CIWP Team & Schedules

Indicators of Quality CIWP: CIWP Team

The CIWP team includes staff reflecting the diversity of student demographics and school programs.

The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.

The CIWP team includes leaders who are responsible for implementing Foundations, those with institutional memory and those most impacted.

The CIWP team includes parents, community members, and LSC members.

All CIWP team members are meaningfully involved in the planning process for CIWP components and include other stakeholders, as appropriate for their role, with involvement along the CPS Spectrum of Inclusive Partnerships (from the CPS Equity Framework).

Name ✏️	Role ✏️	Email ✏️
Rodolfo Rojas	Principal	rmrojas@cps.edu
Judith Rodriguez	Teacher Leader	jrodriguez286@cps.edu
Laurie Roney	Curriculum & Instruction Lead	lmcox1@cps.edu
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Maja Bulka	Teacher Leader	mbulka@cps.edu
Winnie Ho	Curriculum & Instruction Lead	who2@cps.edu
	Select Role	
	Select Role	
	Select Role	
	Select Role	
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✏️	Planned Completion Date ✏️
Team & Schedule	6/5/23	8/22/23
Reflection: Curriculum & Instruction (Instructional Core)	6/5/23	
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/5/23	
Reflection: Connectedness & Wellbeing	6/5/23	
Reflection: Postsecondary Success	6/5/23	
Reflection: Partnerships & Engagement	6/5/23	
Priorities	6/5/23	
Root Cause	6/5/23	
Theory of Acton	6/5/23	
Implementation Plans	6/5/23	
Goals	6/5/23	
Fund Compliance	6/5/23	
Parent & Family Plan	6/5/23	
Approval	6/5/23	

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	
Quarter 2	
Quarter 3	
Quarter 4	

Indicators of a Quality CIWP: Reflection on Foundations

Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.

Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.

Stakeholders are consulted for the Reflection of Foundations.

Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

Resources 🚀

Reflection on Foundations Protocol

Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	IAR data was pulled for the 2022/2023 school year. According to the IAR data, our 5th grade math was composed of do not meet (1/16 students, 6%), approaching expectations (5/16 students, 31%), partially meets expectations (5/16 students, 31%), meets expectations (5/15 students, 31%). 4th grade math data for the IAR test was composed of do not meet (1/14 students, 7%), approaching expectations (4/14 students, 29%), partially meets expectations (3/14 students, 21%), meets expectations (6/14 students, 43%). 3rd grade math data for the IAR test was composed of do not meet (1/13 students, 8%), approaching expectations (5/13 students, 38%), partially meets expectations (3/13 students, 23%), meets expectations (4/13 students, 31%). IAR data is pulled from the 2022/2023 school year. 5th grade reading data for the IAR test was composed of do not meet (2/16 students, 12%), approaching expectations (2/16 students, 12%), partially meets expectations (2/16 students, 12%), meets expectations (9/16 students, 56%), exceeding expectations (1/16 students, 6%). 4th grade reading data for the IAR test was composed of do not meet (1/14 students, 7%), approaching expectations (4/14 students, 29%), partially meets expectations (1/14 students, 7%), meets expectations (6/14 students, 43%), exceeding expectations (2/14 students, 14%). 3rd grade math data for the IAR test was composed of do not meet (0/13 students, 0%), approaching expectations (5/13 students, 38%), partially meets expectations (2/13 students, 15%), meets expectations (5/13 students, 39%), exceeding expectations (1/13 students, 8%). With our primary grades, we utilize MClass TRC as benchmark data. TRC data reflected for the 2022 - 2023 school year shows that our first grade BOY benchmark was Independent Level C and Instructional Level D. Overall, 5 students tested above benchmark (33%), 6 students tested on level (40%), and 4 students tested below level (27%). By the EOY, students were at Independent I, and Instructional J. With 7 students testing above benchmark (50%), 1 student met benchmark (7%), 2 students were approaching, 1 level below benchmark (14%), and 4 students below benchmark (29%). Looking at this data, we recognized that we have very few students who did not meet grade level standards, however, we also had very few students who exceeded that standards. With the majority of our students in approaching standards. In an effort to increase student growth for mathematics, we are transitioning to Illustrative Mathematics. Through this curriculum, we intend on developing skills around modeling and reasoning which were areas of improvement from our metrics. To elevate our students to higher reading levels in fluency and comprehension, we have begun the process of reviewing a new ELA curriculum that will include a more robust selection of complex texts.	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading) STAR (Math) iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold Interim Assessment Data
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions	**What is the feedback from your stakeholders?** Across our stakeholders, we have identified highlights and areas of improvement. Teachers collectively agree our school's structures and balanced system for ELA has benefited our student population. The structures in place encompass BAS (Benchmark Assessment System), LLI (Leveled Literacy Intervention), Heggerty, Sight Words, Phonics, WTW (Words their Way), Shared Reading, and Interactive Read Aloud. Students enjoy the different genres and wide selection of texts from LLI.	
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		
Yes	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		
Yes	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?** Started BOY Benchmark (BAS, MClass, BOY IM) testing to gather data for analysis. The ILT is academically focused that examines the BOY school data and identifies priorities. We implement the Problem Solving Process to determine the next Learning Cycle. During whole staff professional learning meetings, teachers engage in purposeful conversations around the professional reading on the priority that has been selected. Through the Grade band Meetings, share data and offer feedback to one another.	

