

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
Camille Unger	Principal	ctunger@cps.edu
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Kate Ryan	Teacher Leader	keryan@cps.edu
Kate Dorn	Teacher Leader	Kmdorn@cps.edu
Sarah Murphy	Curriculum & Instruction Lead	SEMurphy1@cps.edu
Katie Carrizales	Inclusive & Supportive Learning Lead	astasey@cps.edu
Dean Alonistiotis	LSC Member	dean.alonis@gmail.com
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Delia Ronan	Teacher Leader	dmronan@cps.edu
Naomi Peterson	Connectedness & Wellbeing Lead	nrapeterson@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	4/24	4/24
Reflection: Curriculum & Instruction (Instructional Core)	4/24, 5/16, 5/23, 6/8	6/8
Reflection: Inclusive & Supportive Learning (Instructional Core)	4/24, 5/16, 5/23, 6/8	6/8
Reflection: Connectedness & Wellbeing	4/24, 5/16, 5/23, 6/8	6/8
Reflection: Postsecondary Success	4/24, 5/16, 5/23, 6/8	6/8
Reflection: Partnerships & Engagement	4/24, 5/16, 5/23, 6/8	6/8
Priorities	6/8	6/8
Root Cause	7/13	7/26
Theory of Action	7/13	7/26
Implementation Plans	7/13, 7/20, 7/26	7/26
Goals	8/14	9/6
Fund Compliance	8/14	9/6
Parent & Family Plan	8/14	9/6
Approval	9/6	9/13

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	10/27
Quarter 2	12/22
Quarter 3	4/1
Quarter 4	6/7

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources 

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References


What are the takeaways after the review of metrics?

Metrics





Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	The vast majority of students are at or above grade level. We need to continue to focus attention on our EL/DL learners and challenge our students. 	IAR (Math)
Yes	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)
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	What is the feedback from your stakeholders? We have high quality, standards-aligned curricula but can continue to grow and learn around research-based, culturally responsive practices and assessment systems. We need to push student thinking through discourse, writing, and inquiry learning across the content areas. 	STAR (Math) iReady (Reading) iReady (Math)
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		Cultivate Grades ACCESS TS Gold
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		Interim Assessment Data
Partially	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? Foundations for K-2 (last year) and K-4 Bridges/5-8 Illustrative Math (this 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.

Changing academic and social-emotional needs of students 

[Return to Top](#) **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	<p>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.</p> <p>MTSS Integrity Memo MTSS Continuum Roots Survey</p>	<p>We have solid MTSS systems and structures in place.</p>	<p> Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS)</p>
No	<p>School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.</p> <p>MTSS Integrity Memo</p>		<p>Quality Indicators of Specially Designed Curriculum</p>
Yes	<p>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.</p> <p>LRE Dashboard Page</p>	<p>What is the feedback from your stakeholders?</p> <p>Teachers could use support around Tier 2 interventions and want to learn more about Branching Minds. We need to continue to learn and grow around progress monitoring.</p>	<p> EL Program Review Tool</p>
Yes	<p>Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.</p> <p>IDEA Procedural Manual</p>		
Partially	<p>English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.</p> <p>EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS</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>The majority of our staff is in program for their EL endorsement.</p>	<p></p>
Partially	<p>There are language objectives (that demonstrate HOW students will use language) across the content.</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>Changing academic and social-emotional needs of students </p>			

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.</p> <p>BHT Key Component Assessment SEL Teaming Structure</p>	<p>We have an MTSS team to monitor academics, behavior, and attendance as well as an SEL team to help lead learning and work around our Tier 1 curriculum and restorative practices. We always obtain the OST grant and offer programming. Discipline issues and severity were up this past year.</p>	<p> % of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100</p>

			Reduction in repeated disruptive behaviors (4-6 SCC)
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students
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.	<p>What is the feedback from your stakeholders?</p> While we have school-wide expectations and employ restorative practices/consequences, it requires all staff reinforcing with fidelity. We want to continue learning/implementing PBIS or a similar framework to create more continuity. We can further develop our processes around chronic absenteeism as well. Tier 1 SEL takes place across PreK through 8th. While K-8 OST is robust, there is opportunity to strengthen around PreK in future years.	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)
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		Enrichment Program Participation: Enrollment & Attendance Student Voice Infrastructure Reduction in number of students with dropout codes at EOY
<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>	
Changing academic and social-emotional needs of students		School-Wide expectations and 7-8 reconfiguring Advisory and utilizing Facing History curriculum	

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	Metrics
Yes	College and Career Competency Curriculum (C4) 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).	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC


What are the takeaways after the review of metrics?

