and connectedness of instructional goals through daily lessons and envirmetal support as they are posted and reviewed continuously. ILT members are given opportunities to prepare and present during ILT meetings as well as lead grade-level meetings to collaborate with the rest of the teachers in the school as a whole. Teachers could use more support in implementing the curriculum assessments or how to align them to the standards and monitoring tools to gather data for the end-of-the-year goal. Assessments are planned to match student engagement that is relevant and interesting for them to meet their learning goals. Students do their best in the classroom when positive relationships are built on trust and respect. Students have motivation to learn and assess themselves in different subjects such as Math and Science. Teachers provide lessons/activities for students that help attain rigor, take risks, while providing a safe environment. Parent are given opportunities to learn more about the curriculum during family nights, open house, and during parent-teacher conferences. Teachers share strategies to help parents support students at home. The RTI system needs to have more consistency and appropriate scheduling, and some refresher courses to support assigned grade levels. Students report that more focus on vocabulary is needed especially the use of affixes. Students have also indicated that more instruction on different genres within the same topic would be beneficial to their learning. Students reported feeling prepared with writing essays comparing two texts of the same genre and students also enjoyed having conversations with their peers. A personal project in Social Studies also was positive among students where they researched and presented a historical event of their choosing. </p>	<p><a href="#">STAR (Math)</a></p> <p><a href="#">iReady (Reading)</a></p> <p><a href="#">iReady (Math)</a></p> <p><a href="#">Cultivate</a></p> <p><a href="#">Grades</a></p> <p><a href="#">ACCESS</a></p> <p><a href="#">TS Gold</a></p> <p><a href="#">Interim Assessment Data</a></p>
Yes	<p>The ILT leads instructional improvement through distributed leadership.</p> <p><a href="#">Continuum of ILT Effectiveness</a></p> <p><a href="#">Distributed Leadership Foundational Pillars</a></p>	<p>The Dual Language program helps bring student identity through "mirrors and windows" in their learning practices that reflect a sense of community in and outside the classroom affirming their Identiities. Social-emotional learning ( Second step, paths, Calm Classroom, and CHAMPS) is embedded in daily routines that help support the classroom relationships with each other and use it outside of school. Teachers provide accessibility and connectedness of instructional goals through daily lessons and envirmetal support as they are posted and reviewed continuously. ILT members are given opportunities to prepare and present during ILT meetings as well as lead grade-level meetings to collaborate with the rest of the teachers in the school as a whole. Teachers could use more support in implementing the curriculum assessments or how to align them to the standards and monitoring tools to gather data for the end-of-the-year goal. Assessments are planned to match student engagement that is relevant and interesting for them to meet their learning goals. Students do their best in the classroom when positive relationships are built on trust and respect. Students have motivation to learn and assess themselves in different subjects such as Math and Science. Teachers provide lessons/activities for students that help attain rigor, take risks, while providing a safe environment. Parent are given opportunities to learn more about the curriculum during family nights, open house, and during parent-teacher conferences. Teachers share strategies to help parents support students at home. The RTI system needs to have more consistency and appropriate scheduling, and some refresher courses to support assigned grade levels. Students report that more focus on vocabulary is needed especially the use of affixes. Students have also indicated that more instruction on different genres within the same topic would be beneficial to their learning. Students reported feeling prepared with writing essays comparing two texts of the same genre and students also enjoyed having conversations with their peers. A personal project in Social Studies also was positive among students where they researched and presented a historical event of their choosing. </p>	<p><a href="#">Cultivate</a></p> <p><a href="#">Grades</a></p> <p><a href="#">ACCESS</a></p> <p><a href="#">TS Gold</a></p> <p><a href="#">Interim Assessment Data</a></p>
Partially	<p>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.</p> <p><a href="#">Customized Balanced Assessment Plan</a></p> <p><a href="#">ES Assessment Plan Development Guide</a></p> <p><a href="#">HS Assessment Plan Development Guide</a></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>Student academic achievement is in progress as seen by the IAR results when they are compared to last year's results as students' meeting expectations scores in ELA increased by 11% and in Math by 7%. However, there is still a need for every student to experience grade-level, standard-aligned instruction on a daily basis. </p> <p>The reading curriculum is culturally relevant to align with the instructional core. As a result, students are reading stories</p>	<p><a href="#">Interim Assessment Data</a></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.

Some students do not have access to rigorous instruction on a daily basis. Diverse learners and middle school English learners need daily rigorous learning tasks as well as differentiation to accommodate English learners' needs. All classroom teachers are to provide culturally responsive instruction. There is still a need for middle school teachers to develop strong, trusting relationships with students. Every classroom is to create a strong and caring learning community. Continue designing opportunities for teachers to become teacher leaders. Interim assessments are to be used to support teacher practice by analyzing and determine the extent to which on how students can apply the mastered standards.

that they can relate to.

Increasing ELs literacy proficiency levels is still ongoing when compared to previous years' results. Teachers need to continue to rely on and use ACCESS results to modify their instructional practices.

Teachers use assessment data to improve their instruction. However, teachers from the same grade level will benefit from administering interim assessments to determine which sub group of students still need more support since they would not have mastered the standard. Additionally, teachers will share ideas on how to support those subgroups of students.

Instructional activities and materials are partially aligned with CCSS. For example posted objectives and language objectives align with the grade level and instruction for the majority of the grade levels.

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Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<a href="#">MTSS Integrity Memo</a> <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a>	<p>For the 2022-2023 school year, the focus was on teachers entering goals and interventions based on large scale assessments, benchmark diagnostics, and curriculum embedded lesson assessments. Tiers were prepopulated by the district. The teachers' focus was on tier 3 students excluding Diverse learners as they are on individuals plans. According to the Intervention usage with fidelity Report on Branching Minds it states, Carson teachers utilized TIER 2 with 50% and Tier 3 with 53% Fidelity. This aligns with teacher usage though what was missing is teacher closing the cycle indicating intervention effectiveness. Teachers learned how to create goals for students but struggled having time to input interventions. They requested having grade level time to do this work. Interventions were used based on District approved interventions that were located in Branching Minds. For the 2023-2024 school year it is clear a school wide allotted time to enter intervention is required to input interventions with fidelity such as during Grade level meetings. This was a leaning practice year in utilizing Branching Minds. A team or interventionist is needed to solely track Interventions and continually update weekly. To be successful the MTSS team may need to meet weekly as opposed to meet 2 times a month which prohibited the necessary time needed to fully launch the need of support teachers required. Needs are to meet weekly and time to meet with each grade level devoted to implementing goals and progress monitoring input. It is clear as a school we need to create a cycle of progress monitoring review every 10 weeks in tier movement according to tier needs.</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p><a href="#">MTSS Continuum</a></p> <p><a href="#">Roots Survey</a></p> <p><a href="#">ACCESS</a></p> <p><a href="#">MTSS Academic Tier Movement</a></p> <p><a href="#">Annual Evaluation of Compliance (ODLSS)</a></p> <p><a href="#">Quality Indicators of Specially Designed Curriculum</a></p> <p><a href="#">EL Program Review Tool</a></p>
Partially	<a href="#">MTSS Integrity Memo</a>		
Partially	<a href="#">LRE Dashboard Page</a>		
Partially	<a href="#">IDEA Procedural Manual</a>		
Partially	<a href="#">EL Placement Recommendation Tool ES</a> <a href="#">EL Placement Recommendation Tool HS</a>		
Partially	<p>There are language objectives (that demonstrate HOW students will use language) across the content.</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.

