

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 
Natasha Buckner	Principal	nlbuckner@cps.edu
Heather Van Lear	AP	hawantoch@cps.edu
Nate Tubbs	LSC Member	natetubbs@gmail.com
Sonya Rich	Parent	socarich@gmail.com
Marisol Rivas	Teacher Leader	mrivas@cps.edu
Erykah Taliaferro	Teacher Leader	emtaliaferro1@cps.edu
Lisa Hunter	Teacher Leader	lhunter15@cps.edu
Karina Cruz	Teacher Leader	kcruz@cps.edu
	Select Role	
	Select Role	
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date 	Planned Completion Date 
Team & Schedule	6/23/23	6/23/23
Reflection: Curriculum & Instruction (Instructional Core)	6/26/23	7/17/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/26/23	7/17/23
Reflection: Connectedness & Wellbeing	6/26/23	7/17/23
Reflection: Postsecondary Success	6/26/23	7/17/23
Reflection: Partnerships & Engagement	6/26/23	7/17/23
Priorities	7/17/23	7/24/23
Root Cause	7/24/23	7/28/23
Theory of Action	7/28/23	8/3/23
Implementation Plans	8/3/23	8/16/23
Goals	8/16/23	8/30/23
Fund Compliance	8/30/23	8/30/23
Parent & Family Plan	8/30/23	8/30/23
Approval	September 2023	

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	10/18/2023
Quarter 2	1/17/2023
Quarter 3	3/20/2024
Quarter 4	05/15/2024

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed 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.	Powerful Practices Rubric Learning Conditions
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness 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.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document

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 Improvement in percentage of students in green (on grade level) in all grade levels in reading and math
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 6th Math BOY 9 students / EOY 7 students
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What is the feedback from your stakeholders?

Students do not feel work in meaningful. Students are not understanding their goals on assessments. 9 out of 16 families felt that their child was not challenged in their classes.

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?

Go Math is no longer a supported curriculum so school is adopting Skyline Math for the 2023 - 2024 school year. Consistently review data during team meetings and staff professional development days. Staff host parent data meetings twice a year.

What student-centered problems have surfaced during this reflection?

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

Students do not have access to high quality work for math. Students do not have access to consistent research based strategies. Students do not understand their goals on assessments.

- [iAR \(Math\)](#)
- [iAR \(English\)](#)
- Rigor Walk Data (School Level Data)
- [PSAT \(EBRW\)](#)
- [PSAT \(Math\)](#)
- [STAR \(Reading\)](#)
- [STAR \(Math\)](#)
- [iReady \(Reading\)](#)
- [iReady \(Math\)](#)
- [Cultivate](#)
- [Grades](#)
- [ACCESS](#)
- [TS Gold](#)
- [Interim Assessment Data](#)

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics


Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey
		MTSS Integrity Memo

Staff are not using Branching Minds. Due to staffing shortages some students are not receiving all of their minutes from a special education teacher. The school is in compliance with IEP / 504 meetings and deadlines. We have 100% parent participation in IEP/504 meetings.


- Unit/Lesson Inventory for Language Objectives (School Level Data)
- [MTSS Continuum](#)
- [Roots Survey](#)
- [ACCESS](#)

No	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.	

What is the feedback from your stakeholders?

15 out of 16 parents feel that the school is supporting academic needs. 

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

Branching Minds Professional Development will take place during the 2023-2024 school year. 5th and 8th grade took the Biliteracy exam and 100% are on track for the Seal of Biliteracy award in high school. We have a part time EL coordinator. The EL coordinator facilitated professional development for our EL students. Our DL teachers provide all staff with access to IEP's and 504's. Our case manager conducts professional development for all staff as it relates to diverse learner students. 


- [MTSS Academic Tier Movement](#)
- [Annual Evaluation of Compliance \(ODLSS\)](#)
- [Quality Indicators of Specially Designed Curriculum](#)
- [EL Program Review Tool](#)

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.


[Return to Top](#) **Connectedness & Wellbeing**

Using the associated references, is this practice consistently implemented?	References
Partially	BHT Key Component Assessment SEL Teaming Structure
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.

What are the takeaways after the review of metrics?