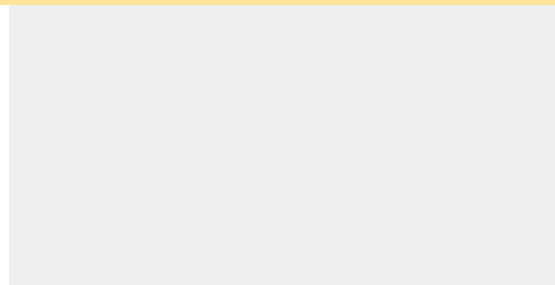
Students in 6th-8th engaged in Naviance lessons and 8th graders were supported around the HS process (GoCPS, match/fit, decision making, etc.) Student on-track rates reviewed every 5 weeks at Student Talks.

Partially	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans
Partially	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).	
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager


What student-centered problems have surfaced during this reflection?

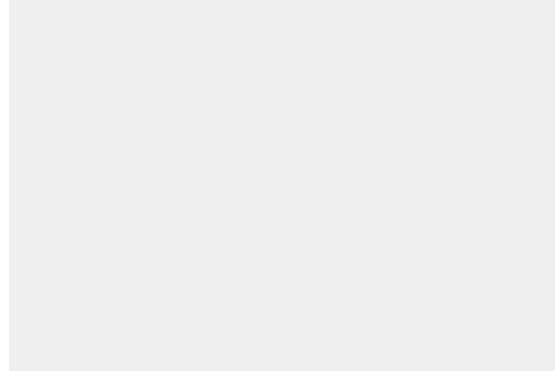
If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

Limited exposure to post-secondary/career experiences (beyond HS process and Naviance). 




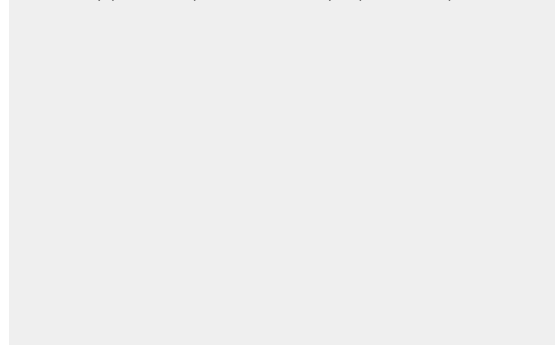
What is the feedback from your stakeholders?

Student Talks are helpful in monitoring academics and attendance. Further clarity around attendance policies/plans for chronic absence would be helpful to staff. Transition from Naviance might provide further opportunity along with continued development of HS panel, etc. 



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?

Transitioning from Naviance to new curriculum. Continue Career Day (robust, tap into community expertise, etc) 



- [3 - 8 On Track](#)
- [Learn, Plan, Succeed](#)
- [% of KPIs Completed \(12th Grade\)](#)
- [College Enrollment and Persistence Rate](#)
- [9th and 10th Grade On Track](#)
- [Cultivate \(Relevance to the Future\)](#)
- Freshmen Connection Programs Offered (School Level Data)

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


Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

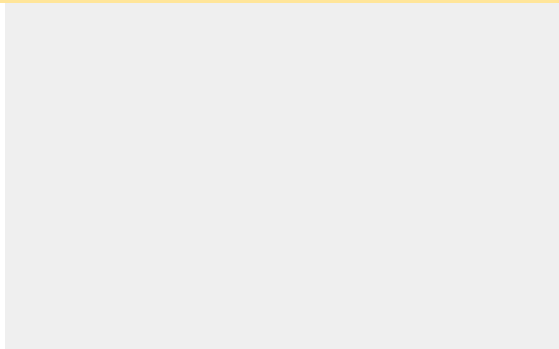
Metrics

Yes	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
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Family engagement continues to be a relative strength. 