In every classroom, all students will have access to Tier 1 instruction on a daily basis with the appropriate scaffolds and differentiation. Teachers are to progress monitoring Tier 2 and Tier 3 students on a bi-weekly or weekly respectively. Furthermore, in every classroom, Tier 2 and Tier 3 students receive interventions through Amira and Freckle among other intervention programs. MTSS Committee are to self-evaluate to ensure all components of the MTSS Continuum are implemented. Then MTSS Committee will develop goals to accomplish the MTSS components to be fully implemented. The MTSS Team is to complete the Roots Survey. For the 23/24 SY 100% of teachers are to be utilizing Branching Minds to create, implement and progress monitor academic and SEL intervention plans. Case manager will monitor diverse learners as being instructed in the least restrictive environment according to their IEP. Case manager will continuously review IEPs with diverse learner teachers, so that IEPs are implemented with fidelity. ELPT will monitor English Learners to ensure EL students are placed in the appropriate program, so that they receive Tier 1 instruction. All classroom are to have content and language objectives across the content areas.

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



Carson has an MTSS leadership team, but Carson teachers need dedicated time to further work on goals and measurable approved interventions with the MTSS lead and interventionist for support in periodically inputting data into Branching Minds. Teachers would need more support in utilizing the Branching Minds platform to update the intervention and student support. Carson teachers are implementing the Branching Minds platform such as during grade level, where more support can be provided in creating and progress monitor academic intervention plans along with SEL input. They may also need time during grade level to input the interventions. Diverse Learner students are receiving instruction in their Least Restrictive Environment as well as in the resource setting according to their IEP goals. Improve the collaboration between the Diverse Learner teacher and classroom teacher to meet all students needs. This may be accomplished by having the same grade level meeting times. Teachers have ESL endorsements (about 90%). Students are placed according to their access scores. Teachers and students follow the WIDA standards in lesson plans and instruction. Student-Teacher trust went down this year. The five essential survey data reflects that students have healthy student peer relationships with --% for the most part, but can still use some support.



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

Student IEPs, are team developed and supported by current level of performance data and need in reaching grade level attainment. Inclusive Least Restrictive Environment is the overall goal, and is further working toward embedding and developing school wide systems and structures for teacher collaboration between the general education teacher and learning specialist to develop equitable differentiation that leads to improvement in tier 1 core instruction. Our next steps are to provide Carson teachers with PD in implementing IEP accommodations and modifications with fidelity which should then be evident in student growth in tier 1 core instruction. Most English Learners are placed with an appropriate and available EL endorsed teacher to maximize required Tier 1 instruction services. To implement with fidelity Carson is working to ensure that all teachers acquire an ESL and/or Bilingual Certification. The ILT team support teachers on how should the learning objective and language objective should be posted in the classroom for students reference as well as included in weekly lesson plans. New teachers may need support in developing language objective that are aligned with the content standard and WIDA standard to ensure school wide alignment.

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Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics

Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	<a href="#">BHT Key Component Assessment</a>  <a href="#">SEL Teaming Structure</a>	Carson has a collaborative Behavioral Health Team, which meets twice a month to support students who need the most support. They have been creating interventions and best practices to support the students and the teachers. The BHT has brought in PD to support teachers working with students and challenging behavior providing them strategies to implement in the classroom. The BHT Team has also provided a school wide systematic approach to crisis and trauma steps to identify and protocols to document students in trauma. The protocols include when and how to call SASS and DCFS as well as request help for immediate behavioral support. Further Teacher PD on implementing behavioral interventions is needed. SEL supports will now be documented in Branching Minds for the 2023-24 SY. The Carson Climate and Culture Committee (CC) has been implementing Social Emotional Learning skills to support teachers, students and parents. Additionally, the CCC conducts a survey three times a year to determine what is working and what needs more support. For instance, after analyzing the results, the CCC engaged in creating several opportunities to support the staff members and students, such as highlighting the Staff of the Month or the Student of the Month among other activities. Recently, the climate and culture committee is revising Carson's PBIS matrix to determine what is working or what needs adjustment. The Climate and Culture Committee has been charged to translate Carson's values into specific behaviors or expectations. For instance Carson has a school-wide CHAMPS implementation. Carson has become a Calm Classroom school to support students and teachers in each classroom. Additionally, each classroom has a Calm Corner to allow students to take a break when they need one. Carson has implemented weekly PATHS or Second Step lessons to support our students' SEL needs. The Restorative Justice Coordinator supports our most needy students with Peace Circles, Restorative Justice Conversation and Check-In and Check-Outs. Additionally, the school counselor also provides SEL support at the classroom level by co-teaching weekly SEL lessons.		<a href="#">% of Students receiving Tier 2/3 interventions meeting targets</a>  <a href="#">Reduction in OSS per 100</a>  <a href="#">Reduction in repeated disruptive behaviors (4-6 SCC)</a>  <a href="#">Access to OST</a>  <a href="#">Increase Average Daily Attendance</a>  <a href="#">Increased Attendance for Chronically Absent Students</a>
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.				<a href="#">Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</a>
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.		<b>What is the feedback from your stakeholders?</b> Carson partners with Chicago Communities in School to bring resources, such as SEL, Health related resources, safety resources, etc. The principal works closely with the LSC and parent committees to provide the best education possible to the students, including a dual language education program as well as to improve student attendance. The climate and culture committee provides opportunities for students, parents, and staff to participate in events or activities that connect the community and benefit the well-being of all stakeholder groups. 1. Family nights 2. Tutoring 3. Homework help 4. Sports that the students attend on a regular basis. Students participate based on project opportunities that interest them throughout the year. Attendance incentives as a whole school and by classroom to improve attendance. Continue school-wide activities like Calm Classroom the students enjoyed seeing their previous teachers and current grade classrooms share the same experiences. Calm Corner planning in all classrooms. In analyzing feed, according to the 2023 5Essentials survey, there is a decline in student-peer relationships from 70 to 56%. There is also a decline in school safety where 47% of the students worry about crime or violence. Students do not feel connected to the school with 26% of the students stating they feel a part of the community. Emotional health is another low area for the school (12%) based on the 5Essentials survey.		<a href="#">Cultivate (Belonging &amp; Identity)</a>  Staff trained on alternatives to exclusionary discipline (School Level Data)  <a href="#">Enrichment Program Participation: Enrollment &amp; Attendance</a>  <a href="#">Student Voice Infrastructure</a>  <a href="#">Reduction in number of students with dropout codes at EOY</a>
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.				

