

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
Jeff Finelli	Principal	jfinelli@cps.edu
Amber Whitfield	AP	awhitfield1@cps.edu
Nolan Donlin	Teacher Leader	nmdonin@cps.edu
Sam Salus	Teacher Leader	SCSalus@cps.edu
Sarah Hernandez	Teacher Leader	sehernandez2@cps.edu
Michelle Cahue	Teacher Leader	mkjohnson6@cps.edu
Ashley Riordan	Teacher Leader	aarichard1@cps.edu
Sara Scienski	Teacher Leader	sjtaylor4@cps.edu
Ed Bryant	LSC Member	edward.bryant@gmail.com
Camille Steiner	LSC Member	casteiner@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	6/28/2023	6/28/23
Reflection: Curriculum & Instruction (Instructional Core)	7/12/2023	7/12/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/12/23	7/12/23
Reflection: Connectedness & Wellbeing	7/12/23	7/12/23
Reflection: Postsecondary Success	7/12/23	7/12/23
Reflection: Partnerships & Engagement	7/12/23	7/12/23
Priorities	7/26/23	7/26/23
Root Cause	7/26/23	7/26/23
Theory of Acton	7/26/23	7/26/23
Implementation Plans	7/26/23	7/26/23
Goals	7/26/23	7/26/23
Fund Compliance	9/1/23	9/1/23
Parent & Family Plan	9/12/23	9/12/23
Approval	9/12/23	9/12/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates

Quarter 1	10/3/2023
Quarter 2	12/11/2023
Quarter 3	3/4/2024
Quarter 4	5/13/2024

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources 

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Yes	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	 iAR (Math) iAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math)
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction	1. Edison students experienced some loss in achievement throughout the pandemic. 2. Across the board, 80% of students are demonstrating average to high levels of proficiency on standardized assessments. 3. Across the board, students are growing steadily through BOY to MOY to EOY on standardized assessments. Over the past four years, the number of students "meeting" expectations versus "exceeding" expectations has grown. 4. On the 2023 5Essentials Survey, Ambitious Instruction was rated 'strong' by students. 5. Under Supportive Environment on the 5Essentials Survey, the school was rated 'strong' and the score increased from the 2022 survey results. 6. Both Effective Leaders and Collaborative Teachers were rated as "neutral". 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? Parents want a safe, inclusive learning environment that challenges their children. There was an emphasis on preparing students for selective enrollment high schools as well as high school in general. Parents were worried that the school's policy around not assigning homework may not prepare students when they leave the school.  STAR (Math) iReady (Reading) iReady (Math)
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership	On the 2023 5Essentials Survey, Involved Families was rated 'strong' by parents. 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
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? The school has a master schedule that maximizes common planning time between grade level and grade band general education and diverse learner teachers. Each classroom at each grade level are following the same curriculum and students are participating in the same learning activities.  The school has started its efforts to provide more student centered learning. The school is in year two of this initiative and will continue to build on it. This will be done through professional development opportunities and collaborative planning.
<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>The CIWP team found that students were extremely dependent on teachers when it comes to learning new topics and completing assignments. This meant that the school had to focus on improving strategies in the classroom to keep students more engaged in learning in all content areas. </p>	

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Partially	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	The school has seen a growth in student achievement for those part of the MTSS program. Based on Star 360 results in 2023-24, most students are shifting from performing below grade level to being at grade level.  Under Supportive Environment on the 5Essentials Survey, the school was rated 'strong' and the score increased from the
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Unit/Lesson Inventory for Language Objectives (School Level Data)

[MTSS Continuum](#)

		Roots Survey
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.	MTSS Integrity Memo
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.	


school was rated 'strong' and the score increased from the 2022 survey results.

What is the feedback from your stakeholders?

Parents have been happy with the improvement in student achievement when their child participated in the school's MTSS program. 

Parents understand the benefit of their children participating in smaller SEL groups led by the school counselor and social worker.


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?

Both programs will continue to grow and we do not foresee any barriers. Even with a new school social worker, the small group SEL programs will continue through a collaboration with the school counselor. 



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

What student-centered problems have surfaced during this reflection?