- [Cultivate](#)
- [5 Essentials Parent Participation Rate](#)
- [5E: Involved Families](#)

Yes	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p> <p style="text-align: right;">Reimagining With Community Toolkit</p>
Partially	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p> <p style="text-align: right;">Student Voice Infrastructure Rubric</p>



[SE: Supportive Environment](#)

Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)

Level of parent engagement in the ODLS Family Advisory Board (School Level Data)

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

What is the feedback from your stakeholders?

Family engagement has returned nicely post-pandemic. School has multiple community partnerships (Facing History, LSSI counseling services, ADL, etc.) Students have voice and leadership via Student Council but an additional committee (Principal Advisory, Student Voice, No Place for Hate, etc) could be helpful for further involving students in decision making and problem solving. 🍌

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.

School connectedness/spirit could be bolstered with further leadership and student voice experiences. 🍌

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?

Partnership with ADL to support anti-bias work 🍌

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

We have an MTSS team to monitor academics, behavior, and attendance as well as an SEL team to help lead learning and work around our Tier 1 curriculum and restorative practices. We always obtain the OST grant and offer programming. Discipline issues and severity were up this past year.

What is the feedback from your stakeholders?

While we have school-wide expectations and employ restorative practices/consequences, it requires all staff reinforcing with fidelity. We want to continue learning/implementing PBIS or a similar framework to create more continuity. We can further develop our processes around chronic absenteeism as well. Tier 1 SEL takes place across PreK through 8th. While K-8 OST is robust, there is opportunity to strengthen around PreK in future years.

What student-centered problems have surfaced during this reflection?

Changing academic and social-emotional needs of students

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

School-wide expectations and 7-8 reconfiguring Advisory and utilizing Facing History curriculum

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Determine Priorities

Resources: 

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

[Determine Priorities Protocol](#)

Students...

need to be held to consistent expectations and be explicitly taught social emotional skills in order to build relationships, set goals for themselves, and problem solve around conflict. 

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

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Root Cause

Resources: 

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

[5 Whys Root Cause Protocol](#)

As adults in the building, we...

need to teach, model, and reinforce school-wide expectations and use dedicated social emotional learning blocks to support students in developing necessary skills. We also need to learn more and consistently implement calm corners, classroom management plans, and restorative practices that seek to allow students to reflect upon and learn from their actions. 

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.

restorative practices that seek to allow students to reflect upon and learn from their actions and their impact.

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...
 are trained in, implement, and are consistent around research based Tier 1, 2, and 3 SEL practices



Indicators of a Quality CIWP: Theory of Action

Theory of Action is grounded in research or evidence based practices.
 Theory of Action is an impactful strategy that counters the associated root cause.

then we see...
 an increase in student engagement and self-regulation in the classroom and positive relationships and school connectedness with staff and peers



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

Resources:

which leads to...
 decrease in discipline and BHT referrals, increase in attendance, and an increase in Supportive Environment on the 5 Essentials



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

Resources:

Indicators of a Quality CIWP: Implementation Planning

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

Team/Individual Responsible for Implementation Plan

SEL Team

Dates for Progress Monitoring Check Ins

Q1	10/27	Q3	4/1
Q2	12/22	Q4	6/7

SY24 Implementation Milestones & Action Steps

Who



By When

Progress Monitoring

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Ensure school-wide expectations that are in line with our core values and establish classroom management plans	Admin, SEL Team, Whole Staff, Grade Level Teams	August 2023	In Progress
Action Step 1	Review and edit school-wide expectations as a staff during Week Zero	SEL Team, Whole Staff	August 2023	Completed
Action Step 2	Develop classroom management plans with grade level partners that focus on prevention, positive reinforcement, problem solving/consequences, and addressing recurring behavior issues	Grade Level Teams	August 2023	In Progress
Action Step 3	Explicitly teach, model, and reinforce school-wide expectations	Admin, Whole Staff	August 2023	In Progress
Action Step 4	Reference matrix when behavior issues arise to re-center students around school-wide expectations	Admin, Whole Staff	ongoing	In Progress
Action Step 5	Choose designated weeks (at least the first of each quarter) to revisit with students	Admin, SEL Team, Whole Staff	August 2023, October 2023, January 2024, April 2024	In Progress
Action Step 6	Engage in professional readings and learning around research based, best practices in order to evolve plans	Admin, SEL Team, Whole Staff, Grade Level Teams	August 2023-June 2024	In Progress
Action Step 7				Select Status