All students have access to after school programming 
 Use of Paths or Emozi and Calm Classroom in all homerooms
 Daily attendance incentive (school wide)
 Staff create classroom attendance plans
 5 and 10 day absent letters sent
 Parent meeting requests are made for students with low attendance
 Targeted Learning Plans include attendance below 95%
 We did note that we have a Behavioral Health Team and that there is a SEL curriculum. There is no Climate and Culture Team
Attendance (K - 8th grade)
 8th grade had 96.28 attendance percentage which is above the district target o 95%
 1st grade had the lowest attendance percentage rate as a class: 86.98%
 Grades K, 2nd-7th are all under 95% attendance
 Overall attendance in K-8 was 92.52%
5 Essentials Report
 100% of staff and student participation

What is the feedback from your stakeholders?

15 out of 16 parents said they felt connected to the school. Students reported not feeling safe. 

- Metrics**
- [% of Students receiving Tier 2/3 interventions meeting targets](#)
 - [Reduction in OSS per 100](#)
 - [Reduction in repeated disruptive behaviors \(4-6 SCC\)](#)
 - [Access to OST](#)
 - [Increase Average Daily Attendance](#)
 - [Increased Attendance for Chronically Absent Students](#)
 - [Reconnected by 20th Day, Reconnected after 8 out of 10 days absent](#)
 - [Cultivate \(Belonging & Identity\)](#)
 - Staff trained on alternatives to exclusionary discipline (School Level Data)
 - [Enrichment Program Participation: Enrollment & Attendance](#)

Partially	<p>Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.</p>	
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>Students do not have skills to solve problems. Student do not have trusting relationships with teachers and peers. Students are not attending school. 🍌</p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>There is non implementation of Branching Minds so staff will participate in professional development on Branching Minds. Will work on creating a climate and culture team. 🍌</p>

[Student Voice Infrastructure](#)

[Reduction in number of students with dropout codes at EOY](#)

[Return to Top](#) **Postsecondary Success**





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

	Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
No	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	<p>On Track Report (3rd - 8th grade) 🍌</p> <p>Have 65% of students on track for grades, attendance and grade point average</p> <p>For attendance there are 7 students that are below 85% attendance</p> <p>No students are below a 2.0 grade point average</p> <p>Most students have above a 3.0 grade point average</p> <p>Most A's in Science and Social Studies</p> <p>Most C's in Math (27%) followed by English (19%)</p> <p>About 40% of grades in subjects are B's</p> <p>100% 8th grade graduation</p>	<p>Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECCE</p> <p>3 - 8 On Track</p> <p>Learn, Plan, Succeed</p> <p>% of KPIs Completed (12th Grade)</p> <p>College Enrollment and Persistence Rate</p> <p>9th and 10th Grade On Track</p>
No	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		
No	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit	<p>What is the feedback from your stakeholders? 🍌</p> <p>All families felt that their student was prepared for the next grade level.</p>	<p>Cultivate (Relevance to the Future)</p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).			
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric		
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity? 🍌</p> <p>100% of students complete high school applications. Students in 7th and 8th grade are offered algebra and can participate in the algebra exit exam. 8th graders can take a computer science course. For school year 2023-2024 8th grade students who passed algebra will be offered geometry with the virtual academy.</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.

🍌

Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
<p>Yes</p>	<p>The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.</p>	<p>Cultivate Survey (5th - 8th grade) </p> <p>Affirming Identities - 68 Second highest rating of all categories Classroom Communities - 54 7th grade - 53 / 8th grade - 32 Feedback for growth - 69 Highest rating for all categories Learning Goals - 65 8th grade lowest at 36 Meaningful Work - 48 Lowest score 7th grade - 34 / 8th grade - 31 By subject - English was the lowest - 35 and Science was the highest - 65 Student Voice - 52 7th grade - 38 / 5th grade highest - 71 Supportive Teaching - 65 5th grade highest - 78 / 8th grade lowest - 52 Teacher Caring - 55 5th grade highest - 80 / 8th grade lowest - 35 Well Organized Classroom - 62 5th grade highest - 71 / 8th grade lowest - 49 Overall 5th grade had the highest averages 7th and 8th grade has some of the lowest scores</p> <p>5 Essentials: My School My Voice (4th - 8th grade) Yellow for Supportive Environment - This is based on student feedback Biggest areas of change (in the negative): Peer Support for academic work (-34) Student-Teacher trust (-27) Students rated English and Math instruction, Academic Press and Academic Professionalism as Strong, but all saw decreases from last year's survey Lowest Score area was Safety. This is based on student feedback Very Strong for: Quality Professional Development, Program Coherence, Teacher-Parent Trust and Collective Responsibility. These are all from teacher feedback</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p> <p>5E: Supportive Environment</p>
<p>Yes</p>	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>	<p>5 Essentials: My School My Voice (4th - 8th grade) Yellow for Supportive Environment - This is based on student feedback Biggest areas of change (in the negative): Peer Support for academic work (-34) Student-Teacher trust (-27) Students rated English and Math instruction, Academic Press and Academic Professionalism as Strong, but all saw decreases from last year's survey Lowest Score area was Safety. This is based on student feedback Very Strong for: Quality Professional Development, Program Coherence, Teacher-Parent Trust and Collective Responsibility. These are all from teacher feedback</p>	<p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
<p>Yes</p>	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p>	<p>What is the feedback from your stakeholders? </p> <p>Parents would like more whole family engagement activities</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity? </p> <p>Partnering with the Island Civic Association to have 1st Friday's where we open the school playlot for a few hours for the community to use. </p>		

