CIWP Team & Schedules

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).

Name ✍	Role ✍	Email ✍
Eboni Mixon	Principal	emmixon@cps.edu
Corey Allen	AP	ctallen1@cps.edu
Alycia Vang	Curriculum & Instruction Lead	alvang@cps.edu
Kelli Cole	Partnerships & Engagement Lead	kcole22@cps.edu
Tamrah Hammond	Teacher Leader	tjhammond@cps.edu
Kinya Willaby	Teacher Leader	kwillaby@cps.edu
Dessiree Malone	Inclusive & Supportive Learning Lead	dmalone9@cps.edu
Sharaka Simmons	Connectedness & Wellbeing Lead	ssimmons39@cps.edu
MTSS Interventionist	Inclusive & Supportive Learning Lead	
	Parent	
	LSC Member	
Latanya O'Connor	Other [Paraprofessional]	ltoconnor@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	5/31/23	5/31/23
Reflection: Curriculum & Instruction (Instructional Core)	6/8/23	6/8/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/14/23	6/14/23
Reflection: Connectedness & Wellbeing	6/21/23	6/21/23
Reflection: Postsecondary Success	6/28/23	6/28/23
Reflection: Partnerships & Engagement	6/28/23	6/28/23
Priorities	7/12/23	7/12/23
Root Cause	7/12/23	7/26/23
Theory of Acton	8/2/23	8/9/23
Implementation Plans	8/16/23	8/16/23
Goals	8/30/23	8/30/23
Fund Compliance	9/6/23	9/6/23
Parent & Family Plan	9/6/23	9/6/23
Approval	9/13/23	9/15/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates ✍	
Quarter 1	9/22/2023
Quarter 2	1/10/2024
Quarter 3	3/6/2024
Quarter 4	4/24/2024

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

Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	Students need support with growth mindset (challenging work with teacher support) and building cultural relevance in the learning. There is a lof of instructional growth in K-3 but not 4-8. ✍️	IAR (Math)
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading)
No	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	**What is the feedback from your stakeholders?** Student's self-esteem and performance is impacted by the relationships that they have with teachers/staff. ✍️ Parent and Community Feedback (8/28/23)	STAR (Math) iReady (Reading) iReady (Math)
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		Cultivate Grades ACCESS
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		TS Gold Interim Assessment Data
No	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**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?** Cycles of learning are consistent and connected to 1-on-1 coaching and GLM Teachers received support with Skyline planning and implementation both inside school and outside school PD Observational feedback weekly Structured support with how to read data (summative assessments - not formative) ✍️	

What student-centered problems have surfaced during this reflection?

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

The probem identified most prevalent in Curriculum & Instruction is due to a majority of students being below grade level. This problem arises from a lack of growth mindset (challenging work with teacher support, support with relevancy) and a lack of teacher relationships (receiving individual greetings, affirming identities). Teachers are not implementing non-summative assessments (weekly, daily) to progress monitor growth. ✍️

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	*After reviewing the metrics, there was a decrease in EL students but there are 2 out of 3 students expanding. There is a wonder why there was a decrease from 5 to 3 students overall. For SEL, there are 13% of students receiving support. For academics, there are 9.8% of student that received support. There needs to be better practice with documenting student interventions regularly. Tier 1 interventions are not documented. Next school year, interventions can be begin earlier. Staff received training late during the SY22/23. From the cultivate data, students see LESS THAN a growth mindset, belonging, identity safety, and agency. Student's top 3 priorities are feedback for growth, teacher caring, and* ✍️	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS
		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.		
No	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	
No	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual	
No	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	
No	There are language objectives (that demonstrate HOW students will use language) across the content.		

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.

Most DL students are not receiving inclusive instruction. There is a lack of DL and general education teachers integration and collaboration. There are a lack of students with IEPs receiving required minutes. MTSS needs strengthening with Branching Minds integration (progress monitoring). ✍

affirming identities. This can be interpreted as students needing more attention in individual and small group instruction. They want teachers/staff to get to know their interests/likes/dislikes. We must establish community in the classroom. The least amount of our Diverse Learners are in the LRE 1. The IEPs are written based on student's needs but there can be decisions made based on teacher's opinions.

What is the feedback from your stakeholders?