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>	
Reflection	Root Cause	Implementation Plan				
Implementation Milestone 2	Implement Tier 1 curriculum to teach explicit social-emotional skills			Grade Level Teams	August 2023-June 2024	In Progress
Action Step 1	Ensure instructional schedules allow time for SEL blocks and that staff have access to materials (Second Step, Facing History, and Calm Classroom)			Admin	August 2023	In Progress
Action Step 2	Display weekly social emotional learning objectives on doors			Grade Level Teams	ongoing	In Progress
Action Step 3	Administer SEL staff and student surveys (WCSD-SECA BOY, MOY & EOY cycle) for teams to analyze and create actions steps around			SEL Team	December 2023/January 2024	Not Started
Action Step 4	Develop and utilize fidelity checks for scope and sequence & curriculum implementation			Counselor, SEL Team	ongoing	In Progress
Action Step 5	Leverage partnerships with Facing History & ADL to bring professional learning to families, staff, and students around supplementing curriculum and targeting specific needs			Admin, SEL Team	ongoing	In Progress
Implementation Milestone 3	Build Tier 1, 2, and 3 social-emotional practices via SEL and MTSS Team			Admin, SEL Team, Whole Staff	August 2023-June 2023	In Progress
Action Step 1	Continue to build and strengthen the SEL team and MTSS team, specifically around Tier 2 and Tier 3 progress monitoring of interventions			Admin, SEL Team	August 2023-June 2023	In Progress
Action Step 2	Choose specific trainings (PBIS) and practices (problem-solving statements, peace circles, etc) to enhance our understanding and implementation of PBIS, restorative practices, Tier 2 and Tier 3 interventions			Admin, SEL Team	August 2023-June 2023	In Progress
Action Step 3	Continue to audit for and expand culturally responsive practices			Admin, SEL Team	August 2023-June 2024	In Progress
Action Step 4	Create and progress monitor attendance plans for students under 95%			Attendance team, MTSS Team	August 2023-June 2024	In Progress
Action Step 5						Select Status
Implementation Milestone 4	Build opportunities for student leadership and voice			Admin, SEL Team	August 2023-June 2024	In Progress
Action Step 1	Establish classroom buddies and scope and sequence of lessons			SEL Team	August 2023-December 2023	In Progress
Action Step 2	Explore opportunities for student voice (Student Voice Committee, Principal Advisory, No Place for Hate, Peer Mediator Teams, etc)			SEL Team	December 2023-June 2024	In Progress
Action Step 3	Continue Student Council			Student Council Advisors	August 2023-June 2024	In Progress
Action Step 4	Continue supporting Pride Club			Pride Club Advisors	August 2023-June 2024	In Progress
Action Step 5						Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Ensuring SEL programs and practice fidelity checks; building student voice committees, continue reinforcing school-wide expectations	
SY26 Anticipated Milestones	Ensuring SEL programs and practice fidelity checks; building student voice committees, continue reinforcing school-wide expectations	

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Goal Setting

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on an applicable 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
Increase K-8 attendance from 94.2% (SY23) to 95% (SY24.)	Yes <input type="checkbox"/>	Increase Average Daily Attendance	Overall <input type="text" value="94.2"/>	94.2	95	95.5	96
			Select Group or Overall <input type="text"/>				
Increase score on supportive environment from 55 (SY23) to 65 (SY24.)	No <input type="checkbox"/>	5E: Supportive Environment	Overall <input type="text" value="55 Neutral"/>	55 Neutral	60 Strong	65 Strong	70 Strong
			Select Group or Overall <input type="text"/>				