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of metrics?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Yes	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

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

Resources:

Students...
do not have consistent research based strategies to help.

[Determine Priorities Protocol](#)



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

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

Resources:

As adults in the building, we...
need further support and understanding on how to practice and implement research based strategies in our instruction to help students.

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



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

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What is your Theory of Action?

If we....
 If we participate in professional development in reading and math, consistently check in and follow up on implementation of Skyline and instructional best practices, consistently progress monitor with data analysis and create systems and structures for progress monitoring of academic achievement

then we see....
 Then we see teachers implementing supports, delivering rigorous instruction, implementing the curriculum with fidelity, using data to adjust and differentiate instruction and students engaging in rigorous tasks

which leads to...
 Which leads to increase in student outcomes in all subjects, increase in the number of students moving benchmarks in Branching Minds and an increase in growth on benchmark assessments.

Resources:

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

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Resources:

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



Team/Individual Responsible for Implementation Plan
 Instructional Leadership Team

Dates for Progress Monitoring Check Ins
 Q1 10/18/2023 Q3 3/20/2024
 Q2 1/17/2023 Q4 05/15/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	100% of teacher effectively implementing core curriculum	Instructional Leadership Team and Instructional Coach	May 3, 2024	Select Status
Action Step 1	Hire an Instructional Coach to support implementation of the core curriculum	Administration	December 2023	Select Status
Action Step 2	All staff sign up for and attend ongoing training for curriculum as: Rigor Walks, Differentiation, Co-teaching, Skyline, Branching Minds, and implementation through Universal Professional Learning Plan.	All teachers and paraprofessionals respectively for grade and content area.	CPS Professional Learning dates	Select Status
Action Step 3	ILT members review and provide feedback on teachers' lesson/unit plans to ensure use of the core curriculum during grade level meetings bi-weekly.	ILT members respectively for grade and content area.	October 2023	Select Status
Action Step 4	ILT members conduct rigorwalks to observe, collect data, provide feedback during grade level teams on implementation of core curriculum monthly.	ILT members respectively for grade and content area.	February 9, 2024	Select Status
Action Step 5	Identify tiered levels of support for curriculum implementation.	ILT members respectively for grade and content area.	October 26, 2023	Select Status
Implementation Milestone 2	All teachers implement a high quality, well-documented student support plan through Multi-tiered Systems of Support.	Teachers and Paraprofessionals	June 2023	Select Status
Action Step 1	Identify tiered interventions for literacy math and social emotional learning and behavioral health.	Teachers, Paraprofessionals Counselor and Restorative Justice Coordinator	October 2023	Select Status
Action Step 2	Organize data during the beginning of year, middle of year and end of year for tiered supports.	Teachers and Instructional Leadership Team	September 2023 February 2024 May 2024	Select Status
Action Step 3	Host Parent Data Meetings to include information on Multi-tiered Systems of Support and resources to support student learning.	Teachers and Paraprofessionals	September 2023 February 2024 May 2024	Select Status