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

One thing the team considered was thinking about what other small group SEL supports the school can provide to meet the current needs of our students to address the trauma they faced during the pandemic. 

[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	BHT Key Component Assessment SEL Teaming Structure	The school has seen a growth in student achievement for those part of the MTSS program. Based on Star 360 results in 2023-24, most students are shifting from performing below grade level to being at grade level.  Under Supportive Environment on the 5Essentials Survey, the school was rated 'strong' and the score increased from the 2022 survey results.	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	What is the feedback from your stakeholders? Parents have been happy with the improvement in student achievement when their child participated in the school's MTSS program.  Parents understand the benefit of their children participating in smaller SEL groups led by the school counselor and social worker.	Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data)

Partially	<p>Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.</p>		<p>Enrichment Program Participation: Enrollment & Attendance</p> <p>Student Voice Infrastructure</p> <p>Reduction in number of students with dropout codes at EOY</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 CIWR.</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>One thing the team considered was thinking about what other small group SEL supports the school can provide to meet the current needs of our students to address the trauma they faced during the pandemic.</p>		<p>Both programs will continue to grow and we do not foresee any barriers. Even with a new school social worker, the small group SEL programs will continue through a collaboration with the school counselor.</p>	

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

	Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Yes	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)	Counselor has led ILP lessons throughout middle school. CPS Success Bound is new curriculum for middle school. Our counselor utilizes Naviance, but this is something that can be intertwined with our other two priorities. We are proud that we have expanded Algebra and have a high success rate.	<p>Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECCC</p> <p>3 - 8 On Track</p> <p>Learn, Plan, Succeed</p> <p>% of KPIs Completed (12th Grade)</p> <p>College Enrollment and Persistence Rate</p> <p>9th and 10th Grade On Track</p> <p>Cultivate (Relevance to the Future)</p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
Yes	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		
No	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit		
No	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).			
No	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
No	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		
No	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager		
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWR.</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></p>		<p>We are looking to expand our inquiry work. Some grade levels have brought in guest speakers and led field trips to enlighten students through these learning experiences.</p>		

We have many EPE graduates who return to EPE once they have started high school and take their tips and feedback seriously. 🍌

[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	<p>Spectrum of Inclusive Partnerships</p> <p>The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.</p>	<p>We are looking for ways to building stronger relationships with groups and organizations in our community to provide additional learning experiences for students. 🍌</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p> <p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
Yes	<p>Reimagining With Community Toolkit</p> <p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
Partially	<p>Student Voice Infrastructure Rubric</p> <p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p>	<p>What is the feedback from your stakeholders?</p> <p>Parents are interested in building strong relationships with local businesses and organizations. 🍌</p> <p>Teachers in our cluster classrooms will continue to provide real-life learning for their students through community outreach and field trips.</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>	
<p>Students want to improve the way we use student voice to impact decisions at the school. 🍌</p>		<p>Our ELPT and diverse learner teachers are in the planning stage of coordinating parent workshops. We are also trying to increase the number of parent/community events. 🍌</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?

1. Edison students experienced some loss in achievement throughout the pandemic.
2. Across the board, 80% of students are demonstrating average to high levels of proficiency on standardized assessments.
3. Across the board, students are growing steadily through BOY to MOY to EOY on standardized assessments. Over the past four years, the number of students "meeting" expectations versus "exceeding" expectations has grown.
4. On the 2023 5Essentials Survey, Ambitious Instruction was rated 'strong' by students.
5. Under Supportive Environment on the 5Essentials Survey, the school was rated 'strong' and the score increased from the 2022 survey results.
6. Both Effective Leaders and Collaborative Teachers were rated as "neutral".

What is the feedback from your stakeholders?

Parents want a safe, inclusive learning environment that challenges their children. There was an emphasis on preparing students for selective enrollment high schools as well as high school in general. Parents were worried that the school's policy around not assigning homework may not prepare students when they leave the school.

On the 2023 5Essentials Survey, Involved Families was rated 'strong' by parents.

What student-centered problems have surfaced during this reflection?

The CIWP team found that students were extremely dependent on teachers when it comes to learning new topics and completing assignments. This meant that the school had to focus on improving strategies in the classroom to keep students more engaged in learning in all content areas.