<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>The most struggling students are to have effective and researched-based support strategies provided by the BHT. Therefore, actionable, measurable plans should be created for tier 2 or 3 as needed by student, implemented and monitored to determine its efficacy on the students' needs. The restorative justice coordinator will support the chronically absent student by creating, implementing and monitoring the attendance plan to determine what is working and what is not working.</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>To support students struggling with trauma, social emotional and behavioral self regulation the BHT team will meet weekly to analyze teacher referrals and provide teachers support in the classroom with student needs. The BHT team along with the counselors and social worker will provide direct and indirect student services with parent written consent. Teachers and BHT will follow a review cycle to ensure support is effective with data collection. To provide inclusive aligned support it would be beneficial if the Climate and Culture, BHT, MTSS team and restorative coordinator met quarterly to ensure wrap around services are being implemented moving forward in supporting students.</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
No	<a href="#">College and Career Competency Curriculum (C4)</a>	The C4 curricula will be piloted at designated schools during SY24. We look forward to learning more about how we can implement the curriculum at Carson. The 6th-8th C4 curriculum will be available in Skyline in August 2023.  All 6th-8th students must have the knowledge and applied skills necessary to succeed in college and career. C4 is grounded in CPS-designed, industry-vetted student competencies across three domains  Foundational Skills: This domain emphasizes social emotional, employee, and transfunctional noncognitive factors that drive success in postsecondary and career settings.  Career Awareness and Alignment: This scope includes cognitive knowledge and skills market influence, professional opportunities and vocational abilities.  Academic and Financial Readiness for Post-Secondary: This domain includes navigating postsecondary selection, financial planning, and persistence.	 <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>
Partially	<a href="#">Individualized Learning Plans</a>		

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).	<a href="#">Work Based Learning Toolkit</a>	<p><b>What is the feedback from your stakeholders?</b></p> <p>Students enjoy career day as they learn about different careers that may interest them. Students also like taking the Naviance test that tells them what career may best suit them. Teachers have students research careers and high schools they are interested in as well as list the action steps they need to take to accomplish that goal.</p> <p>We will continue inviting more professionals from the community to introduce possible career paths starting in 2nd grade. We will continue hosting a High school fair and career day for middle school students. We will seek partnerships with high schools to have 8th grade students shadow high school students. We will also seek opportunities for 8th graders to visit local colleges, trade schools and universities. We will continue offering Algebra for 8th grade 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 will continue monitoring the Diverse learner transitional goals addressed in their IEPs and guide them down possible pathways for future learning. We will continue inviting more professionals from the community to introduce possible career paths starting in 2nd grade. We will continue hosting a High school fair and career day for middle school students. We will seek partnerships with high schools to have 8th grade students shadow high school students. We will also seek opportunities for 8th graders to visit local colleges, trade schools and universities. We will continue offering Algebra for 8th grade students.</p> <p>We will continue preparing our dual language students to obtain the Seal of Biliteracy and continue monitoring on-track data to provide timely supports to ensure a smooth transition to 9th grade.</p>	<a href="#">9th and 10th Grade On Track</a> <a href="#">Cultivate (Relevance to the Future)</a> Freshmen Connection Programs Offered (School Level Data)
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).			
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	<a href="#">ECCE Certification List</a>		
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	<a href="#">PLT Assessment Rubric</a>		
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	<a href="#">Alumni Support Initiative One Pager</a>		
<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>School counselor has been using Naviance data to create students' plans. Once CPS creates the C4, the school counselor will implement the curriculum for all 6-8 grade students. School counselor will develop student ILPs utilizing the ILP 2023 Post-Secondary Scope and Sequence for middle school.</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>	<p>Based on the 5 Essentials 2022 Survey, 68% of parents report that they feel somewhat/a great deal involved in the development of programs at improving students' academic outcomes.</p> <p>The 5 Essentials 2022 Survey indicates that 59% of parents somewhat/a great deal are involved in commenting on school curricula.</p> <p>The 5 Essentials 2022 Survey shows that 66% of parents somewhat/a great deal are given opportunities to develop formal networks to link all families with each other (for example: sharing parent directories, providing a website for parents to connect with one another, etc)</p> <p>The 5 Essentials 2022 Survey indicates that 61% of parents somewhat/a great deal encourage more involved parents/guardians to reach out to less involved parents/guardians.</p> <p>Family newsletters are sent monthly, Family night events, the family psychologist workshops, and parent committees are implemented to foster relationships with students, families, and staff. Students could participate in community events outside of the school setting. Two-way parent communication is successful through letters sent home, phone calls, emails or texts with teachers, and students connect via google classroom, remind app, and gmail.</p>	<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>		
Partially	<a href="#">Student Voice Infrastructure Rubric</a>	<p><b>What is the feedback from your stakeholders?</b></p> <p>A cultivate survey is implemented BOY and EOY where 85% of 4th-8th grade students participated. According to the Spring SY23 Cultivate survey the following learning conditions will be prioritized. <b>Affirming Identities:</b> Recognition and affirmation of student identities: Students feel more connected to and motivated in classes that recognize and affirm their backgrounds and identities (e.g., gender, race, ethnicity, religion, ability, language, etc.) <b>Classroom Community:</b> Sense of community and mutual support among classmates: Students feel safe to engage and succeed in school when the classroom environment encourages a sense of community and fosters mutual support among classmates. <b>Feedback for Growth:</b> Nature and quality of teacher feedback to improve student work: Students learn more effectively when their teachers set high expectations, recognize progress, and offer respectful, critical feedback to help students improve.</p>	Formal and informal family and community feedback received locally. (School Level Data)


offer respectful, critical feedback to help students improve.  
**Learning Goals:** Accessibility and connectedness of instructional goals: Students learn more effectively when it is clear to them what they are supposed to be learning and how it fits into the big ideas of that subject area.  
**Meaningful Work:** Level of interest and relevance of classroom learning for students: Students are more motivated to learn when the work in class feels interesting and relevant to them.  
**Supportive Teaching:** Breadth and quality of teacher's instructional support for learning: Students learn more effectively and are more likely to feel valued when their teachers provide them with the instructional support to be successful.  
**Student Voice:** Opportunities for and responsiveness to student ideas and input: Students take ownership of their learning and are more actively engaged in their schoolwork when they have choices, share their ideas, and feel heard.  
**Teacher Caring:** Strength and quality of teacher's one-on-one relationships with students: Students engage more deeply in their work when they feel like their teacher likes and cares about them.  
**Well-Organized Classroom:** Clarity and helpfulness of classroom systems and routines: Students learn more effectively and are more motivated when the teacher develops routines and systems that contribute to the smooth functioning of the classroom.  
 Students know where and how to give feedback on school community improvement. Teacher teams have structured strategies for including student perspectives within their learning cycle. BOY learning styles surveys are administered to tailor instruction to meet the needs of individual students. We need more youth/ adult opportunities for partnership in decision making to enhance student voice.

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

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

We will continue partnering with Communities in Schools of Chicago to bring social-emotional, academic and safety resources. We will start our Student Council as well as the Principal Student Advisory Council. 