What student-centered problems have surfaced during this reflection?
If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

In the Cultivate survey, students expressed their interest in their own agency. Students do not feel they have a strong enough voice in the school. Students would like to be provided explicit and targeted feedback to increase their academic and social growth.

Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey	Everett's MTSS team consists of a Case Manager/Interventionist, School Counselor, Special Education Teacher and General Education Teacher. Everett has a strong Tier I instructional plan utilizing the workshop model. Each student is seen for small group instruction daily to meet their individual needs. Weekly progress monitoring is done to monitor student growth. Quarterly data sessions using school wide assessments are analyzed for areas of concern and strengths. The problem solving process is used when students are not making adequate growth. Students are referred to the MTSS team. Team gathers all relevant data and makes recommendations for interventions including goals, frequency and duration of intensive interventions. Goals are monitored in the Branching Minds Platform. Student progress is monitored and goals will change based on student performance and progress. Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the LRE as indicated by their IEP.	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey
Yes	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	Everett provides a continuum of services for our diverse learners as indicated in their Individualized Education Plan. We currently have 86.7% of our Diverse Learners are in LRE 1. They are removed from their general education class less than 20% of the day. Currently, 13.3% of our diverse learners are in LRE 2. They are removed from their general education class for 21-60% of the day. Our staff and grade level teams work to ensure a schedule where students are most effective in participating in the general education classroom. When pulled out for services for direct instruction it is at a time when all students are receiving small group instruction so they do not miss out on the core curriculum. All of our diverse learners have inclusion on their IEP for one or more subjects. Students who were identifed as ELs were given the ACCESS test.	ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS) Quality Indicators of Specially Designed Curriculum EL Program Review Tool
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	**What is the feedback from your stakeholders?** Teachers are well aware of the systems in place when academic or social-emotional concerns arise within their student population. Teachers can always reach out to the Case Manager and Counselor for additional support, assistance or resources. Students enjoy small group instruction time, as it offers them more individualized attention from instructors. Student needs are met according to where they are at, and their small group peers offer a welcoming and inclusive environment for discussion opportunities targeting specific skills, standards, and strategies. Families are updated on students' academic and social-emotional progress throughout the course of the quarter, and are notified when concerns arise. The case manager, general education teacher, special education teachers, and any other clinicians meet with parents if their student's data suggests that there is a concern.	
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	**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 Interventionist and the ELPT will be pulling groups based on data. Groups that are tentative include strategy groups, and support for students identifed through MTSS/ACCESS scores (Bilingual placement).	
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.		Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity. Last year, 100% of annual reviews and re-evaluations were done on time to ensure student's IEP reflect their current levels of performance and they receive the appropriate related services. Individualized Education Plans, specifically Section 7, are data driven and represent the students areas of strength and areas of need.	