Staff will be encouraged to consider the LRE when completing IEPs. DL and general education teacher collaboration is lacking. Co-teaching models aren't occurring during inclusion instruction. For EL students, the environment can be more rich by having print friendly (ex: labeling classroom furniture in other languages). There can be more visuals with the classroom. Students within the LGBTQ+ community don't feel safe within the school environment. There is still language and practices involving language that doesn't include student's preferred pronouns. ✍

Community/Family (8/28/23):

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?

There is a mentoring program available that allows students to select their preferred spaces/pronouns. There are visuals available to signal support for students in the LGBTQ+ community with the counselor and social worker offices. Resources have been sent home as well. ✍

Student Survey Results (8/18/23)

MTSS Academic Tier Movement

Annual Evaluation of Compliance (ODLSS)

Quality Indicators of Specially Designed Curriculum

EL Program Review Tool

Connectedness & Wellbeing
Return to Top

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment / SEL Teaming Structure	More than half of students have chronic absenteeism. Overall student attendance is at 84.93%. Students are missing instruction due to possible concerns: technical/logistical problems, lack of connection to students, residency/transportation, clothing, cleanliness of uniform, lack of sleep, other responsibilities, etc. The YTP Misconduct Counts appears to be inaccurate data (will skip for now). The summer school enrollment data also appears inaccurate. 31% of the student population participated in OST. There wasn't good promotion of the OST program. There was a lack of communication from teachers to families overall. Some teachers used incentives. It was challenging to contact parents (phone, emails). There needs to be a better partnership between Dett and the Boys and Girls Club. There are 17 programs available (tutoring for different grades, volleyball, flag football, basketball, girls track, etc.). There were too many programs to fully invest in. Were students included in the creation of programs? Student voice should be included for future programs. Second Step is not being implemented school wide. Teachers were including SEL lessons but it was from other SEL curriculum. There were teachers using Second Step but not correctly completing the lessons in the system (click complete). Teachers may not had enough time to include SEL in their schedules. SEL should be put into the school schedule. Teacher needs modeling and walking through lesson completion. Teachers would like more hands on support with staff present in the building. Students don't feel like they belong and feel safe. There was a lot of change in staff for the students that completed these surveys. This created a lack of trust between students and teachers. We need consistent consequences for students in order to reinforce expectations in the building. We need strong staff for middle school. ✍	% 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
No	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		**What is the feedback from your stakeholders?** - Students don't feel safe at or after school (gang violence, general) - Residency has an impact on belonging/connectedness (attendance) - A lot of students are not getting sex and health education - No gym teacher - Disconnected to teachers / low teacher retention in upper grades - Adult SEL needed (goal-setting with teacher, one on one time) Parent and Community Feedback (8/28/23) Student mental health has been heavily impacted. They do not have an outlet to communicate what is bothering them and how they can even function through the conflict and problems they are facing. Students are depressed and do not have the proper resources. ✍	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
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		Student Voice Infrastructure
			Reduction in number of students with dropout codes at EOY

What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.	**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 attendance, connectedness to teachers, safety in/out of school (due to bullying and gang violence), better partnership with James/Jordan, stronger PBIS (Dett store/fun fridays, etc.), strengthen various teams (BHT, Culture & Climate, etc.) and consistent consequences. ✍	Phone calls and home visits occurred during the school year. School team are planning to continue more face to face contact with parents to understand the current barriers for families. ✍

Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)		**References**	**What are the takeaways after the review of metrics?**	**Metrics**
Partially	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	There isn't any data available for post secondary. ✍	Graduation Rate
				Program Inquiry: Programs/participation/attainment rates of % of ECCC
Partially	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		3 - 8 On Track
				Learn, Plan, Succeed
				% of KPIs Completed (12th Grade)
				College Enrollment and Persistence Rate
Partially	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit	**What is the feedback from your stakeholders?**	9th and 10th Grade On Track
			6th-8th grade should have completed Naviance but they didn't engage in it this school year. The main focus was on 8th graders going to high school. They aren't receiving the tools need to understand college and career readiness. There could have been collaboration with HBCUs, tour/trips, research, etc. There should be exposure as early as Kindergarten and experience as early as 6th grade. ✍	Cultivate (Relevance to the Future)
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).			Freshmen Connection Programs Offered (School Level Data)
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	**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?**	
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	Principal has a Dett Alumni work-related program to build connections between previous students and the current student population. There is great interest to include recent graduates. A good portion of students feel safe with returning for the summer programs. There was a career fair in the Spring 23. RJC Cole would like to have one in the Fall and Spring of the 23/24 SY. Students can also create their own fair/dress as they want to be. We need to create a one pager/flyer with opportunities to connect students. We have to be proactive and catch student's interest ahead of time. Students need access to life skill programs (financial literacy, caring for self, sense of work ethic, etc.). There can be internship opportunities for students to engage in internship ✍	

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.