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

The Communities in Schools of Chicago at Carson will continue offering nutrition education, SEL, Stress management education, eye/glasses, anti-bullying/cultural responsiveness education, mental health education, counseling and career awareness. We will continue our partnership with the following organizations: GadHills, Metropolitan Family Services, CPD DARE program, SWOP, Hispanic Access Foundation, Junior Achievement, Asthma Van, Ageless Vision Program, Mujeres Latinas en Accion, Chicago Bar Association, Do the Write Thing, Illinois Fatherhood Essay, Oral Health Education, Cradles to Crayons, Cook County State Attorney, Riveredge Hospital, Enlace Chicago, Frida Community, Metropolitan Water Reclamation, Eyes for Hope, Chiro One, FUSE Grant, Holocaust Museum, Civic Leadership Foundation, Brighton Park Neighborhood Council, U.S. Army Corps of Engineers, Joffrey Ballet - Aerie Mixer, Argonne Lab, Chicago Fire Department, K-12 Education, Chicago-Journalism, Chicago Symphony Orchestra. 

While there are many ways to cultivate a school culture that values students as collaborative community members and decision-makers, the principal student advisory council and student council will give teachers and staff opportunities to listen to students' perspectives, values, and beliefs. It is through listening that we develop trusting and respectful relationships upon which a strong student voice infrastructure can be built.

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.
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?

Carson uses ARC, Into Literature, Go Math, Amplify Science, and Social Science (a variety of curricula) based on grade-level standards. The Lesson plans are broken down by standards and skills that are aligned with the learning task and assessments for each grade level. One can postulate teachers have access to high-quality curricular material and a solid school-wide framework.

The Learning Framework is standards-aligned across instructional and assessment materials and vertically aligned across grade bands Prek-2, 3-5, and 6-8. The framework also aligns to Universal Design for Learning, and supports differentiated instruction for all students, including English learners and diverse learners. In addition, the framework is supportive of students' social-emotional learning and is culturally responsive.

**Star 360**  
High quality access and curricular materials utilized are evident in the Star360 Benchmark growth data. The math data indicates that students at/above benchmark grew from 43% during fall 2022 to 51% during spring 2023. The Star360 Benchmark for reading shows that students at/above benchmark grew from 27% during fall 2022 to 33% during spring 2022. Although the number of students at or above benchmark increased, the number of students requiring urgent interventions remained at 32% the entire school year. The Math K-2, Placement Grade Level shows an increase in the percentage of students mid or above grade level from 0% to 49%. The number of students at Mid or Above Grade Level for the Spanish Math Relative Placement in Grades K-2 increased from 1 student (BOY to 31 students (EOY). The Spanish Reading Relative Placement Level for Grades K-2 indicate that 98% of K-2 students met grade level expectations.

**IAR Growth**  
Data analysis of the Illinois Assessment of Readiness (IAR), given once at the end of the year to grades 3-8, shows students' mastery of skills and assists teachers with future instruction. Available data from 2019 and 2022 showed the school grew from 51.9% to 53.7%, while the district grew from 42.4% to 48.9%, and the state remained the same at 50%.

**IAR Proficiency**  
The data from 2022 shows that only 6.6% of ELL students are proficient in ELA compared to 14% of non-English Language Learners. The proficiency percentage for ELL students is comparable to the district (5.3%) and the state (6.9%). The proficiency levels of Hispanic students (21%) outperform the district's percentage by 4.1% and 2.6% for the state. There is no data for the proficiency levels of African American students at the school on the IAR.

**IAR Achievement Gap**  
The 2022 IAR results show a -22% achievement gap between African American and Hispanic students, which grew significantly from 2019 (-8%), showing real concern. This gap is significantly higher than the districts and the state's, at 6%. Diverse learners show a -23% achievement gap (2022) compared to non-diverse learners. The achievement gap for diverse learners dropped to -18% in 2021 and increased back to -23%, where it was in 2019. This is comparable to the district's achievement gap of 21% and slightly lower than the state's (-28%). The achievement gaps between the genders are significantly lower for the school than the district's and state's. In 2019, the school had a -2% achievement gap, the district was at -10%, and the state was at -13%. After COVID, in 2022, the school's achievement gap between males and females grew to -5%, while the district's declined to -8% and the state's declined to -10%. Even though the state and district declined, they are significantly higher than the school. The ILT has members that represent various grade levels and content areas taught. The ILT meets weekly and through distributed leadership delivers information, professional development, and collaboration to their respective grade-levels. As leaders, the ILT members act as a liaison between administration and teacher teams. ILT members review data, create professional development, and determine the powerful practice the school will focus on. Through collaboration, the team also discusses problems that arise within the school and determine possible solutions or next steps. Most teacher teams use a balanced system of formative and summative assessments (daily) to guide lessons and progress monitor students. This is an area that needs improvement to ensure teachers are using interim assessments to monitor progress.

What is the feedback from your stakeholders?

The Dual Language program helps bring student identity through "mirrors and windows" in their learning practices that reflect a sense of community in and outside the classroom affirming their identities. Social-emotional learning (Second step, paths, Calm Classroom, and CHAMPS) is embedded in daily routines that help support the classroom relationships with each other and use it outside of school. Teachers provide accessibility and connectedness of instructional goals through daily lessons and environmental support as they are posted and reviewed continuously. ILT members are given opportunities to prepare and present during ILT meetings as well as lead grade-level meetings to collaborate with the rest of the teachers in the school as a whole. Teachers could use more support in implementing the curriculum assessments or how to align them to the standards and monitoring tools to gather data for the end-of-the-year goal. Assessments are planned to match student engagement that is relevant and interesting for them to meet their learning goals. Students do their best in the classroom when positive relationships are built on trust and respect. Students have motivation to learn and assess themselves in different subjects such as Math and Science. Teachers provide lessons/activities for students that help attain rigor, take risks, while providing a safe environment. Parents are given opportunities to learn more about the curriculum during family nights, open house, and during parent-teacher conferences. Teachers share strategies to help parents support students at home. The RTI system needs to have more consistency and appropriate scheduling, and some refresher courses to support assigned grade levels. Students report that more focus on vocabulary is needed especially the use of affixes. Students have also indicated that more instruction on different genres within the same topic would be beneficial to their learning. Students reported feeling prepared with writing essays comparing two texts of the same genre and students also enjoyed having conversations with their peers. A personal project in Social Studies also was positive among students where they researched and presented a historical event of their choosing.

What student-centered problems have surfaced during this reflection?

Some students do not have access to rigorous instruction on a daily basis. Diverse learners and middle school English learners need daily rigorous learning tasks as well as differentiation to accommodate English learners' needs. All classroom teachers are to provide culturally responsive instruction. There is still a need for middle school teachers to develop strong, trusting relationships with students. Every classroom is to create a strong and caring learning community. Continue designing opportunities for teachers to become teacher leaders. Interim assessments are to be used to support teacher practice by analyzing and determine the extent to which on how students can apply the mastered standards.

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?

Student academic achievement is in progress as seen by the IAR results when they are compared to last year's results as students' meeting expectations scores in ELA increased by 11% and in Math by 7%. However, there is still a need for every student to experience grade-level, standard-aligned instruction on a daily basis.

The reading curriculum is culturally relevant to align with the instructional core. As a result, students are reading stories that they can relate to.