Action Step 4	Create a process for referral, status and communicating for parents and staff of tiered levels of student support while ensuring students are receiving interventions through documentation and observations.	Multi-tiered Systems of Support Team Instructional Leadership Team	October 2023	Select Status
Action Step 5	Ensure student plans are being updated and shared with stakeholders every 5 weeks.	Multi-tiered Systems of Support Team Instructional Leadership Team	August 2023 - June 2024	Select Status
Implementation Milestone 3	All staff engage in progress monitoring to provide targeted student support.	Teachers and Paraprofessionals	June 2024	Select Status
Action Step 1	Create a progress monitoring schedule.	Multi-tiered Systems of Support Team Instructional Leadership Team	October 2023	Select Status
Action Step 2	Engage in professional development focused on progress monitoring with Branching Minds.	All Staff	August 2023 - August 2026	Select Status
Action Step 3	Engage in monthly data analysis using Branching Minds.	Teachers and Paraprofessionals	Monthly, beginning November 1, 2023	Select Status
Action Step 4	Share Branching Minds data bi weekly via the Staff Bulletin	Multi-tiered Systems of Support Team Instructional Leadership Team	November 2023 - June 2024	Select Status
Action Step 5	Engage students in intervention programs as Amira and Freckle.	Teachers and Paraprofessionals	Daily	Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones




SY25 Anticipated Milestones	Anticipated Milestones 60% of teachers differentiate core instruction 100% of interventions are within the CPS curated list 100% of interventions are documented and monitored within the Branching Minds Platform 60% of student support plans and supports are implemented with fidelity 60% of teachers regularly progress monitor and implement actions in Branching Minds and using multiple data points	
SY26 Anticipated Milestones	100% of teachers effectively differentiate core instruction 100% of interventions are within the CPS curated list 100% of interventions are documented and monitored within the Branching Minds Platform 100% of student support plans and supports are implemented with fidelity 100% of teachers regularly progress monitor and implement actions in Branching Minds and using multiple data points.	

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

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

Performance Goals

Specify the Goal 	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 	Numerical Targets [Optional] 		
					SY24	SY25	SY26
Increase student achievement in reading by having more students in grades K -2 meet and/or exceed performance levels	Yes	iReady (Reading)	Overall	49%	60%	70%	80%
			Select Group or Overall				

Jump to...	Priority Reflection	TOA Root Cause	Goal Setting Implementation Plan	Progress Monitoring	<i>Select the Priority Foundation to pull over your Reflections here =></i>	Curriculum & Instruction			
Increase student achievement in reading by having more students in grades 3rd - 8th meet and/or exceed performance levels	Yes	STAR (Reading)	Overall	42%	60%	70%	80%		
			<i>Select Group or Overall</i>						

Practice Goals

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

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

	SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	All teachers will engage in professional development focused on Skyline reading and mathematics while implementing the curriculum.	All teachers will engage in Learning cycles of lesson planning, examining student work, observations and providing feedback on the implementation of the Skyline Curriculum.	All teachers become proficient in delivering grade level instruction through the use of the Skyline curriculum.
<i>Select a Practice</i>			
<i>Select a Practice</i>			

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
Increase student achievement in reading by having more students in grades K -2 meet and/or exceed performance levels	iReady (Reading)	Overall	49%	60%	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
		<i>Select Group or Overall</i>			<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
Increase student achievement in reading by having more students in grades 3rd - 8th meet and/or exceed performance levels	STAR (Reading)	Overall	42%	60%	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
		<i>Select Group or Overall</i>			<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	All teachers will engage in professional development focused on Skyline reading and mathematics while implementing the curriculum.	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
<i>Select a Practice</i>		<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
<i>Select a Practice</i>		<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

All students have access to after school programming
 Use of Paths or Emozi and Calm Classroom in all homerooms
 Daily attendance incentive (school wide)
 Staff create classroom attendance plans
 5 and 10 day absent letters sent
 Parent meeting requests are made for students with low attendance
 Targeted Learning Plans include attendance below 95%
 We did note that we have a Behavioral Health Team and that there is a SEL curriculum. There is no Climate and Culture Team
 Attendance (K - 8th grade)
 8th grade had 96.28 attendance percentage which is above the district target o 95%
 1st grade had the lowest attendance percentage rate as a class: 86.98%
 Grades K, 2nd-7th are all under 95% attendance
 Overall attendance in K-8 was 92.52%
 5 Essentials Report
 100% of staff and student participation

What is the feedback from your stakeholders?

15 out of 16 parents said they felt connected to the school. Students reported not feeling safe.

What student-centered problems have surfaced during this reflection?

Students do not have skills to solve problems. Student do not have trusting relationships with teachers and peers. Students are not attending school.

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

There is non implementation of Branching Minds so staff will participate in professional development on Branching Minds. Will work on creating a climate and culture team.