Practice Goals

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

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

	SY24	SY25	SY26
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.	Regular SEL and MTSS team meeting agendas and notes; student data reviewed	Regular SEL and MTSS team meeting agendas and notes; student data reviewed	Regular SEL and MTSS team meeting agendas and notes; student data reviewed
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	SEL curriculum scope and sequences; social emotional learning objectives posted	SEL curriculum scope and sequences; social emotional learning objectives posted	SEL curriculum scope and sequences; social emotional learning objectives posted
Select a Practice <input type="text"/>			

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SY24 Progress Monitoring

Resources: 📌

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase K-8 attendance from 94.2% (SY23) to 95% (SY24.)	Increase Average Daily Attendance	Overall <input type="text" value="94.2"/>	94.2	95	Select Status <input type="text"/>	Select Status <input type="text"/>	Select Status <input type="text"/>	Select Status <input type="text"/>
		Select Group or Overall <input type="text"/>			Select Status <input type="text"/>	Select Status <input type="text"/>	Select Status <input type="text"/>	Select Status <input type="text"/>
Increase score on supportive environment from 55 (SY23) to 65 (SY24.)	5E: Supportive Environment	Overall <input type="text" value="55 Neutral"/>	55 Neutral	60 Strong	Select Status <input type="text"/>	Select Status <input type="text"/>	Select Status <input type="text"/>	Select Status <input type="text"/>
		Select Group or Overall <input type="text"/>			Select Status <input type="text"/>	Select Status <input type="text"/>	Select Status <input type="text"/>	Select Status <input type="text"/>

Practice Goals

Progress Monitoring

Identified Practices

SY24

Quarter 1

Quarter 2

Quarter 3

Quarter 4

[Jump to...](#)
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[TOA](#)
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[Root Cause](#)
[Implementation Plan](#)

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

Connectedness & Wellbeing

<p>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.</p>	<p>Regular SEL and MTSS team meeting agendas and notes; student data reviewed</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>	<p>SEL curriculum scope and sequences; social emotional learning objectives posted</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>Select a Practice</p>		<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

We have solid MTSS systems and structures in place.

What is the feedback from your stakeholders?

Teachers could use support around Tier 2 interventions and want to learn more about Branching Minds. We need to continue to learn and grow around progress monitoring.

What student-centered problems have surfaced during this reflection?

Changing academic and social-emotional needs of students

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

The majority of our staff is in program for their EL endorsement.

[Return to Top](#)

Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

need to be provided with targeted supports in an environment that meets their needs



Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.

Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).

For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.

Priorities are determined by impact on students' daily experiences.

[Return to Top](#)

Root Cause

Resources:

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

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

As adults in the building, we...

need to learn more about research based intervention and enrichment supports along with progress monitoring



Indicators of a Quality CIWP: Root Cause Analysis

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

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

Inclusive & Supportive Learning Environment

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...
engage in professional learning on research-based intervention and enrichment supports, programs, and strategies

then we see...
students engaging in targeted instruction aligned to their needs

which leads to...
fluid movement across the tiers, student growth on assessment measures (TS Gold, BAS, iReady, Star360), and an increase in Academic Personalism on the 5 Essentials

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.

Return to Top Implementation Plan

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.

Resources:



Team/Individual Responsible for Implementation Plan	Dates for Progress Monitoring Check Ins
ILT	Q1 10/27 Q3 4/1 Q2 12/22 Q4 6/7

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Provide professional development around, and implementation of, Branching Minds platform	Admin, ILT, MTSS Team, Whole Staff, Grade Level Teams	August 2023-June 2024	In Progress
Action Step 1	Secure Network Team to provide PD around Branching Minds	Admin, ILT, MTSS Team, Network Team	September 2023	In Progress
Action Step 2	Incorporate Branching Minds platform into Student Talks and MTSS team	ILT, MTSS Team, Whole Staff, Grade Level Teams	September 2023-June 2024	Not Started
Action Step 3	All teachers input Branching Minds data regularly	Grade Levels Teams	September 2023-June 2024	Not Started
Action Step 4	All teachers will use Branching Minds to progress monitor	Grade Levels Teams	September 2023-June 2024	Not Started
Action Step 5	Utilize interventions, resources, and the library in Branching Minds to implement Tier 1 academic and social emotional supports	Grade Levels Teams	September 2023-June 2024	Not Started
Implementation Milestone 2	Continue developing intervention/enrichment program	Admin, ILT, MTSS Team, Whole Staff, Grade Level Teams	August 2023-June 2024	In Progress