Increasing ELs literacy proficiency levels is still ongoing when compared to previous years' results. Teachers need to continue to rely on and use ACCESS results to modify their instructional practices.

Teachers use assessment data to improve their instruction. However, teachers from the same grade level will benefit from administering interim assessments to determine which sub group of students still need more support since they would not have mastered the standard. Additionally, teachers will share ideas on how to support those subgroups of students.

Instructional activities and materials are partially aligned with CCSS. For example posted objectives and language objectives align with the grade level and instruction for the majority of the grade levels.

[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 will be instructed with on grade level learning tasks. Additionally, Rigor Walks will be conducted during the school year to determine the rigor for all learning tasks in all 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.

[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...

As adults in the building, teachers will implement on grade level, culturally relevant curriculum. Learning tasks will align with on grade level standards and assessments. As a result, worksheets or instructional materials that are non-rigorous learning tasks will be eliminated. Furthermore, Rigor Walks will be implemented to determine the school-wide areas of growth, so that student academic achievement improves.

**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....

If teachers implement on grade level, standard-based, and culturally relevant curriculum, and rigorous learning tasks as well as conduct Rigor Walks,

**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....

Then we see students gaining access to on-grade level and culturally relevant instructional materials so that student thinking is evident in discussions or written responses so that students take ownership of their learning.

which leads to...

which leads to 50% of K-8 grade students be on grade level by the end of SY2024 in i-Ready or Star360; 40% of 3-8 grade students will be on grade level by the end of SY2024 in IAR Reading and 28% of 3-8 grade level students will be on grade level in IAR Math.

[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, Teacher Leaders, Dual Language Committee

**Dates for Progress Monitoring Check Ins**

Q1 10/20/2023 Q3 03/22/2024  
 Q2 12/21/2023 Q4 06/06/2024

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	Implement on-grade level Tier 1 instruction for Reading and Math with appropriate accommodations and differentiation.	All Carson Teachers	Ongoing	Not Started
<b>Action Step 1</b>	All content areas' curricula are on grade level, standard-based and culturally relevant.	All Carson Teachers	Ongoing	Select Status
<b>Action Step 2</b>	Tier 1 instruction is scaffolded and differentiated, so that learning tasks are modified and aligned to assessments.	All Carson Teachers	Ongoing	Select Status
<b>Action Step 3</b>	All dual language classes implement best dual language practices in both languages, including cognates, oracy, transfer and contrastive analysis, academic word walls, dictados, TPR, sensory supports, Thinking Maps, interactive supports to maintain the language of instruction, and Literacy Squared biliteracy instructional framework.	All dual language Teachers	Ongoing	Select Status
<b>Action Step 4</b>	Content and language learning objectives are part of the lesson and discussed during the lesson. Teachers hold students accountable to master the content and language learning objectives by the end of the lesson.	All Carson Teachers	Ongoing	Select Status
<b>Action Step 5</b>	On-grade level and standards-based learning tasks are aligned to WIDA standards and performance descriptors across the disciplines, so that dual language student and English learners in monolingual classes have access to master Tier 1 instruction.	All Carson Teachers	Ongoing	Select Status



<b>Implementation Milestone 2</b>	Implement Rigor Walk to determine the status of the standards-based learning tasks, students' learning ownership, teachers' tracking of student learning, so that all learning tasks are on grade level and aligned with assessments, including interim assessments as well as students mastering the learning targets.	All Carson Teachers	Ongoing	Select Status
<b>Action Step 1</b>	Every month, a group of 4-6 teachers, administrators and auxiliary staff members will conduct Rigor Walks to determine the rigor of instruction, learning tasks, student work and differentiation.	Selected Carson teachers, staff and administrators	Ongoing	Select Status
<b>Action Step 2</b>	Rigor Walk data will determine student interactions, student productive struggle, academic vocabulary, student questions and students challenging each other.	Selected Carson teachers, staff and administrators	Ongoing	Select Status
<b>Action Step 3</b>	Students are expected to monitor each other to achieve the learning target as well as working in teams. Students self-monitor their progress toward the lesson learning target.	All Carson Teachers	Ongoing	Select Status
<b>Action Step 4</b>	During instruction, teachers track evidence of students meeting the lesson learning target. After standards-based skills and content are taught, CPS Interim assessments are administered to determine what skills students have mastered or need reteaching across the class and grade level.	All Carson Teachers	Ongoing	Select Status
<b>Action Step 5</b>	Teachers will analyze student work to determine the level of rigor of the learning tasks, to determine if reteaching is needed or to determine if differentiation needs to be adjusted to challenge all students intellectually.	All Carson Teachers	Ongoing	Select Status
<b>Implementation Milestone 3</b>	All Carson classrooms will create a strong, and caring learning community by building trusting relationships.	All Carson Teachers	Ongoing	Select Status
<b>Action Step 1</b>	Teachers will administer student interest surveys to find out students' learning style, students' hobbies, students' academic or special talents, students' cultures, so that students can relate to the instructional materials.	All Carson Teachers	Ongoing	Select Status
<b>Action Step 2</b>	Teachers will implement CHAMPS and Calm Classroom consistently to provide a safe and caring learning environment.	All Carson Teachers	Ongoing	Select Status
<b>Action Step 3</b>	6-8 Second Step or PK-5 PATHS are implemented on a weekly basis to support students' social emotional needs. Additionally, through a co-teaching model, school counselors provide social emotional classes, so that teachers and students develop strong problem-solving social emotional strategies and skills.	All Carson Teachers	Ongoing	Select Status
<b>Action Step 4</b>	Teachers will conduct a daily 5 minute morning meetings at the beginning of class to prepare students for the learning day to provide students with a positive connections, academic growth, and productive behavior.	All Carson Teachers	Ongoing	Select Status
<b>Action Step 5</b>	Home-school connection will be strengthened when teachers and staff members partner with parents to build trust and welcome parents to all school events. As parents get more involved at Carson and learn more about what students are learning, parents will support their children to successfully achieve their academic goals.	All Carson Teachers and Staff	Ongoing	Select Status
<b>Implementation Milestone 4</b>	Teacher leaders will implement best practices to impact Dual Language students, English learners, diverse learners, and struggling students' academic achievement	Carson Teacher leaders	Ongoing	Select Status
<b>Action Step 1</b>	Teachers will implement sheltered English instruction (language and content instruction) as well as Spanish as a second language, so that all students have access to Tier 1 instruction.	All Carson Teachers	Ongoing	Select Status
<b>Action Step 2</b>	Teachers will utilize small group instruction (Pair Share, Guided Reading, Conferencing, Guided Math, Cooperative Learning, etc) as well as one-on-one instruction to support ELL, DL struggling students.	All Carson Teachers	Ongoing	Select Status
<b>Action Step 3</b>	General education teachers and diverse learner teachers will implement team teaching, so that all students are provided with the appropriate modification and differentiation, so students have access to Tier 1 instruction.	Carson Teachers and Special Ed. Teachers in the inclusion setting	Ongoing	Select Status
<b>Action Step 4</b>	Teacher leaders will collaborate with teachers to implement the most recent instructional skills or strategies so that teachers continue improving their instructional delivery, assessment, student engagement and student support.	All Carson Teachers and Teacher leaders	Ongoing	Select Status
<b>Action Step 5</b>	Teachers will actively participate in professional development that include Literacy Team Meetings, Professional Development on Wednesdays, Grade Level meetings, Dual Language meetings, Climate and Culture Meetings, MTSS Meetings, ILT meetings, and BHT meetings to develop instructional and SEL best practices that will be focused on goals, expand their knowledge, develop leadership skills, and shift mindsets to improve student outcomes.	All Carson Teachers and Staff	Ongoing	Select Status

**SY25-SY26 Implementation Milestones**

<b>SY25 Anticipated Milestones</b>	100% of Carson teachers are teaching on grade level curriculum every day with rigorous instruction, learning tasks, and assessments. 80% of students will self-monitor their progress toward the lesson learning target.	
<b>SY26 Anticipated Milestones</b>	100% of teachers are teaching on grade-level curriculum with rigorous instruction, learning tasks, and assessments. 90% of students will self-monitor their progress toward the lesson learning target.	