Return to Top Determine Priorities

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

Students...
 do not have trusting relationships with teachers and peers.

Resources:

[Determine Priorities Protocol](#)



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

Return to Top Root Cause

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

As adults in the building, we...
 do not consistently attend professional development nor put systems and structures in place to implement SEL interventions.

Resources:

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



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

Return to Top Theory of Action

What is your Theory of Action?

If we....
 If we engage in professional development on establishing routines, expectations and social emotional learning, increase communication with parents, establish a Climate and Culture Team and restructure the Behavioral Health Team to create systems of support for staff to student and peer to peer relationships

Resources:



Indicators of a Quality CIWP: Theory of Action
 Theory of Action is grounded in research or evidence based practices.

then we see....

Then we see a universal language of school wide routines and expectations, students engaging in positive relationships with staff and peers



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.

which leads to...

Which leads to increased attendance rates, increase in the number of students feeling safe, a decrease in incident referrals and an increase in parent participation and increased trust with students and adults in the building.



[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

Behavioral Health and Climate and Culture Team

Dates for Progress Monitoring Check Ins

Q1 10/18/2023

Q3 3/20/2024

Q2 1/17/2023

Q4 05/15/2024

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Implementation Milestone 1: 100% of teacher effectively implementing core curriculum	Instructional Leadership Team and Instructional Coach	May 3, 2024	Select Status
Action Step 1	Hire an Instructional Coach to support implementation of the core curriculum	Administration	December 2023	Select Status
Action Step 2	All staff sign up for and attend ongoing training for curriculum such as : Differentiation, Co-teaching, Skyline, Branching Minds, Rigor Walks and implementation through Universal Professional Learning Plan.	All teachers and paraprofessionals respectively for grade and content area.	CPS Professional Learning dates	Select Status
Action Step 3	ILT members review and provide feedback on teachers' lesson/unit plans to ensure use of the core curriculum during grade level meetings bi-weekly.	ILT members respectively for grade and content area.	October 2023	Select Status
Action Step 4	ILT members conduct rigorwalks to observe, collect data, provide feedback during grade level teams on implementation of core curriculum monthly.	ILT members respectively for grade and content area.	February 9, 2024	Select Status
Action Step 5	Document social emotional learning interventions in Branching Minds.	All teachers and paraprofessionals respectively for grade and content area.	September 2023	Select Status
Implementation Milestone 2	All staff communicate regularly with the school community regarding specific Social and Emotional Learning resources.	Instructional Leadership Team	September 2024	Select Status
Action Step 1	All staff engage parents in discussions about academics and social behaviors during Report Card Pick up conferences.	All teachers and paraprofessionals respectively for grade and content area	October 2024 May 2025	Select Status
Action Step 2	All staff host quarterly parent meetings focused on Social and Emotional Learning curriculum and services.	Cultivate Team	June 2025	Select Status
Action Step 3	All staff host parent data meetings focusing on student data and targeted learning plans three times a year.	All teachers and paraprofessionals respectively for grade and content area.	June 2024	Select Status
Action Step 4	All staff post Social and Emotional Learning curriculum and resources on SNAP!	All teachers and paraprofessionals respectively for grade and content area.	June 2024	Select Status