There is a lack of exposure and experience to career, college, goal setting, and life skill opportunities.

internship opportunities for students to engage in internship experiences each quarter. There will be a princi-pal for each grade.

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	Our weakest category is supportive environment (weak). Our strongest category is effective leaders (neutral). The 5 Es overall is partially organized. Student's top areas of need are motivation, academic risk taking, and relevance to the future. Student top areas prioritized for learning conditions were feedback for growth, teacher caring, and affirming identities.	Cultivate

5 Essentials Parent Participation Rate

5E: Involved Families

5E: Supportive Environment |
| Partially | Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate. | Reimagining With Community Toolkit | | 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 | School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP). | Student Voice Infrastructure Rubric | | Formal and informal family and community feedback received locally. (School Level Data) |

What is the feedback from your stakeholders?

There are questions about what support looks like for students. What do students need more of? During the school year, many students expressed that teachers didn't listen to them or make them feel heard. Students have also expressed that they are always told "no" and given consequences as a whole (expressed by 6th and 8th grade). This was seen as unfair and was regularly expressed to the RJC. These consequences led to missed opportunities, classroom walk outs, and engagement with staff leadership. Stakeholders notice that these surveys were completed by 5th-8th grade students that had inconsistent instruction due to teacher vacancies. Every teacher didn't appear to build relationships with students. No relationship and class management led to consistent problems in the classroom. Students felt supported by the principal, assistant principal, RJC, dean, instructional coach, counselors, and social workers. Although staff are receving modeling by the administration on how to build relationships with the school community, there is still a lack of cohesiveness within the building. Stakeholders believe that basic needs have to be met in order to build connections with students. Some staff don't appear to want to build relationships.

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.

Student's don't feel a sense of belonging within their classroom environment. They would like to have a better connection and relationship with teachers. They would like to be heard.

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 administration has modeled how to engage and build relationships within the school community all year. The administration will highlight PBIS for students and staff. There will be visuals and list of expectations/incentives provided. There will be a focus on praise. If staff want support with relationship building and more there will be support after school hours. There is a current plan to create a parent room with a table, printer, and computers. Parents will have opportunities to volunteer and support the school community. There is a plan to distribute a parent survey to capture their needs. This will help make connections between the school, home, and community.

| Jump to... | Priority | TOA | Goal Setting | Progress |
| Reflection | Root Cause | Implementation Plan | | Monitoring |

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

Connectedness & Wellbeing

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
No	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

More than half of students have chronic absenteeism. Overall student attendance is at 84.93%. Students are missing instruction due to possible concerns: technical/logistical problems, lack of connection to students, residency/transportation, clothing, cleanliness of uniform, lack of sleep, other responsibilities, etc. The YTP Misconduct Counts appears to be inaccurate data (will skip for now). The summer school enrollment data also appears inaccurate. 31% of the student population participated in OST. There wasn't good promotion of the OST program. There was a lack of communication from teachers to families overall. Some teachers used incentives. It was challenging to contact parents (phone, emails). There needs to be a better partnership between Dett and the Boys and Girls Club. There are 17 programs available (tutoring for different grades, volleyball, flag football, basketball, girls track, etc.). There were too many programs to fully invest in. Were students included in the creation of programs? Student voice should be included for future programs. Second Step is not being implemented school wide. Teachers were including SEL lessons but it was from other SEL curriculum. There were teachers using Second Step but not correctly completing the lessons in the system (click complete). Teachers may not had enough time to include SEL in their schedules. SEL should be put into the school schedule. Teacher needs modeling and walking through lesson completion. Teachers would like more hands on support with staff present in the building. Students don't feel like they belong and feel safe. There was a lot of change in staff for the students that completed these surveys. This created a lack of trust between students and teachers. We need consistent consequences for students in order to reinforce expectations in the building. We need strong staff for middle school.