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

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

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

**Resources:**

**IL-EMPOWER Goal Requirements**

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

**Performance Goals**

Specify the Goal 🍌	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 🍌	Numerical Targets [Optional] 🍌		
					SY24	SY25	SY26
By SY26, at least 50% of students in grades 3-8 will be on grade-level on the IAR Reading.	Yes	IAR (English)	Overall	34%	40%	45%	50%
By SY26, at least 50% of students in grades 3-8 will be on grade-level on the IAR Math	Yes	IAR (Math)	Overall	18%	28%	38%	50%

**Practice Goals**

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

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

	SY24	SY25	SY26
C&I:2 Students experience grade-level, standards-aligned instruction.	At least 40% of students in grades 3-8 will be on grade-level on IAR Reading. At least 28% of students in grade 3-8 will be on grade-level on IAR Math.	At least 45% of students in grades 3-8 will be on grade-level on IAR Reading. At least 38% of students in grades 3-8 will be on grade-level on IAR Math.	At least 50% of students in grades 3-8 will be on grade-level on IAR Reading. At least 50% of students in grades 3-8 will be on grade-level on IAR Reading.
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	60% of Carson teachers will meet rigorous Tier 1 curricular strategies and standards as per Carson aligned rubric to ensure the learning environment meets the conditions that foster critical thinking in student learning.	70% of Carson teachers will meet rigorous Tier 1 curricular strategies and standards as per Carson aligned rubric to ensure the learning environment meets the conditions that foster critical thinking in student learning	80% of Carson teachers will meet rigorous Tier 1 curricular strategies and standards as per Carson aligned rubric to ensure the learning environment meets the conditions that foster critical thinking in student learning.
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.	60% of Prek-8th grade Carson teachers will implement with fidelity the instructional framework by utilizing standard-based, grade level curricula in all content areas that are culturally relevant.	70% of Prek-8th grade Carson teachers will implement with fidelity the instructional framework by utilizing standard-based, grade level curricula in all content areas that are culturally relevant.	80% of Prek-8th grade Carson teachers will implement with fidelity the instructional framework by utilizing standard-based, grade level curricula in all content areas that are culturally relevant.

**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
By SY26, at least 50% of students in grades 3-8 will be on grade-level on the IAR Reading.	IAR (English)	Overall	34%	40%	Select Status	Select Status	Select Status	Select Status
					Select Status	Select Status	Select Status	Select Status
By SY26, at least 50% of students in grades 3-8 will be on grade-level on the IAR Math	IAR (Math)	Overall	18%	28%	Select Status	Select Status	Select Status	Select Status
					Select Status	Select Status	Select Status	Select Status

**Practice Goals**

**Progress Monitoring**

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	At least 40% of students in grades 3-8 will be on grade-level on IAR Reading. At least 28% of students in grade 3-8 will be on grade-level on IAR Math.	Select Status	Select Status	Select Status	Select Status
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	60% of Carson teachers will meet rigorous Tier 1 curricular strategies and standards as per Carson aligned rubric to ensure the learning environment meets the conditions that foster critical thinking in student learning.	Select Status	Select Status	Select Status	Select Status
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.	60% of Prek-8th grade Carson teachers will implement with fidelity the instructional framework by utilizing standard-based, grade level curricula in all content areas that are culturally relevant.	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.
Partially	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.
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

For the 2022-2023 school year, the focus was on teachers entering goals and interventions based on large scale assessments, benchmark diagnostics, and curriculum embedded lesson assessments. Tiers were prepopulated by the district. The teachers focus was on tier 3 students excluding Diverse learners as they are on individuals plans. According to the Intervention usage with fidelity Report on Branching Minds it states, Carson teachers utilized TIER 2 with 50% and Tier 3 with 53% Fidelity. This aligns with teacher usage though what was missing is teacher closing the cycle indicating intervention effectiveness. Teachers learned how to create goals for students but struggled having time to input interventions. They requested having grade level time to do this work. Interventions were used based on District approved interventions that were located in Branching Minds. For the 2023-2024 school year it is clear a school wide allotted time to enter intervention is required to input interventions with fidelity such as during Grade level meetings. This was a leaning practice year in utilizing Branching Minds. A team or interventionist is needed to solely track Interventions and continually update weekly. To be successful the MTSS team may need to meet weekly as opposed to meet 2 times a month which prohibited the necessary time needed to fully launch the need of support teachers required. Needs are to meet weekly and time to meet with each grade level devoted to implementing goals and progress monitoring input. It is clear as a school we need to create a cycle of progress monitoring review every 10 weeks in tier movement according to tier needs.

What is the feedback from your stakeholders?

Carson has an MTSS leadership team, but Carson teachers need dedicated time to further work on goals and measurable approved interventions with the MTSS lead and interventionist for support in periodically inputting data into Branching Minds. Teachers would need more support in utilizing the Branching Minds platform to update the intervention and student support. Carson teachers are implementing the Branching Minds platform such as during grade level, where more support can be provided in creating and progress monitor academic intervention plans along with SEL input. They may also need time during grade level to input the interventions. Diverse Learner students are receiving instruction in their Least Restrictive Environment as well as in the resource setting according to their IEP goals. Improve the collaboration between the Diverse Learner teacher and classroom teacher to meet all students needs. This may be accomplished by having the same grade level meeting times. Teachers have ESL endorsements (about 90%). Students are placed according to their access scores. Teachers and students follow the WIDA standards in lesson plans and instruction. Student-Teacher trust went down this year. The five essential survey data reflects that students have healthy student peer relationships with --% for the most part, but can still use some support.

What student-centered problems have surfaced during this reflection?