Action Step 5	Host Open House in the beginning of the year to inform parents	Instructional Leadership Team	September 2024	Select Status
Implementation Milestone 3	All staff implement high quality, well documented levels of support through the Climate and Culture Team.	Teachers and Paraprofessionals	June 2023	Select Status
Action Step 1	Administration will establish a Climate and Culture Team and identify a lead as well as establishing a shared vision for School-wide Social and Emotional Learning.	Climate and Culture Team Administration	September 2023	Select Status
Action Step 2	Conduct observations and surveys to determine how safe students feel in specific areas of the school (i.e. bathrooms, hallways, etc.)	Instructional Leadership Team and Climate and Culture	November 2023	Select Status
Action Step 3	Use data to build a schedule for increased adult supervision in most troubled areas and times of day and refine student practices and experiences.	Instructional Leadership Team	June 2024	Select Status
Action Step 4	Establish and teach a system for students to anonymously report bullying and cyberbullying.	Restorative Justice Coordinator and Security	June 2024	Select Status
Action Step 5	Engage the school community in morning announcements to include elements of Social and Emotional Learning programming as a calm classroom, PATHS staff person and positive vibe of the day, talking circles and community building experiences.	Climate and Culture Team	September 2023	Select Status
Implementation Milestone 4				Select Status
Action Step 1	Administration will establish a Behavioral Health Team and lead as well as establishing school wide expectations.	Administration	September 2023	Select Status
Action Step 2	The Behavioral Health Team will create clear methods of communication about mental health programs and initiatives across staff and programs.	Behavioral Health Team	November 2023	Select Status
Action Step 3	Conduct focus groups with students to obtain their perception of needs related to mental health and services.	Behavioral Health Team	November 2023	Select Status
Action Step 4	Engage in data reviews to measure progress of behavioral and mental health services. Collect and analyze a variety of data as: referrals, screeners, discipline, grades and attendance using systems of Branching Minds.	All teachers and paraprofessionals respectively for grade and content area.	June 2024	Select Status
Action Step 5	Engage in professional development focused on mental health concerns like trauma or depression. creating an environment of respect, rapport and managing student behaviors.	All teachers and paraprofessionals respectively for grade and content area.	June 2023	Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	60% of teachers differentiate core instruction 100% of interventions are within the CPS curated list 100% of interventions are documented and monitored within the Branching Minds Platform 60% of student support plans and supports are implemented with fidelity 60% of teachers regularly progress monitor and implement actions in Branching Minds and using multiple data points	
SY26 Anticipated Milestones	100% of teachers effectively differentiate core instruction 100% of interventions are within the CPS curated list 100% of interventions are documented and monitored within the Branching Minds Platform 100% of student support plans and supports are implemented with fidelity 100% of teachers regularly progress monitor and implement actions in Branching Minds and using multiple data points.	

[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:

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
Increase the number of students in grades 3rd -8th on track for	Yes	3 - 8 On Track	Overall	64%	70%	75%	80%

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Connectedness & Wellbeing			
Reflection	Root Cause	Implementation Plan						
grades 3rd -8th on track for attendance and grades.	Yes			Select the Priority Foundation to pull over your Reflections here =>	Select Group or Overall			
Improve student experiences by providing a strong supportive environment.	No	5E: Supportive Environment		Overall	Neutral	Strong	Strong	Strong
				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:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Climate and Culture Team will organize for collaborative work and engage in professional development showing strong evidence of implementation on the TOOL: Indicators of Schoolwide SEL Walkthrough Protocol, Cultivate Survey and student attendance.	Climate and Culture Team rates as "3" indicating that classrooms are effectively promoting SEL but efforts are mostly teacher-led on the TOOL: Indicators of Schoolwide SEL Walkthrough Protocol, Cultivate Survey and student attendance.	Climate and Culture Team rates as "4" indicating strong evidence that SEL is internalized by students, teachers and parents by Indicators of Schoolwide SEL Walkthrough Protocol the Cultivate Survey and My Voice, My School Survey and student attendance.
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Behavioral Health Team will engage in professional development and show strong evidence of implementation on the End of Year Survey.	Behavioral Health team will show strong evidence of support as indicated on the MTSS Continuum and as indicated on the Cultivate Survey and student attendance.	Behavioral Health team will show exemplar evidence of support as indicated on the MTSS Continuum and as indicated on the Cultivate Survey and student attendance.
Select a Practice			

Return to Top SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase the number of students in grades 3rd -8th on track for attendance and grades.	3 - 8 On Track	Overall	64%	70%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Improve student experiences by providing a strong supportive environment.	5E: Supportive Environment	Overall	Neutral	Strong	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:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Climate and Culture Team will organize for collaborative work and engage in professional development showing strong evidence of implementation on the TOOL: Indicators of Schoolwide SEL Walkthrough Protocol, Cultivate Survey and student attendance.	Select Status	Select Status	Select Status	Select Status
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Behavioral Health Team will engage in professional development and show strong evidence of implementation on the End of Year Survey.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of metrics?

Empty text area for reflections on metrics.

What is the feedback from your stakeholders?

Empty text area for stakeholder feedback.

What student-centered problems have surfaced during this reflection?

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?

Empty text area for student-centered problems.

Empty text area for improvement efforts and impact.

Determine Priorities

[Return to Top](#)

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

Resources: 

[Determine Priorities Protocol](#)

Students...

Empty text area for student-centered problem.



Indicators of a Quality CIWP: Determine Priorities

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

Root Cause

[Return to Top](#)

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

Resources: 

[5 Whys Root Cause Protocol](#)

As adults in the building, we...