What is the feedback from your stakeholders?

- Students don't feel safe at or after school (gang violence, general)
- Residency has an impact on belonging/connectedness (attendance)
- A lot of students are not getting sex and health education
- No gym teacher
- Disconnected to teachers / low teacher retention in upper grades
- Adult SEL needed (goal-setting with teacher, one on one time)

Parent and Community Feedback (8/28/23)
 Student mental health has been heavily impacted. They do not have an outlet to communicate what is bothering them and how they can even function through the conflict and problems they are facing. Students are depressed and do not have the proper resources.

What student-centered problems have surfaced during this reflection?

Student attendance, connectedness to teachers, safety in/out of school (due to bullying and gang violence), better partnership with James/Jordan, stronger PBIS (Dett store/fun fridays, etc.), strengthen various teams (BHT, Culture & Climate, etc.) and consistent consequences.

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?

Phone calls and home visits occurred during the school year. School team are planning to continue more face to face contact with parents to understand the current barriers for families.

Return to Top | **Determine Priorities**

Resources: 🚀

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

Students...

Student wellbeing and sense of belonging (Students do not feel connected to school).
Low attendance percentage YTD (Over 20% of chronic absenteeism).
Staff lack of empathy and responsiveness is connected to how students feel at school and to learning. Students do not feel connected to teachers due to lack of SEL implementation, classroom behavioral systems, and relationship-building, which leads to a lack of attendance. Teachers allow a couple of behavioral high flyers to set the culture of the classroom and become burnt out.

✍️

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**

Resources: 🚀

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

As adults in the building, we...

1. Teachers are not practicing "soul care" - lack of emotional intelligence and different expectations.
2. They may not feel supported or valued - a space to be "heard" without judgement
3. The Dett culture has been negative in the past - they are used to toxicity, gossip, drama. They are not willing to accept change. There is a divide in culture between "new" and "old" staff.
4. Negativity is contagious, and staff/teacher leaders are not setting a positive tone and example. Certain people do not take pride in their work.
5. A lack of peer accountability and personal ownership of the school culture and student learning.

✍️

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....

Resources: 🚀

provide training, coaching, and monitoring on implementation of SEL curriculum/restorative practices/positive behavior management and implement a school-wide attendance system ✍️

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....

all stakeholders provide daily SEL instruction (curriculum and integrated), restorative practices, and tier 1 classroom behavior systems so that students support peers, communicate positively, and track daily attendance ✍️

which leads to...

50% decrease in level 4-5 disruptive classroom behaviors and an overall 9% attendance increase in students with chronic absenteeism by SY26. ✍️