Inclusive & Supportive Learning Environment

Action Step 1	Secure high quality interventionists and program materials (Bridges, LL)	Admin	August 2023-June 2024	In Progress
Action Step 2	Develop a menu of interventions/enrichment programs, strategies, etc to support teachers in implementing Tier 2 classroom-based practices	ILT, MTSS Team, Whole Staff, Grade Level Teams	August 2023-June 2024	In Progress
Action Step 3	Refine criteria for entering/exiting intervention program	ILT, MTSS Team	August 2023-September 2023	In Progress
Action Step 4	Teachers provide enrichment opportunities in small groups	Grade Level Teams	August 2023-September 2023	In Progress
Action Step 5	Progress monitor your intervention/enrichment	Grade Level Teams	August 2023-September 2023	In Progress
Implementation Milestone 3	Ensure least restrictive environment for all students and appropriate placement of EL students	Admin, Case Manager, ELPT	August 2023-June 2024	In Progress
Action Step 1	Create a school-wide schedule that programs based on student need	Admin, Case Manager, ELPT	June 2023-August 2023	Completed
Action Step 2	Collaborate to ensure high-quality IEPs are developed, implemented, and monitored with fidelity	Admin, Case Manager	August 2023-June 2024	In Progress
Action Step 3	Support teachers in program for EL certification with work time and collaboration opportunities	Admin, ELPT	August 2023-June 2024	In Progress
Action Step 4	Continued professional learning around learning objectives	Admin, ELPT	August 2023-June 2024	In Progress
Action Step 5	Ensure lesson plans reflect modifications, accommodations and language objectives	Admin, Case Manager, ELPT	August 2023-June 2024	In Progress
Action Step 6	Ensure learning objectives/targets are posted in the classroom for student reference and assessment measure.	Admin and Teachers	August 2023-June 2024	Select Status
Action Step 7				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	Progress monitoring of interventions using Branching Minds; further learning around language objectives, CAN do descriptors, and MPIs	
SY26 Anticipated Milestones	Progress monitoring of interventions using Branching Minds; further learning around language objectives, CAN do descriptors, and MPIs	

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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

Numerical Targets [Optional]

Specify the Goal 	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 	SY24	SY25	SY26
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Inclusive & Supportive Learning Environment

Increase score on supportive environment sub category Academic Personalism from 50 Neutral (SY23) to 60 Strong (SY24.)	No	5E: Supportive Environment	Overall <input type="text"/>	50 Neutral	60 Strong	70 Strong	75 Very Strong
			NA <input type="text"/>				
Decrease number of students in tier two/three intervention program. Decrease the duration of intervention timeline for students.	Yes	MTSS Academic Tier Movement	Other [Academic Reading & Math] <input type="text"/>	68 49	63 44	58 39	53 34
			Other [Social Emotional Tier 2 & Tier 3] <input type="text"/>	136 11	130 10	125 8	120 6

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

I&S:1 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 team meeting agendas; menu of interventions; entrance and exit criteria	MTSS team meeting agendas; menus of interventions; entrance and exit criteria	MTSS team meeting agendas; menus of interventions; entrance and exit criteria
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS team meeting agendas; menu of interventions; entrance and exit criteria; Branching Minds data	MTSS team meeting agendas; menu of interventions; entrance and exit criteria; Branching Minds data	MTSS team meeting agendas; menu of interventions; entrance and exit criteria; Branching Minds data
Select a Practice <input type="text"/>			