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

The school has a master schedule that maximizes common planning time between grade level and grade band general education and diverse learner teachers. Each classroom at each grade level are following the same curriculum and students are participating in the same learning activities.

The school has started its efforts to provide more student centered learning. The school is in year two of this initiative and will continue to build on it. This will be done through professional development opportunities and collaborative planning.

Return to Top Determine Priorities

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

Students... will be presented with tasks that will help them learn to improve the way they think and approach problems that include topics they are not familiar.

Resources:

[Determine Priorities Protocol](#)

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

Return to Top Root Cause

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

As adults in the building, we... found that students were extremely dependent on teachers when it comes to learning new topics and completing assignments.

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... Vertically and horizontally align curriculum by completing Lead 180 units, setting priority skills, and focus on the Depth of Knowledge (DOK) of tasks

Resources:

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

Theory of Action is an impactful strategy that counters the associated root cause.

Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.

Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"

All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

then we see....

Teachers working together to build sequential units introducing practices from Building Thinking Classrooms by Peter Liljedahl and also introduce writing in all content areas



which leads to...

An increase in growth for both reading and math for general and diverse learner students and also have an NGSS aligned science curriculum and continuous social studies curriculum.



[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	10/3/2023	Q3	3/4/2024
Q2	12/11/2023	Q4	5/13/2024

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

Implementation Milestone 1	100% of staff will include practices from "Building Thinking Classrooms"	ILT	EOY 2025	In Progress
Action Step 1	ILT will lead tasks with all teachers at the start of all PD sessions	Whole staff	EOY 2024	In Progress
Action Step 2	ILT will work on strategies to share with all teachers in content areas other than math (from the book)	ILT	EOY 2024	In Progress
Action Step 3	Provide continued support around tasks through internal and external professional development opportunities	ILT	Thru EOY 2025	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	100% of teachers will use learning targets to help focus daily lessons to address more specific skills toward larger standards	Teachers	EOY 2025	Not Started
Action Step 1	ILT members will learn about learning targets and the benefits they have for teacher planning and student learning.	ILT	BOY 2025	Not Started
Action Step 2	ILT members will lead PD on understanding learning targets to teachers	ILT	BOY 2025	Not Started
Action Step 3	Teachers will update daily lesson plans to be more focused on specific learning targets	Teachers	EOY 2025	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Have all scope and sequences, unit plans, and weekly lesson plans that include links to tasks used updated for all content areas	Teachers	EOY 2026	Select Status
Action Step 1	Use professional development time for grade levels to work on updating these documents	Teachers	Through the EOY 2026	Select Status
Action Step 2	Remove unused unit plans, etc. from the school's Curriculum folder	Teachers	Through the EOY 2026	Select Status
Action Step 3	Use only "live" scope and sequences, unit plans, and weekly plans in the school's Curriculum folder	Teachers	Through the EOY 2026	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	100% of staff will include practices from "Building Thinking Classrooms" & 100% of teachers will use learning targets to help focus daily lessons to address more specific skills toward larger standards	
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SY26 Anticipated Milestones	Have all scope and sequences, unit plans, and weekly lesson plans that include links to tasks used updated for all content areas.	
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Indicators of a Quality CIWP: Goal Setting
 Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data).
 Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).
 Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#).
 There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.
 Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.
 Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
An increase in growth for both reading and math for general and diverse learner students and also have an NGSS aligned science curriculum and continuous social studies curriculum.	Yes	IAR (English)	Overall				
			Students with an IEP				
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	A 10% increase in growth for both reading and math for general and diverse learner students and also have an NGSS aligned science curriculum and continuous social studies curriculum.	A 15% increase in growth for both reading and math for general and diverse learner students and also have an NGSS aligned science curriculum and continuous social studies curriculum.	A 20% increase in growth for both reading and math for general and diverse learner students and also have an NGSS aligned science curriculum and continuous social studies curriculum.
C&I:2 Students experience grade-level, standards-aligned instruction.	A 10% increase in growth for both reading and math for general and diverse learner students and also have an NGSS aligned science curriculum and continuous social studies curriculum.	A 15% increase in growth for both reading and math for general and diverse learner students and also have an NGSS aligned science curriculum and continuous social studies curriculum.	A 20% increase in growth for both reading and math for general and diverse learner students and also have an NGSS aligned science curriculum and continuous social studies curriculum.
Select a Practice			