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 ✍️

Culture and Climate Team

Dates for Progress Monitoring Check Ins

Q1	9/22/2023	Q3	3/6/2024
Q2	1/10/2024	Q4	4/24/2024

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	100% of teachers will implement daily student attendance trackers to support with identifying students at risk of chronic truancy, thus, resulting in an increase of those students attendance by 2% by the end of Quarter 1.	Teachers/Attendance Coordinator/Culture and Climate Team	10/25/23	Not Started
Action Step 1	Attendance Re-entry Plan for ALL students who were chronically absent in SY23.	Attendance Coordinator	9/5/23	Select Status
Action Step 2	Implementation of Daily Attendance Tracker	Classroom Teacher/Student	weekly	Select Status
Action Step 3	Monthly Attendance Incentives	Classroom Teacher/Attendance Coordinator	weekly	Select Status
Action Step 4	Assign Attendance Buddies	Culture and Climate Team	10/25/23	Select Status
Action Step 5	Weekly Recharge Periods for Absent Students	Assistant Principal/Dean	weekly	Select Status
Implementation Milestone 2	100% usage of Second Step for gen-ed classrooms by Quarter 2.	Counselors	12/21/23	Not Started
Action Step 1	Training for Second Step implementation and one-on-one check-ins with Gen-Ed Teachers (with materials)	Counselors	9/2/23	Select Status
Action Step 2	Counselors will monitor Second Step usage each week and send out weekly reports and class shout outs in the Newsletter	Counselors	10/2/23	Select Status
Action Step 3	Each classroom receives two observations of Second Step each month	Counselors	monthly	Select Status
Action Step 4	Counselors will meet weekly with teachers struggling to implement Second Step and model if needed	Counselors	10/28/22	Select Status
Action Step 5	Leadership team will check-in and support counselors as needed	Leadership Team	1/26/24	Select Status
Implementation Milestone 3	All classrooms conduct a Morning Meeting with individual greetings/check-ins for each student.	RJC Cole & Counselors	12/21/23	Not Started
Action Step 1	Training for Calm Classroom implementation and one-on-one check-ins with Gen-Ed Teachers (with materials).	Ms. Simmons	8/23/23	Select Status
Action Step 2	Each classroom receives two observations of Morning Meetings each month	RJC Cole & Counselors	10/25/23	Select Status
Action Step 3	Culture and Climate team provides one-on-one check-in for Morning Meetings for teachers not implementing consistently	Culture & Climate Team, Classroom Teachers, Team Leads	1/26/24	Select Status
Action Step 4	Provide a resource folder for Morning Meeting materials	Counselors	1/26/24	Select Status
Action Step 5	Leadership team will check-in and support counselors as needed	Leadership Team	1/26/24	Select Status
Implementation Milestone 4	Culture & Climate team will host a monthly connectedness event	Culture & Climate Team	1/31/24	Not Started
Action Step 1	C&C team will create a calendar of monthly C&C events and assign leads	Culture & Climate Team	8/22/23	Select Status
Action Step 2	C&C will check in on action steps during bi-weekly meetings	Culture & Climate Team	bi-weekly	Select Status
Action Step 3	C&C will plan quarterly field trips for students	Culture & Climate team	quarterly	Select Status
Action Step 4	C&C team will implement student surveys on connectedness & wellbeing	Culture & Climate team	9/22/23	Select Status
Action Step 5	Teachers will receive a conscious discipline training	Teachers	9/22/23	Select Status

Connectedness & Wellbeing

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones

Classroom Behavior Systems and Restorative Practices (Conscious Discipline) ✍️

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 ✍️	SY24	SY25	SY26
Decrease students with chronic absences by 9% at the end of the school year 26.	Yes	Increased Attendance for Chronically Absent Students	Overall	59.31% chronic absenteeism	56.31% chronic absentism	53.31% chronic absenteeism	50.31% absenteeism
			Select Group or Overall				
50% decrease in Level 4-6 SCCs by the end of SY26.	Yes	Reduction in repeated disruptive behaviors (4-6 SCC)	Overall	TBD	10% decrease in Level 4-6 SCCs	16% decrease in Level 4-6 SCCs	24% decrease in Level 4-6 SCCs
			Other [Students in grades 3rd - 6th]	TBD	10% decrease in Level 4-6 SCCs	16% decrease in Level 4-6 SCCs	24% decrease in Level 4-6 SCCs

Numerical Targets [Optional] ✍️

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 and BHT will push into grade levels monthly to present trainings, resources, and support for attendance and SEL. There will also be three Tier 2 SEL groups implemented by SY24. Culture & Climate will also host monthly connectedness events school-wide (all grades).	Add in mentorship groups (such as BAM / WOW) for tier 2 SEL needs. Each member of Culture & Climate is assigned a class to partner with attendance incentives and trackers. Students will go on one field trip a quarter to boost connectedness & community.	Identify which classes are not growing in SEL or attendance goals and create a intervention plan by inviting to C&C or BHT and determining action steps for implementation.
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Teachers and students implement daily attendance trackers during morning meeting. Students with 100% attendance receive weekly incentives. Attendance Plan will be implemented with supports for students with chronic absenteeism (such as home calls and phone visits).	100% of teachers host weekly attendance incentives. The school will also host monthly attendance incentives for students with 100% attendance for the month. Students who are absent receive school reentry support from staff and peers (such as notes).	Students with chronic absenteeism receive individualized attendance plans (such as color in the word "ATTENDANCE" for every day present) with their own percentage goals rewarded.
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Create a school environment that foster student voice and trusting student-adult relationships with 100% of classrooms implementing SEL curriculum in their classroom and at least 50% of teachers integrating SEL concepts in their content instruction.	100% of teachers will implement at least 2 restorative practices weekly and all teachers will receive Conscious Discipline training.	85% of the time, teachers model positive framing which also leads to 50% of student interactions to be supportive and positive inside and outside the classroom. Designated students act as peer mentors or "peace embassadors."