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SY24 Progress Monitoring

Resources: 📌

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase score on supportive environment sub category Academic Personalism from 50 Neutral (SY23) to 60 Strong (SY24.)	5E: Supportive Environment	Overall	50 Neutral	60 Strong	Select Status	Select Status	Select Status	Select Status
		NA			Select Status	Select Status	Select Status	Select Status
Decrease number of students in tier two/three intervention program. Decrease the duration of intervention timeline for students.	MTSS Academic Tier Movement	Other [Academic Reading & Math]	68 49	63 44	Select Status	Select Status	Select Status	Select Status
		Other [Social Emotional Tier 2 & Tier 3]	136 11	130 10	Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices

SY24

Quarter 1

Quarter 2

Quarter 3

Quarter 4

Jump to... [Priority](#) [TOA](#) [Goal Setting](#) [Progress Monitoring](#)
[Reflection](#) [Root Cause](#) [Implementation Plan](#)

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

Inclusive & Supportive Learning Environment

<p>I&S:1 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.</p>	<p>MTSS team meeting agendas; menu of interventions; entrance and exit criteria</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.</p>	<p>MTSS team meeting agendas; menu of interventions; entrance and exit criteria; Branching Minds data</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>Select a Practice</p>		<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

The vast majority of students are at or above grade level. We need to continue to focus attention on our EL/DL learners and challenge our students.

What is the feedback from your stakeholders?

We have high quality, standards-aligned curricula but can continue to grow and learn around research-based, culturally responsive practices and assessment systems. We need to push student thinking through discourse, writing, and inquiry learning across the content areas.

What student-centered problems have surfaced during this reflection?

Changing academic and social-emotional needs of students

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

Foundations for K-2 (last year) and K-4 Bridges/5-8 Illustrative Math (this year)

[Return to Top](#)

Determine Priorities

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

Students... need to strengthen their ability to communicate ideas through both grade level listening and speaking standards

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.

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Root Cause

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

As adults in the building, we... need to vertically align expectations, terminology, and practices around how students demonstrate grade level listening and speaking standards through student-centered, productive discourse

Resources: 

[5 Whys 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...
 build effective use of the TRU Dimensions Framework around Agency, Authority, and Identity and vertically align on strategies/skills to engage students in discourse

then we see...
 students generating ideas specific to content discussions, engaging in more authentic conversations, and holding themselves and others accountable in the discussion

which leads to...
 increased Agency, Authority, and Identity (via our rigor walks, the Oral Language Continuum, astute assessment of Listening and Speaking), and an increase in Ambitious Instruction ratings on the 5 Essentials and student growth on IAR.

Resources:

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

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

Resources:

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

Team/Individual Responsible for Implementation Plan
 ILT



Dates for Progress Monitoring Check Ins

Q1	10/27	Q3	4/1
Q2	12/22	Q4	6/7

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Promote student-centered, productive discourse across all content areas	Admin, ILT, Whole Staff, Grade Level Teams	August 2023-June 2024	In Progress
Action Step 1	Vertically align classroom procedures and norms around student discussion; vertically align vocabulary and sentence stems (common to content area)	ILT, Whole Staff, Grade Level Teams	August 2023-October 2023	Select Status
Action Step 2	Reflect on speaking and listening alignment through personal observation and student survey (survey aligned with standards and both teachers and students assess)	Whole Staff, Grade Level Teams	November 2023-January 2024	Select Status
Action Step 3	Engage in professional reading on the importance of developing critical thinking skills through discourse.	Whole Staff, Grade Level Teams	October 2023-December 2023	Select Status
Action Step 4	Determine professional resources for teachers to review/read to gain deeper understanding of productive discourse.	Whole Staff, Grade Level Teams	October 2023-December 2023	Select Status
Action Step 5	Engage in peer observation/class visits to observe student discourse to identify current level of practice.	Whole Staff, Grade Level Teams	November 2023-January 2025	Select Status
Implementation Milestone 2	Engage staff in learning and application of the TRU Dimensions Framework of Agency, Authority and Identity	Admin, ILT, Whole Staff, Grade Level Teams	August 2023-June 2024	Select Status