In every classroom, all students will have access to Tier 1 instruction on a daily basis with the appropriate scaffolds and differentiation. Teachers are to progress monitor Tier 2 and Tier 3 students on a bi-weekly or weekly respectively. Furthermore, in every classroom, Tier 2 and Tier 3 students receive interventions through Amira and Freckle among other intervention programs. MTSS Committee are to self-evaluate to ensure all components of the MTSS Continuum are implemented. Then MTSS Committee will develop goals to accomplish the MTSS components to be fully implemented. The MTSS Team is to complete the Roots Survey. For the 23/24 SY 100% of teachers are to be utilizing Branching Minds to create, implement and progress monitor academic and SEL intervention plans. Case manager will monitor diverse learners as being instructed in the least restrictive environment according to their IEP. Case manager will continuously review IEPs with diverse learner teachers, so that IEPs are implemented with fidelity. ELPT will monitor English Learners to ensure EL students are placed in the appropriate program, so that they receive Tier 1 instruction. All classroom are to have content and language objectives across the content areas.

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?

Student IEPs, are team developed and supported by current level of performance data and need in reaching grade level attainment. Inclusive Least Restrictive Environment is the overall goal, and is further working toward embedding and developing school wide systems and structures for teacher collaboration between the general education teacher and learning specialist to develop equitable differentiation that leads to improvement in tier 1 core instruction. Our next steps are to provide Carson teachers with PD in implementing IEP accommodations and modifications with fidelity which should then be evident in student growth in tier 1 core instruction. Most English Learners are placed with an appropriate and available EL endorsed teacher to maximize required Tier 1 instruction services. To implement with fidelity Carson is working to ensure that all teachers acquire an ESL and/or Bilingual Certification. The ILT team support teachers on how should the learning objective and language objective should be posted in the classroom for students reference as well as included in weekly lesson plans. New teachers may need support in developing language objective that are aligned with the content standard and WIDA standard to ensure school wide alignment.

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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...

All students will have access to Tier 1 instruction with appropriate scaffolds and differentiation, in particular for English learners, diverse learners and struggling students. Students in Tier 2 and Tier 3 will be progress monitored on a bi-weekly or weekly basis according to their tier. Student interventions will include Amira and Freckle as well as other intervention programs provided at Carson. English Language Learners in dual language programs will receive daily Tier 1 instruction in both languages according to their language allocation. All classroom will have content and language objectives across the content areas, so that all students, including English learners and diverse learners, have access to what they will and why.



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...

As adults in the building, teachers provide Tier 1 instruction with appropriate scaffolds and differentiation on a daily basis, in particular for English learners, diverse learners, and struggling student. Branching Minds will be used to create, to implement, and to progress monitor academic and SEL interventions for Tier 2 and Tier 3 students. Diverse learners will learn in the least restrictive environment taking into consideration students' IEP.



Indicators of a Quality CIWP: Root Cause Analysis

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

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Theory of Action

What is your Theory of Action?

If we...

If Tier 1 instruction is scaffolded and differentiated for all students to have access to on-grade level content as well as Tier 2 and Tier 3 students get appropriate interventions within the most conducive learning environment,



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.

Resources:

then we see...

## Inclusive & Supportive Learning Environment

Then we see students receiving tiered support such as strategies, interventions, services, and/or enrichment, which will support students academic and/or social emotional learning needs. In addition, small group instruction and student discussion are at the core of Tier 1 instruction,



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...

Which leads to fully implement structures to support tier movement in Reading for all students (Diverse Learners, English learners, and D or F across the content areas) by 10% from Tier 3 to Tier 2 and 20% from Tier 2 to Tier 1. In Math for all students (Diverse Learner, ESL, and D or F in Math) by 10% from Tier 3 to Tier 2 and 25% from Tier 2 to Tier 1. SEL and Student Support for all students will move 20% from Tier 3 to Tier 2.



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### Implementation Plan

Resources:

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

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

#### Team/Individual Responsible for Implementation Plan

ILT, Climate and Cultural Team, BHT, MTSS Team, and Dual Language Team

#### Dates for Progress Monitoring Check Ins

Q1	10/20/2023	Q3	03/22/2024
Q2	12/21/2023	Q4	06/06/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
<b>Implementation Milestone 1</b>	All students receive scaffolded and differentiated Tier 1 instruction in all content areas.	All Carson Teachers and Staff members	Ongoing	Select Status
<b>Action Step 1</b>	All teachers will implement CHAMPS with fidelity, so that students are successful during instruction.	All classroom teachers	Ongoing	Select Status
<b>Action Step 2</b>	ELPT will collaborate with all teachers to ensure English learners receive the appropriate support to gain access to grade-level instruction. Therefore, the classroom teacher will implement with fidelity the identified ESL strategies.	Classroom teachers and ELPT	Ongoing	Select Status
<b>Action Step 3</b>	Teachers will implement small group instruction and student discussions for all students as a way to differentiate Tier 1 instruction.	All classroom teachers	Ongoing	Select Status
<b>Action Step 4</b>	Students will take ownership of their learning as the teacher models, provides feedback and provides formative assessment to advance student learning during instruction.	All classroom teachers	Ongoing	Select Status
<b>Action Step 5</b>	Diverse learner teachers will implement Tier 1 instruction on a daily basis, so that all diverse learners have access to on-grade level curriculum with the appropriate accommodations and modifications. Instructional coach will observe, model and provide feedback on diverse learner teachers' practice to advance diverse learner students' academic achievement.	Case Manager, Diverse learner teachers and coach	Ongoing	Select Status
<b>Implementation Milestone 2</b>	Tier 2 and Tier 3 students are to receive academic and social emotional intervention programs with fidelity.	All classroom teachers and if needed related service providers	Ongoing	Select Status
<b>Action Step 1</b>	Classroom teachers will utilize Amira (Reading) and Freckle (Math) during small group instruction as interventions for Tier 2 and Tier 3 as well as teachers providing their own interventions.	All classroom teachers	Ongoing	Select Status
<b>Action Step 2</b>	ESP and College tutors will provide interventions for Tier 3 students	ESP, College Tutors, and all classroom teachers	Ongoing	Select Status
<b>Action Step 3</b>	School counselors will provide whole class SEL interventions by enhancing PATHS and Second Step Curriculum as well as developing classroom teachers' SEL skills.	School counselors	Ongoing	Select Status
<b>Action Step 4</b>	Tier 2 and Tier 3 students will participate in after school tutoring or summer school programs.	All classroom teachers	Ongoing	Select Status
<b>Action Step 5</b>	Teachers will implement Restorative Practices to redirect	All classroom teachers	Ongoing	Select Status
<b>Implementation Milestone 3</b>	MTSS Committee will evaluate the Areas of Growth and Areas of Success of the MTSS Continuum components by determining the root cause of each Area of Growth.	MTSS Committee	Ongoing	Select Status
<b>Action Step 1</b>	MTSS team will lead the implementation of Carson's Core Curriculum across the content areas, which is aligned with grade-level standards and provides differentiated instruction, so that 80% of students' needs are met at Tier 1. Furthermore, teachers will review students formative and summative assessments results to differentiate instruction for 80% of the students to meet or exceed expectations as measured by summative assessment data that is aligned with Tier 1 instruction.	MTSS Committee and all Carson teachers	Ongoing	Select Status
<b>Action Step 2</b>	MTSS team will collaborate with all teachers to track Universal screening plans (Star 360, iReady, EL screeners) for ELA and Math to determine if progress is occurring effectively for tier movement.	MTSS Committee	Ongoing	Select Status
<b>Action Step 3</b>	Student supports will be implemented with fidelity as all well-documented interventions will be entered in Branching Minds. MTSS will collaborate with teachers to determine if supports for interventions are to be adjusted by implementing CPS curated and approved resources.	MTSS Committee and all Carson teachers	Ongoing	Select Status
<b>Action Step 4</b>	MTSS will evaluate the effectiveness and deficiencies of progress monitoring to make adjustments. To determine the impact on how effective progress monitoring has been, student attendance, student behavior and other external factors will be considered.	MTSS Committee	Ongoing	Select Status
<b>Action Step 5</b>	MTSS will lead all teachers in the evaluation and interpretation of student data to determine the effectiveness of support and services provided, so that Tier 1 instruction is adjusted.	MTSS Committee and all Carson teachers	Ongoing	Select Status
<b>Implementation Milestone 4</b>	Teachers will progress monitor students on a weekly, biweekly or monthly basis according to their tier	All Carson teachers	Ongoing	Select Status
<b>Action Step 1</b>	Teachers will conduct running records during small group instruction to determine student movement across the tiers.	All Carson teachers	Ongoing	Select Status