Return to Top

SY24 Progress Monitoring

Resources: 🚀

Below are the goals for this Theory of Action that were created

| Jump to... | Priority | TOA | Goal Setting | Progress |
| Reflection | Root Cause | Implementation Plan | | Monitoring |

Connectedness & Wellbeing

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

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
Decrease students with chronic absences by 9% at the end of the school year 26.	Increased Attendance for Chronically Absent Students	Overall	59.31% chronic absenteeism	56.31% chronic absentism	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
50% decrease in Level 4-6 SCCs by the end of SY26.	Reduction in repeated disruptive behaviors (4-6 SCC)	Overall	TBD	10% decrease in Level 4-6 SCCs	Select Status	Select Status	Select Status	Select Status
		Other [Students in grades 3rd - 6th]	TBD	10% decrease in Level 4-6 SCCs	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 and BHT will push into grade levels monthly to present trainings, resources, and support for attendance and SEL. There will also be three Tier 2 SEL groups implemented by SY24. Culture & Climate will also host monthly connectedness events school-wide (all grades).	Select Status	Select Status	Select Status	Select Status
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Teachers and students implement daily attendance trackers during morning meeting. Students with 100% attendance receive weekly incentives. Attendance Plan will be implemented with supports for students with chronic absenteeism (such as home calls and phone visits).	Select Status	Select Status	Select Status	Select Status
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Create a school environment that foster student voice and trusting student-adult relationships with 100% of classrooms implementing SEL curriculum in their classroom and at least 50% of teachers integrating SEL concepts in their content instruction.	Select Status	Select Status	Select Status	Select Status

| Jump to... | Priority | TOA | Goal Setting | Progress |
| Reflection | Root Cause | Implementation Plan | | Monitoring |

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

Curriculum & Instruction

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. |

| No | 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. |

| Partially | 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. |

| No | Evidence-based assessment for learning practices are enacted daily in every classroom. |

What are the takeaways after the review of metrics?

Students need support with growth mindset (challenging work with teacher support) and building cultural relevance in the learning. There is a lof of instructional growth in K-3 but not 4-8.

What is the feedback from your stakeholders?

Student's self-esteem and performance is impacted by the relationships that they have with teachers/staff.

Parent and Community Feedback (8/28/23)

What student-centered problems have surfaced during this reflection?

The probem identified most prevalent in Curriculum & Instruction is due to a majority of students being below grade level. This problem arises from a lack of growth mindset (challenging work with teacher support, support with relevancy) and a lack of teacher relationships (receiving individual greetings, affirming identities). Teachers are not implementing non-summative assessments (weekly, daily) to progress monitor growth.

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?

Cycles of learning are consistent and connected to 1-on-1 coaching and GLM
Teachers received support with Skyline planning and implementation both inside school and outside school PD
Observational feedback weekly
Structured support with how to read data (summative assessments - not formative)

Return to Top | **Determine Priorities**

Resources: 🚀

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

Students...

Students do not receive consisstent rigorous instruction with appropriate scaffolds that allows them to discuss, engage, or show progress/mastery in grade-level tasks.

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**

Resources: 🚀

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

As adults in the building, we...

We punish all for the issues of a few (removing opportunities because of a couple students)
Lack of thourough planning (minute to minute)
Over scaffolding grade level content
Lack of belief that students "can" do it or that the strategy works
Not being consistent in every day lessons (structures, cohesion, schedule)
Cultural relevance not built into the lesson (separate)

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....

create consistent, intentional grade level meeting cycles (peer observation, student work analysis, and planning time) that prepares and allows for teachers to collaboratively plan for grade-level instruction that is rigorous, culturally relevant, and engaging

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

Curriculum & Instruction

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....

reflective and responsive teaching that presents grade-level, standards-aligned tasks with appropriate, engaging scaffolds and tools to access that content for all students ✍️

which leads to...

30% of students being on grade-level in Reading and 18% on grade-level in Math (K-2) and 16% ✍️ of students being on grade-level in Reading and 20% on grade-level in Math (3-8) by SY26.