Jump to...	Priority	TOA	Goal Setting	Progress	Select the Priority Foundation to pull over your Reflections here =>		
Reflection	Root Cause	Implementation Plan	Monitoring				
Action Step 1	Appoint a team to create and implement professional development surrounding TRU Dimensions.		ILT	September 2023	Select Status		
Action Step 2	Engage teams in dissecting the Teaching for Robust Understanding Observation Guide		Whole Staff, Grade Level Teams	September 2023-December 2023	Select Status		
Action Step 3	Teams will determine a range of instructional strategies to support student discourse. Teams will identify one strategy to implement with students over two weeks.		Grade Level Teams	September 2023-December 2023	Select Status		
Action Step 4	Teams will engage in the collaboration process to ensure the rubric and the scoring are aligned amongst team members.		Grade Level Teams	December 2023-June 204	Select Status		
Action Step 5	Teams will record students engaging in the strategy to share with colleagues. Using the Tru Rubric, teams will analyze student Agency, Authority, Identity via the recording.		Grade Level Teams	December 2023-June 204	Select Status		
Action Step 6	Teams will share scoring outcomes with the ILT. The ILT will use the information to determine next area of the TRU Rubric for focus.		Grade Level Teams	December 2023-June 204	Select Status		
Action Step 7	Survey students to using 5 Essentials question stems to measure student perception of ambitious instruction.		Grade Level Teams, Students	December 2023-June 204	Select Status		
Implementation Milestone 3	Come to consensus as a teaching staff regarding research-backed standards-based grading practices for speaking and listening and create vertically aligned rubrics that can track progress over the course of a student's time at Edgebrook.		Admin, ILT, Whole Staff, Grade Level Teams	August 2023-June 2024	Select Status		
Action Step 1	Research, vet, choose, and launch professional reading around student discourse.		ILT, Whole Staff	August 2023-June 2024	Select Status		
Action Step 2	Develop and document standards for grading practices for listening and speaking.		ILT, Whole Staff, Grade Level Teams	August 2023-June 2024	Select Status		
Action Step 3	Create a system for tracking student progress over time, which is developmentally appropriate for each student at their given grade level.		ILT, Whole Staff, Grade Level Teams	August 2023-June 2024	Select Status		
Action Step 4	Provide professional development for incoming staff regarding the rationale and implementation for this assessment system.		ILT	August 2023-June 2024	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	Vertically aligned writing across content areas	
SY26 Anticipated Milestones	Vertically aligned writing across content areas	

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

Numerical Targets [Optional] 📊

Specify the Goal 📌	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 📊	SY24	SY25	SY26
Increase *growth percentile on IAR English test from 51.2% (SY23) to 54.20% (SY24.) * the growth of students relative to other students in the state with a similar scale score in the preceding school year(s).	No	IAR (English)	Overall	51.2	54.2	57.2	60.2
			Students with an IEP	40.1	44.1	48.1	52.1
Increase *growth percentile on IAR Math test from 54% (SY23) to 57% (SY24.) * the growth of students relative to other students in the state with a similar scale score in the preceding school year(s).	No	IAR (Math)	Overall	54	57	60	63
			Students with an IEP	49.7	53.7	56.7	60.7

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:4 The ILT leads instructional improvement through distributed leadership.	ILT meeting agendas; listening and speaking rubric and grades		
C&I:2 Students experience grade-level, standards-aligned instruction.	ILT meeting agendas; listening and speaking rubric and grades		
Select a Practice			

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 *growth percentile on IAR English test from 51.2% (SY23) to 54.20% (SY24.) * the growth of students relative to other students in the state with a similar scale score in the preceding school year(s).	IAR (English)	Overall	51.2	54.2	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	40.1	44.1	Select Status	Select Status	Select Status	Select Status
Increase *growth percentile on IAR Math test from 54% (SY23) to 57% (SY24.) * the growth of students relative to other students in the state with a similar scale score in the preceding school year(s).	IAR (Math)	Overall	54	57	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	49.7	53.7	Select Status	Select Status	Select Status	Select Status

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

Curriculum & Instruction

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT meeting agendas; listening and speaking rubric and grades	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	ILT meeting agendas; listening and speaking rubric and grades	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)**



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

Parent and Family Plan

If Checked:

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

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.

If Checked:

No action needed

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