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

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
An increase in growth for both reading and math for general and diverse learner students and also have an NGSS aligned science curriculum and continuous social studies curriculum.	IAR (English)	Overall			Select Status	Select Status	Select Status	Select Status
		Students with an IEP			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Reflection	Root Cause	Implementation Plan	Select Metric	Select Group or Overall	Select Status	Select Status	Select Status	Select Status
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Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	A 10% increase in growth for both reading and math for general and diverse learner students and also have an NGSS aligned science curriculum and continuous social studies curriculum.	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	A 10% increase in growth for both reading and math for general and diverse learner students and also have an NGSS aligned science curriculum and continuous social studies curriculum.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Yes	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?

The school has seen a growth in student achievement for those part of the MTSS program. Based on Star 360 results in 2023-24, most students are shifting from performing below grade level to being at grade level.

Under Supportive Environment on the 5Essentials Survey, the school was rated 'strong' and the score increased from the 2022 survey results.

What is the feedback from your stakeholders?

Parents have been happy with the improvement in student achievement when their child participated in the school's MTSS program.

Parents understand the benefit of their children participating in smaller SEL groups led by the school counselor and social worker.

What student-centered problems have surfaced during this reflection?

One thing the team considered was thinking about what other small group SEL supports the school can provide to meet the current needs of our students to address the trauma they faced during the pandemic.

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?

Both programs will continue to grow and we do not foresee any barriers. Even with a new school social worker, the small group SEL programs will continue through a collaboration with the school counselor.

Return to Top Determine Priorities

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

Students...
 have shown signs of trauma from the pandemic when it comes to their social-emotional and academic needs.

Resources:

[Determine Priorities Protocol](#)

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

Return to Top Root Cause

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

As adults in the building, we...
 noticed the long-term academic and behavioral impacts of the pandemic has has on students which requires specific strategies to address.

Resources:

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

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

Return to Top Theory of Action

What is your Theory of Action?

If we....
 Implement a system for developing and communicating school-wide expectations for academics and social-emotional support at the Tier 1 level and build strong Tier 2 and 3 supports

Resources:

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

Inclusive & Supportive Learning Environment

then we see....
 A positive and safe learning environment with clearly communicated school-wide expectations and a system for responding to students' specific academic and social-emotional needs



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

which leads to...
 An increase of general education and diverse learner students responding positively to schoolwide and more specific supports based on academic data and BOY and EOY SEL survey results



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 10/3/2023 Q3 3/4/2024
 Q2 12/11/2023 Q4 5/13/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	MTSS coordinators will develop and share an easy, efficient table of academic interventions for teachers to use in their Tier 1 instruction.	MTSS Coordinators	EOY 2025	Select Status
Action Step 1	Gather effective interventions from CPS provided resources	MTSS Coordinators	EOY 2024	Not Started
Action Step 2	Create a test group of teachers to implement these interventions and gather feedback on ease and implementation	Teacher leads	EOY 2024	Not Started
Action Step 3	Build a platform of research-based interventions that can be used in an easy and effective way by teachers	MTSS Coordinators	EOY 2025	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	School counselor and social worker will develop and share an easy, efficient table of behavioral interventions for teachers to use in their Tier 1 instruction.	School counselor and social worker	EOY 2025	Not Started
Action Step 1	Gather effective interventions from CPS provided resources	School counselor and social worker	EOY 2024	Not Started
Action Step 2	Create a test group of teachers to implement these interventions and gather feedback on ease and implementation	Teachers	EOY 2024	Not Started
Action Step 3	Build a platform of research-based interventions that can be used in an easy and effective way by teachers	School counselor and social worker	EOY 2025	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	MTSS coordinators will develop and share an easy, efficient table of academic interventions for teachers to use in their Tier 1 instruction.	
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SY26 Anticipated Milestones	School counselor and social worker will develop and share an easy, efficient table of behavioral interventions for teachers to use in their Tier 1 instruction.	
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[Return to Top](#) **Goal Setting**