What student-centered problems have surfaced during this reflection?
If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

Students have difficulties recognizing feedback when provided during instruction. Students are not able to determine priority goals using given teacher feedback during small group instruction.

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment SEL Teaming Structure	There are organized team structures in place to support student connectedness and wellbeing from the MTSS Team to the Behavioral Health Team to the Climate and Culture Team. The counselor meets one on one, in small groups (social skills, grief, and attendance), and with whole class for a range of SEL and coping strategies. The Case Manager/Interventionist oversees the process of MTSS at the school level and provides crucial support to teachers in identifiying student needs, accommodations, and additional testing. A process is in place to address any behavioral issues (reoccurring behaviors that are increasing with intensity and interferes with academic and social function and has not improved with combined parental and classroom interventions) within the school. The counselor provides a needs assessment/interest inventory/skills tracker and teachers may contact the counselor to address any identified students with behavioral issues which is then referred to the Behavioral Health Team. Teachers implement Calm Classroom everyday for the beginning of the day or when needed by students. PBIS attends to maintaining out	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100

Using the associated references, is this practice consistently implemented?			Metrics

Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	attendance with class competitions for spelling out PERFECT ATTENDANCE. Students were provided opportunities to assist with morning announcements through the pledge.

The counselor integrated restorative circles with students for belonging and inclusion. These entailed discussions that helps students feel they are being included and helped to problem solve issues they were encountering in the classroom or outside. The counselor also instructed utilizing the IB learning profiles, and I messages and respectful behaviors. The school environment was also used to promote and foster many of the SEL strategies used in the curricula. The CPS Health curriculum was given for students to meet the grade level expectations.

Afterschool Programs are provided to students from Kindergarten to 5th Grade. A selection of programs are offered that includes Homework Club, WITS Program, and STEM Lego Club. In Homework Club, students are given opportunities to complete school work and request additional support or time to finish homework or improve specific skills using our online programs like Study Islands and ST Math. The WITS Program engages a handful of 4th and 5th grade students to connect with University students or professionals with reading and other skills. The STEM Lego Club reinforces science and engineering skills while coding and co-constructing different Lego robots.

Our attendance reflects a strong support system in place for maintaining excellence in attendance. The identified students with great absenteeism are provided 5 and 10 day notices with highlighted (red, orange, yellow, and green) attendance percentages throughout the course of the school year to notify families. In addition, the counselor met with students through a check-in and check-out system to ensure students attendance is sustained and builds motivation/repertoire. There are also attendance incentives that consists of weekly raffles and monthly student selected incentives. | Reduction in repeated disruptive behaviors (4-6 SCC)

Access to OST

Increase Average Daily Attendance

Increased Attendance for Chronically Absent Students |
| 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?**

Students greatly appreciated the different after school programs that were provided in the 2022 - 2023 school year. Students saw the benefits of having additional help in afterschool with their homework and were given time and a space to complete it before heading home. In addition, students who may have had additional interests with constructing Lego were able to participate in individual and team challenges, while developing and refining other key problem solving and engineering skills. Students liked meeting with the counselor to discuss problems they have identified by the needs survey. | 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) |
| Yes | Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment. | Teachers saw students interact with one another in a low stakes environment. They saw behaviors when completing homework and were able to revise the work as expected.