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 ✍️

Instructional Leadership Team (ILT)

Dates for Progress Monitoring Check Ins

Q1	9/22/2023	Q3	3/6/2024
Q2	1/10/2024	Q4	4/24/2024

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	60% of students actively engaged in tier 1 instruction via discussion/turn talks, hands-on activities, or tasks.	Teachers and Students	10/25	Select Status
Action Step 1	Teachers receive PD on engagement strategies (Kagan) and select 2 to implement by grade-band.	Teachers	9/5	Select Status
Action Step 2	ILT members will model selected strategies (video record)	ILT members	9/12	Select Status
Action Step 3	Teachers will implement the selected strategies in an upcoming lesson plan	Teachers	9/26	Select Status
Action Step 4	ILT members will observe that lesson and provide feedback	ILT members	10/10	Select Status
Action Step 5	Admin team will frequently do classroom visits to provide feedback	Admin	10/24	Select Status
Implementation Milestone 2	75% of students are engaged in grade-level instruction aligned to the standards.	Teachers and Students	12/20	Select Status
Action Step 1	All teachers have their agenda boards up.	Teachers	9/5	Select Status
Action Step 2	All teachers will have grade-level standards (priority standard) posted in their classroom on the agenda board.	Teachers	ongoing	Select Status
Action Step 3	Teachers will analyze grade-level tasks in GLM to assess student understanding.	Teachers, ILT	11/7	Select Status
Action Step 4	Teachers make adaptations to the curriculum in order to add cultural relevance and accessibility.	Teachers, ILT	11/28	Select Status
Action Step 5	ILT members and coach observe classrooms and give feedback	Teachers, ILT	12/19	Select Status
Implementation Milestone 3	Gen Ed and DL Teachers collaborate to plan and deliver scaffolded/accommodated instruction so that all students have access to grade-level content.	DL/Gen-Ed Teachers	3/22	Select Status
Action Step 1	Lesson plans demonstrate collaboration and accommodations added	DL/Gen-Ed Teachers	2/2	Select Status
Action Step 2	General Ed and DL classrooms (agenda boards, materials) show common curriculum connections and inclusive tasks	DL/Gen-Ed Teachers	2/9	Select Status
Action Step 3	Provide models of accommodations and scaffolds in grade-level tasks.	ILT	2/23	Select Status
Action Step 4	Teachers will analyze accomodations to grade-level tasks in GLM to assess student understanding.	ILT, DL/Gen-Ed Teachers	3/8	Select Status
Action Step 5	ILT members and coach observe classrooms and give feedback based on how tier 1 curriculum is modified/accommodated for all students.	ILT	3/15	Select Status
Implementation Milestone 4	By the end of SY24, students will show 3% growth in (iReady/STAR 360) testing for Reading and Math. (should focus on teacher practice)	Students	6/7/23	Select Status
Action Step 1	Review assessment percentages in gradebook	Admin	2/5	Select Status
Action Step 2	Teachers will review MOY testing data to determine student growth and next steps	ILT, Teachers	1/31	Select Status
Action Step 3	Teachers will deliver small group instruction based on skills identified in MOY data	Teachers	3/22	Select Status
Action Step 4	Teachers will progress monitor student growth in grade-level Reading or Math skills in Branching Minds	Teachers	bi-weekly in Q3	Select Status
Action Step 5	Lead Coach will do a fidelity check in Branching Minds and provide one-on-one support for teachers not implementing	Lead Coach	ongoing in Q3	Select Status

SY25-SY26 Implementation Milestones

| Jump to... | Priority | TOA | Goal Setting | Progress | Select the Priority Foundation to |
| Reflection | Root Cause | Implementation Plan | | Monitoring | pull over your Reflections here => |

Curriculum & Instruction

| **SY25 Anticipated Milestones** | Levels of taxonomy in tasks and questioning | ✍️ |

| **SY26 Anticipated Milestones** | Vertical alignment in standards based instruction | ✍️ |