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

Resources:

[IL-EMPOWER Goal Requirements](#)

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
A 20% increase of general education and diverse learner students responding positively to Tier 1 supports based on BOY and EOY survey results, have 95% of students on-track, and building a culture of respect by using the school's WOLF expectations with fidelity in all classrooms.	Yes	Other	Overall				
			Students with an IEP				
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&I:2 Students experience grade-level, standards-aligned instruction.	A 5% increase of general education and diverse learner students responding positively to Tier 1 supports based on BOY and EOY survey results, have 95% of students on-track, and building a culture of respect by using the school's WOLF expectations with fidelity in all classrooms.	A 10% increase of general education and diverse learner students responding positively to Tier 1 supports based on BOY and EOY survey results, have 95% of students on-track, and building a culture of respect by using the school's WOLF expectations with fidelity in all classrooms.	A 20% increase of general education and diverse learner students responding positively to Tier 1 supports based on BOY and EOY survey results, have 95% of students on-track, and building a culture of respect by using the school's WOLF expectations with fidelity in all classrooms.
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	A 5% increase of general education and diverse learner students responding positively to Tier 1 supports based on BOY and EOY survey results, have 95% of students on-track, and building a culture of respect by using the school's WOLF expectations with fidelity in all classrooms.	A 10% increase of general education and diverse learner students responding positively to Tier 1 supports based on BOY and EOY survey results, have 95% of students on-track, and building a culture of respect by using the school's WOLF expectations with fidelity in all classrooms.	20% increase of general education and diverse learner students responding positively to Tier 1 supports based on BOY and EOY survey results, have 95% of students on-track, and building a culture of respect by using the school's WOLF expectations with fidelity in all classrooms.
Select a Practice			

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

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
and diverse learner students responding positively to Tier 1 supports based on BOY and EOY survey results, have 95% of students	Other	Overall			Select Status	Select Status	Select Status	Select Status

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	<i>Select the Priority Foundation to pull over your Reflections here =></i>				Inclusive & Supportive Learning Environment						
Reflection	Root Cause	Implementation Plan	Other					<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>				
survey results, have 75% of students on-track, and building a culture of respect by using the school's WOLF expectations with fidelity in all				Students with an IEP				<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>				
			<i>Select Metric</i>	<i>Select Group or Overall</i>				<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>				
				<i>Select Group or Overall</i>				<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>				

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	A 5% increase of general education and diverse learner students responding positively to Tier 1 supports based on BOY and EOY survey results, have 95% of students on-track, and building a culture of respect by using the school's WOLF expectations with fidelity in all classrooms.	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	A 5% increase of general education and diverse learner students responding positively to Tier 1 supports based on BOY and EOY survey results, have 95% of students on-track, and building a culture of respect by using the school's WOLF expectations with fidelity in all classrooms.	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>
<i>Select a Practice</i>		<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>	<i>Select Status</i>

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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?

1. Edison students experienced some loss in achievement throughout the pandemic.
2. Across the board, 80% of students are demonstrating average to high levels of proficiency on standardized assessments.
3. Across the board, students are growing steadily through BOY to MOY to EOY on standardized assessments. Over the past four years, the number of students "meeting" expectations versus "exceeding" expectations has grown.
4. On the 2023 5Essentials Survey, Ambitious Instruction was rated 'strong' by students.
5. Under Supportive Environment on the 5Essentials Survey, the school was rated 'strong' and the score increased from the 2022 survey results.
6. Both Effective Leaders and Collaborative Teachers were rated as "neutral".

What is the feedback from your stakeholders?

Parents want a safe, inclusive learning environment that challenges their children. There was an emphasis on preparing students for selective enrollment high schools as well as high school in general. Parents were worried that the school's policy around not assigning homework may not prepare students when they leave the school.

On the 2023 5Essentials Survey, Involved Families was rated 'strong' by parents.

What student-centered problems have surfaced during this reflection?

The CIWP team found that students were extremely dependent on teachers when it comes to learning new topics and completing assignments. This meant that the school had to focus on improving strategies in the classroom to keep students more engaged in learning in all content areas.