Families valued the afterschool programs as it ensures their children completed their homework and received the support needed to academically grow. | Enrichment Program Participation: Enrollment & Attendance

Student Voice Infrastructure

Reduction in number of students with dropout codes at EOY |

What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**
Students are unable to meet with the counselor flexibility due to time constraints with the academic schedule (blocks of time are allocated for meeting small groups and individuals for conference).	The counselor prioritizes the needs of students who have requested SEL support using a reflection survey. The Behavioral Health Team and the Culture and Climate Team is meeting with greater fidelity to showcase recognition of birthdays. In addition, there's an increased encouragement for support and other needs. Counselor with the Coffee is held monthly to ensure that there is more home to school connectedness.

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Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)		References	What are the takeaways after the review of metrics?	Metrics
N/A	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)	[takeaways reflecting most students; takeaways reflecting specific student groups]	Graduation Rate

Program Inquiry: Programs/participation/attainment rates of % of ECCC |
| N/A | Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th). | Individualized Learning Plans | | 3 - 8 On Track

Learn, Plan, Succeed

% of KPIs Completed (12th Grade)

College Enrollment and Persistence Rate |
| | Work Based Learning activities are planned and | Work Based Learning Toolkit | **What is the feedback from your stakeholders?** | 9th and 10th Grade On Track |

N/A	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).		*[feedback trends across stakeholders; feedback trends across specific stakeholder groups]* ✏️
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	

Metrics column (right):

Cultivate (Relevance to the Future)

Freshmen Connection Programs Offered (School Level Data)

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?

[impact on most students; impact on specific student groups] ✏️

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.

[problems experienced by most students; problems experienced by specific student groups] ✏️

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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	Monthly newsletters, unit newsletters, parent workshops, student of the month celebrations, etc. ✏️ School utilizes handouts, emails, phone calls, and the school website as a means to foster two-way communication for ongoing events and academic learning units of study occuring within specific time periods. Through the Inquiry Circle process, teachers include students in the decision making process. They select project ideas to research and present through collaboration with peers. The Case Manager informs parents of students with IEPs/504 of ODLSS parent involvement webinars and information via email. Parents have the opportunity to sign up for ODLSS parent advisory board team. Everett is a Community in Schools (CIS) partner. Everett utilizes the resources that the CIS partner offers with social-emotional learning, WITS, field trips, needs (Cradles to Crayons), parent resources, and STEM learning opportunities.	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data) Formal and informal family and community feedback received locally. (School Level Data)
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		
No	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric		

What is the feedback from your stakeholders?

Students enjoyed a variety of field trips and experiences offered through the Community in Schools Partnership. They enjoyed learning about various orchestra instruments through a mini-ensemble performance in the school auditorium, as well as a culminating trip to the Chicago Symphony Orchestra downtown. The set list at the student-centered concert was also culturally relevant, as it featured sights and sounds picked from Chicago's 77 neighborhoods. Everett hosted Plant Chicago for a vermicomposting lab in the school that expanded student learning in their respective life science units. Working in the Schools (WITS) is a professional mentoring organization that provided students one-on-one homework support, and provided students the opportunity to visit the Loop once a week and observe professionals in the workplace. ✏️

What student-centered problems have surfaced during this reflection?
If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

Students want more variety with the partnerships and engagement we currently have for them. Due to lower enrollment, we have limited number of partnerships and opportunities. ✏️

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?

We are providing more frequent student interest surveys to better plan and obtain partnerships to meet the interests and needs of our learners. The Counselor will be reaching out to various organizations around the neighborhood and statewide to enrich opportunities for students. ✏️
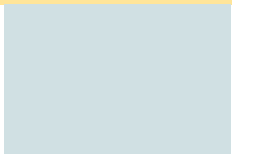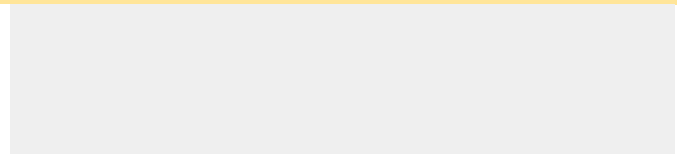
Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	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.
Yes	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.
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