<b>Action Step 2</b>	Teachers and interventionist will use Branching Minds to create, implement and monitor interventions for Tier 2 and Tier 3 students.	All Carson teachers and Interventionist	Ongoing	Select Status
<b>Action Step 3</b>	Teachers and interventionist will implement guided reading (ARC Toolkit, Book Room, and/or text sets) on a daily basis and progress monitor Tier 2 and Tier 3 students on Fridays to determine if intervention has been working.	All Carson teachers and Interventionist	Ongoing	Select Status
<b>Action Step 4</b>	Teachers will utilize Star 360, i-Ready, IRLA, and/or ENIL to determine students academic progress from BOY to MOY, and from MOY to EOY. Such progress monitoring will determine the effectiveness of the Tier 1 instruction's supports and differentiation.	All Carson teachers	Ongoing	Select Status
<b>Action Step 5</b>	Teachers will utilize Amira, Freckle, and other intervention programs to track student's academic progress and set achievable goals within a realistic time frame.	All Carson teachers	Ongoing	Select Status

**SY25-SY26 Implementation Milestones**

<b>SY25 Anticipated Milestones</b>	100% of Carson teachers are teaching on grade level curriculum every day with rigorous differentiated instruction, learning tasks, and common grade level assessments.	
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<b>SY26 Anticipated Milestones</b>	100% of Carson teachers are teaching on grade level curriculum everyday with rigorous differentiated instruction, learning tasks, and common grade level assessments.	
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[Return to Top](#) **Goal Setting**

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

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

**Resources:**

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

**Performance Goals**

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Numerical Targets [Optional]			
				Baseline	SY24	SY25	SY26
At least 20% of Pk-8 grade students from Tier 3 should be moved to Tier 2 and 11% from Tier 2 to Tier 1 on universal screenings.	Yes	IAR (English)	Overall	Reading Tier 1: 365 Tier 2: 126 Tier 3: 151	Reading Tier 1: 405 Tier 2: 151 Tier 3: 121	Reading Tier 1: 422 Tier 2: 121 Tier 3: 97	Reading Tier 1: 435 Tier 2: 97 Tier 3: 78
			NA				
At least 20 % of Pk-8 grade students from Tier 3 should be moved to Tier 2 and 14% from Tier 2 to Tier1 on the universal screenings.	Yes	IAR (Math)	Overall	Math Tier 1: 392 Tier 2: 170 Tier 3: 104	Math Tier 1: 435 Tier 2: 136 Tier 3: 83	Math Tier 1: 454 Tier 2: 109 Tier 3: 66	Math Tier 1: 469 Tier 2: 87 Tier 3: 53
			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&W:3 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.	At least 20% of students in Tier 3 will move to Tier 2 and at least 11% of students will move from Tier 2 to Tier 1 through after school programs targeting students' needs.	At least 23% of students in Tier 3 will move to Tier 2 and at least 14% of students will move from Tier 2 to Tier 1 through after-school programs targeting students' needs.	At least 26% of students in Tier 3 will move to Tier 2 and at least 17% of students will move from Tier 2 to Tier 1 through after-school programs targeting students' needs.
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.	At least 70% of teachers will create, implement, and progress monitor academic intervention plans in the Branching Minds platform for Tiers two and three students.	At least 80% of teachers will create, implement, and progress monitor academic intervention plans in the Branching Minds platform for Tiers two and three students.	At least 90% of teachers will create, implement, and progress monitor academic intervention plans in the Branching Minds platform for Tiers two and three students.
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	100% of K-2 teachers will implement I-ready assessments 3 times a year and 100% of 3-8 will implement Star 360 three times a year. All teachers will implement a monthly interim assessment to progress monitor students toward end-of-year goals.	100% of K-2 teachers will implement I-ready assessments 3 times a year and 100% of 3-8 grade teachers will implement Star 360 three times a year. 100% of teachers will implement a monthly interim assessment to progress monitor students toward end-of-year goals.	100% of K-2 teachers will implement I-ready assessments 3 times a year and 100% of 3-8 will implement Star 360 three times a year. 100% of teachers will implement a monthly interim assessment to progress monitor students toward end-of-year goals.

[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
At least 20% of Pk-8 grade students from Tier 3 should be moved to Tier 2 and 11% from Tier 2 to Tier 1 on universal screenings.	IAR (English)	Overall	Reading Tier 1: 365 Tier 2: 126 Tier 3: 151	Reading Tier 1: 405 Tier 2: 151 Tier 3: 121	Select Status	Select Status	Select Status	Select Status
		NA			Select Status	Select Status	Select Status	Select Status
At least 20 % of Pk-8 grade students from Tier 3 should be moved to Tier 2 and 14% from Tier 2 to Tier1 on the universal screenings.	IAR (Math)	Overall	Math Tier 1: 392 Tier 2: 170 Tier 3: 104	Math Tier 1: 435 Tier 2: 136 Tier 3: 83	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&W:3 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.	At least 20% of students in Tier 3 will move to Tier 2 and at least 11% of students will move from Tier 2 to Tier 1 through after school programs targeting students' needs.	Select Status	Select Status	Select Status	Select Status
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.	At least 70% of teachers will create, implement, and progress monitor academic intervention plans in the Branching Minds platform for Tiers two and three students.	Select Status	Select Status	Select Status	Select Status
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	100% of K-2 teachers will implement I-ready assessments 3 times a year and 100% of 3-8 will implement Star 360 three times a year. All teachers will implement a monthly interim assessment to progress monitor students toward end-of-year goals.	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"/>					

## Parent and Family Plan

If Checked:	<input checked="" type="checkbox"/>	<b>Our school is a Title I school operating a Schoolwide Program</b> 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"/>	<b>Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)</b>
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 academic priority areas include student academic achievement in reading and math as parents gain knowledge and strategies how to support their child in school.  
Parent Conferences - \$250;  
Travel Expenses to visit universities - \$900;  
Parent Trainings - \$3,500;  
Supplies - \$789;  
Food - \$800



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