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

The school has a master schedule that maximizes common planning time between grade level and grade band general education and diverse learner teachers. Each classroom at each grade level are following the same curriculum and students are participating in the same learning activities.

The school has started its efforts to provide more student centered learning. The school is in year two of this initiative and will continue to build on it. This will be done through professional development opportunities and collaborative planning.

Return to Top Determine Priorities

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

Students... should have an accurate understanding of how well they understand the standards addressed each quarter in all content areas.

Resources:

[Determine Priorities Protocol](#)

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

Return to Top Root Cause

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

As adults in the building, we... have seen that overall grades given to students do not always accurately reflect their mastery of standards at their grade level.

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... Grade bands agree on grading categories and weights, focus on what students are able to show mastery of and provide multiple opportunities for students to succeed

Resources:

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

then we see....

A grading system that is accurate, bias-resistant, motivates and communicates learning progress and achievement



Theory of Action is an impactful strategy that counters the associated root cause.

Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.

Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"

All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

which leads to...

A school-wide grading policy that communicates detailed information to stakeholders and reflects the whole student.



[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 10/3/2023

Q3 3/4/2024

Q2 12/11/2023

Q4 5/13/2024

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

Implementation Milestone 1	ILT members will explore the introduction of standards based grading.	ILT	EOY 2025	Not Started
Action Step 1	Purchase FOrmativ Assessment and Standards Based Grading written by Robert Marzano for all ILT members	ILT	Summer 2024	Not Started
Action Step 2	Read book with ILT and test possible solutions using Aspen	ILT	Fall 2024	Not Started
Action Step 3	Incorporate standards based grading practices in Q3 & Q4 grades	Teachers	Spring 2024	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Teachers will use a system that will combine the expectations of Chicago Public Schools' "typical report card" in Aspen and a school developed standards report card that will be easy to understand by students and parents	ILT	EOY 2026	Not Started
Action Step 1	Work with schools that have developed their own SBG report cards (ex. IB schools)	ILT	Spring 2025	Not Started
Action Step 2	Build sample standards based report card for grades 1 - 8	ILT	Fall 2025	Not Started
Action Step 3	Incorporate standards based grades using EPE's developed report card while also using CPS's Aspen report card	Teachers	Spring 2026	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	ILT members will explore the introduction of standards based grading.	
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<p>SY26 Anticipated Milestones</p>	<p>Teachers will use a system that will combine the expectations of Chicago Public Schools' "typical report card" in Aspen and a school developed standards report card that will be easy to understand by students and parents</p>	
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[Return to Top](#) **Goal Setting**




Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on 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: 

<p>IL-EMPOWER Goal Requirements</p> <p>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</p>

Performance Goals

Specify the Goal 	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 	Numerical Targets [Optional] 		
				SY24	SY25	SY26	
A school-wide grading policy that communicates detailed information to stakeholders and reflects the whole student.	Yes	Other	Overall				
				Select Group or Overall			
				Select Group or Overall			
				Select Answer			
				Select Metric			
				Select Group or Overall			

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 	Specify your practice goal and identify how you will measure progress towards this goal. 		
	SY24	SY25	SY26
C&I:2 Students experience grade-level, standards-aligned instruction.	ILT members use a grading policy that communicates detailed information to stakeholders and reflects the whole student.	50% of content areas use a grading policy that communicates detailed information to stakeholders and reflects the whole student.	100% of content areas use a grading policy that communicates detailed information to stakeholders and reflects the whole student.
Select a Practice			
Select a Practice			

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

Resources: 

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
A school-wide grading policy that communicates detailed information to stakeholders and reflects the whole student.	Other	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

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

		Practice Goals		Progress Monitoring			
Identified Practices		SY24		Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.		ILT members use a grading policy that communicates detailed information to stakeholders and reflects the whole student.		Select Status	Select Status	Select Status	Select Status
Select a Practice				Select Status	Select Status	Select Status	Select Status
Select a Practice				Select Status	Select Status	Select Status	Select Status

If Checked:
Complete
IL-Empower
Section below

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

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

If Checked:
No action needed

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



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

Parent and Family Plan

If Checked:

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)