Everett's MTSS team consists of a Case Manager/Interventionist, School Counselor, Special Education Teacher and General Education Teacher. Everett has a strong Tier I instructional plan utilizing the workshop model. Each student is seen for small group instruction daily to meet their individual needs. Weekly progress monitoring is done to monitor student growth. Quarterly data sessions using school wide assessments are analyzed for areas of concern and strengths. The problem solving process is used when students are not making adequate growth. Students are referred to the MTSS team. Team gathers all relevant data and makes recommendations for interventions including goals, frequency and duration of intensive interventions. Goals are monitored in the Branching Minds Platform. Student progress is monitored and goals will change based on student performance and progress.

Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the LRE as indicated by their IEP.

Everett provides a continuum of services for our diverse learners as indicated in their Individualized Education Plan. We currently have 86.7% of our Diverse Learners in LRE 1. They are removed from their general education class less than 20% of the day. Currently, 13.3% of our diverse learners are in LRE 2. They are removed from their general education class for 21-60% of the day. Our staff and grade level teams work to ensure a schedule where students are most effective in participating in the general education classroom. When pulled out for services for direct instruction it is at a time when all students are receiving small group instruction so they do not miss out on the core curriculum. All of our diverse learners have inclusion on their IEP for one or more subjects.

Students who were identifed as ELs were given the ACCESS test.

What is the feedback from your stakeholders?

Teachers are well aware of the systems in place when academic or social-emotional concerns arise within their student population. Teachers can always reach out to the Case Manager and Counselor for additional support, assistance or resources.

Students enjoy small group instruction time, as it offers them more individualized attention from instructors. Student needs are met according to where they are at, and their small group peers offer a welcoming and inclusive environment for discussion opportunities targeting specific skills, standards, and strategies.

Families are updated on students' academic and social-emotional progress throughout the course of the quarter, and are notified when concerns arise. The case manager, general education teacher, special education teachers, and any other clinicians meet with parents if their student's data suggests that there is a concern.

What student-centered problems have surfaced during this reflection?

Students have difficulties recognizing feedback when provided during instruction. Students are not able to determine priority goals using given teacher feedback during small group instruction.

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 Interventionist and the ELPT will be pulling groups based on data. Groups that are tentative include strategy groups, and support for students identifed through MTSS/ACCESS scores (Bilingual placement).

Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.

Last year, 100% of annual reviews and re-evaluations were done on time to ensure student's IEP reflect their current levels of performance and they receive the appropriate related services. Individualized Education Plans, specifically Section 7, are data driven and represent the students areas of strength and areas of need.

Return to Top　　Determine Priorities

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

Students...

do not know how to effectively implement feedback given during small group instruction.

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...

need to be more explicit when providing next steps for feedback and sufficient time for students to process the feedback given (as a safe practice).

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....

provide purposeful feedback, with specific next steps, during small group instruction through LLI (Leveled

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

Inclusive & Supportive Learning Environment

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.

then we see....

students applying and the feedback to their own learning

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...

increased academic growth with reading benchmarks in comprehension and fluency.