Goal Setting

Return to Top

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

Numerical Targets [Optional] ✍️

Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	SY24	SY25	SY26
30% of students being on grade-level in Reading and 18% on grade-level in Math (K-2) and 16% of students being on grade-level in Reading and 20% on grade-level in Math (3-8) by SY26.	Yes	STAR (Reading)	K-2	21.2% on grade level in Reading / 9.85% on grade level in Math	24.2% on grade level in Reading/12.85% on grade level in Math	27.2% on grade level in Reading/15.85% on grade level in Math	30.2% on grade level in Reading/18.85% on grade level in Math
			3-8	7% on grade level in Reading/ 10.5% on grade level in Math	10% on grade level in Reading / 13.5% on grade level in Math	13% on grade level in Reading / 16.5% on grade level in Math	16% on grade level in Reading / 20% on grade level in Math
21% of students "Approaching Expectations" on IAR in Reading and 15.7% "Approaching Expectations in IAR on Math.	Yes	IAR (English)	Overall	12% Approached Expectations in ELA	15% Approached Expectations in ELA	18% Approached Expectations in ELA	21% Approached Expectations in ELA
			Overall	6.7% Approached Expectations in Math	9.7% Approaching Expectations in Math IAR	12.7% Approaching Expectations in Math IAR	15.7% Approaching Expectations in Math IAR

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.	Teachers receive PD in grade levels around standards-aligned grade-level instruction and curriculum, resulting in 75% of students are engaged in grade-level instruction aligned to the standards.	100% of students are engaged in grade level instruction, 75% of which completing grade level/standards-aligned tasks, including DL inclusion and pull out students. Gen Ed and DL teachers co-plan for appropriate scaffolds and Accomodations.	90% of students complete grade-level standards-aligned tasks aligned to class discussion and questioning. Students are aware of the standards they working on and can progress monitor themselves.
C&I:4 The ILT leads instructional improvement through distributed leadership.	The ILT plans learning cycles aligned to student engagement, academic rigor/standards-aligned instruction, and task alignment as well as provides coaching, modeling, observations, and feedback each cycle.	ILT personalized learning cycles to their teams individual needs. ILT members coach and mentor new teachers on previous learning for continued progress.	Teachers are on individualized plans based on their progress towards identified instructional goals and receive support from Lead Coach, ILT, or peer mentors.
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.	Teachers implement screening assessments BOY, MOY, and EOY as well as receive data analysis protocols in order to provide timely and intentional scaffolds to the tier 1 curriculum. Gen-Ed and Resources teachers create specific plans for their shared students around this goal.	Teachers utilize BOY, MOY, and EOY data to provide targeted scaffolds or extensions for tier 1 instruction, using vertical alignment to determine students' skill range.	Teachers implement whole group and small group instruction that is standards aligned, rigorous, and targeted to student needs. Teachers have student groups on differentiated instructional plans with goals that students can name.)

SY24 Progress Monitoring

Return to Top

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

Curriculum & Instruction

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
30% of students being on grade-level in Reading and 18% on grade-level in Math (K-2) and 16% of students being on grade-level in Reading and 20% on grade-level in Math (3-8) by SY26.	STAR (Reading)	K-2	21.2% on grade level in Reading / 9.85% on grade level in Math	24.2% on grade level in Reading/12.85% on grade level in Math	Select Status	Select Status	Select Status	Select Status
		3-8	7% on grade level in Reading/ 10.5% on grade level in Math	10% on grade level in Reading / 13.5% on grade level in Math	Select Status	Select Status	Select Status	Select Status
21% of students "Approaching Expectations" on IAR in Reading and 15.7% "Approaching Expectations in IAR on Math.	IAR (English)	Overall	12% Approached Expectations in ELA	15% Approached Expectations in ELA	Select Status	Select Status	Select Status	Select Status
		Overall	6.7% Approached Expectations in Math	9.7% Approaching Expecatations in Math IAR	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.	Teachers receive PD in grade levels around standards-aligned grade-level instruction and curriculum, resulting in 75% of students are engaged in grade-level instruction aligned to the standards.	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	The ILT plans learning cycles aligned to student engagement, academic rigor/standards-aligned instruction, and task alignment as well as provides coaching, modeling, observations, and feedback each cycle.	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.	Teachers implement screening assessments BOY, MOY, and EOY as well as receive data analysis protocols in order to provide timely and intentional scaffolds to the tier 1 curriculum. Gen-Ed and Resources teachers create specific plans for their shared students around this goal.	Select Status	Select Status	Select Status	Select Status

If Checked:	☑	**Our school is a Title I school operating a Schoolwide Program**
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		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.
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.

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