Empty text area for root cause.



Indicators of a Quality CIWP: Root Cause Analysis

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

Theory of Action

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What is your Theory of Action?

If we....

Resources: 

Empty text area for theory of action.



Indicators of a Quality CIWP: Theory of Action

Theory of Action is grounded in research or evidence based practices.

then we see....

which leads to...

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.

[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

Dates for Progress Monitoring Check Ins

Q1 10/18/2023 Q3 3/20/2024
 Q2 1/17/2023 Q4 05/15/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

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

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

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

Indicators of a Quality CIWP: Goal Setting

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

Resources:

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

Performance Goals

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

Practice Goals

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

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

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

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

Resources:

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

Performance Goals

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

Practice Goals

Progress Monitoring

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

If Checked:
Complete
IL-Empower
Section below

Our school receives school improvement funding through Title I, Part A, 1003 (IL-Empower)

This CIWP serves as your School Improvement Plan, which is required for schools in school improvement status (comprehensive or targeted) as identified by the Illinois State Board of Education (ISBE). The following section, "IL-Empower," addresses grant requirements, assurances, and alignment across your CIWP, grant budget, and state designation.

If Checked:
No action needed

**Our school DOES NOT receive school improvement funding through Title I, Part A, 1003 (IL-Empower).
(Continue to Parent & Family Plan)**



<p>Select a Goal</p>					
<p>Select a Goal</p>					
<p>Select a Goal</p>					

Parent and Family Plan

If Checked:



Our school is a Title I school operating a Schoolwide Program

This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.

Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections

If Checked:



Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)

No action needed

SCHOOL & FAMILY ENGAGEMENT POLICY

ESSA, Title I, Part A law requires schools to develop a parent and family policy that reflects their commitment to develop best engagement practices and maximizes meaningful consultation. Checking the boxes below indicates that your school understands and complies with each requirement listed.

- The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.
- At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.
- Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.
- Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.
- Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.
- Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.
- Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.
- Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.


SCHOOL & FAMILY COMPACT

Your school shall jointly develop, with parents, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. Checking off the statements below indicates your school will develop a compact that complies with each requirement. Compact statements will be housed at the school and shared with all parents.

- The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.
- The school will hold parent-teacher conferences.
- The school will provide parents with frequent reports on their children's progress.
- The school will provide parents reasonable access to staff.
- The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.
- The parents will support their children's learning.
- The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

The overarching goal for Title I Parent & Family Engagement funds is to increase student academic achievement through parental and family engagement and supporting skills development. In the box below, identify the academic priority areas around which your parent engagement & skills development will be aligned. As a reminder, use of your funds must occur in consultation with parents.

George Rogers Clark's mission is to provide Common Core Standards, bi-literacy, academic achievement and sociocultural competence-based instruction for all students. Establish an environment where mutual respect and positive relationships exist between students and staff, empowering students to become self-advocate learners. George Rogers Clark's vision is to prepare all students to be academically successful by developing the skills and knowledge necessary to be bi-literate productive citizens in a culturally diverse, global economy. 

George Rogers Clark mission and vision will be accomplished by continuously building the capacity of all stakeholders in which all grow; using data to refine practices and provide targeted support for areas of strength and growth.

Our family and parent engagement will include the following:
Host parent teacher conferences two times per year in person
Inform parents of their child's academic progress through progress reports, report cards, targeted learning plans
Host parent conferences Monday - Friday during non-instructional periods between the hours of 8:30 am - 3:30 pm
Host various family events as Open House and Family Nights
Inform parents of student performance data by hosting Parent Data Meetings
Inform parents of student performance by having teachers send home graded student assignments regularly.
Inform parents of the high school application process by hosting High School Informational parent meetings.
Providing parents with access to the Parent Portal to monitor student grades.
Providing parents access to SNAP! to communicate with staff and receive information about school events.
Providing parents with the opportunity to volunteer in accordance with the Chicago Board of Education Volunteer Policy. Teachers will identify parents to help with field trips, special projects and other class related activities.
Encouraging parents to participate in monthly Parent Advisory Council Meetings, Local School Council Meetings and the Bilingual Advisory Council Meetings. In addition, parents are encouraged to make appointments to consult with the principal or the assistant principal.
Encouraging students to come to school daily and providing incentives and awards as Attendance Incentives, Recognition in School Award Assemblies and individual classroom awards.

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