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		Q3	
Q2		Q4	

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1 — Professional Reading Around How to Give Effective Feedback to Students	Teachers	End of Quarter 1	In Progress
Action Step 1 — Whole staff engages in professional reading and learning around How to Give Effective Feedback to Students.	Teachers	Weeks 3 - 4	In Progress
Action Step 2 — Whole staff continues discussions around what feedback may look like, sound like, and interpreted by students.	Teachers	Weeks 4 - 5	In Progress
Action Step 3 — Staff gathers to present feedback given to students during LLI/Strategy groups.	Teachers	Weeks 2 - 9	In Progress
Action Step 4 — Staff shares with colleagues and discuss their feedback process.	Teachers	End of Quarter 1	In Progress
Action Step 5 — Determine as a whole what types of feedback are appropriate for each grade level.	Teachers	End of Quarter 1	In Progress
Implementation Milestone 2 — Teachers implement feedback in small groups.	Teachers	End of Quarter 2	In Progress
Action Step 1 — Teachers are provided time to practice the feedback with their students.	Teachers	Week 10 - 12	In Progress
Action Step 2 — Teachers share samples of feedback given to students during whole staff meeting for greater analysis to determine next steps.	Teachers	Week 12 - 13	Not Started
Action Step 3 — Teachers collect data using classwork/assessments based on feedback given	ILT	Week 14 - 18	Not Started
Action Step 4 — Teachers administer MOY Star360 to students as a means to collect data.	Teachers	Week 20 - 22	Not Started
Action Step 5 — Teachers determine effective feedback that has been working and what feedback has not been working.	Teachers	End of Quarter 3	Not Started
Implementation Milestone 3 — Determine Effectiveness of Feedback	ILT	End of Quarter 3	Not Started
Action Step 1 — ILT reviews over the different types of feedback (micro, snapshot, and longview) and highlight its impact	ILT	Week 15 - Week 25	Not Started
Action Step 2 — Develop a survey for students to identify the feedback's effectiveness and what students are seeing and hearing as feedback.	ILT	Week 22 - 23	Not Started
Action Step 3 — Students take the survey on feedback to help staff determine how the students feel the feedback affected their academic work.	Students	Week 23 - 24	Not Started
Action Step 4 — ILT analyzes the student feedback on the survey and plan next action steps.	ILT	Week 25 - 30	Not Started
Action Step 5 —			Select Status
Implementation Milestone 4 — Implement consistent student feedback in Mathematics.	Teachers	End of Quarter 4	Not Started
Action Step 1 — Teachers gather current math work to analyze in staff meetings	Teachers	Week 31	Not Started
Action Step 2 — Teachers identify appropriate grade level expectations for feedback.	Teachers	Week 32 - 33	Not Started
Action Step 3 — Teachers are provided sufficient time for safe practice in the classroom.	Teachers	Week 34 - 36	Not Started
Action Step 4 — Teachers gather and review feedback with colleagues.	Teachers	Week 36 - 38	Not Started
Action Step 5 — Teachers analyze overall data for the school year with feedback.	ILT	End of Quarter 4	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Milestones we anticipate seeing in this school year that will lead to 2025 would be an overall understanding of what student feedback will look and sound like at differing grade levels for all stakeholders involved. As feedback develops into an effective practice, we will see academic and social emotional growth as students are able to apply with proficiency the feedback provided during instruction.	✍️
SY26 Anticipated Milestones	Additional milestones we aim to achieve moving into SY26 would be students creating and co-constructing feedback for their peers. When students are able to provide effective feedback to their peers, they will recognize the importance of feedback and how it can be helpful for their learning and growing as a future member of society.	✍️

Inclusive & Supportive Learning Environment

Goal Setting

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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

Numerical Targets [Optional] ✏️

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	SY24	SY25	SY26
80% of our students, who are approaching expectations and below, will transition to the next category/level from BOY to EOY (yellow to blue, red to yellow, etc)	Yes	STAR (Reading)	Overall	Approach or Below: 82% (3rd) 75% (4th) 50% (5th)	Approach or Below: 75% (3rd) 50% (4th) 33% (5th)	Approach or Below: 70% (3rd) 45% (4th) 30% (5th)	Approach or Below: 66% (3rd) 42% (4th) 30% (5th)
			Select Group or Overall				
	Select Answer		Select Group or Overall				
			Select Group or Overall				

Practice Goals

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

Identify the Foundations Practice(s) most aligned to your practice goals. ✏️	SY24	SY25	SY26
C&I:2 Students experience grade-level, standards-aligned instruction.	Students become aware of explicit feedback when given. Students are given varying levels of feedback across content areas.	Students will be able to apply standard-aligned feedback independently to demonstrate progress.	Students are able to provide feedback to their peers based on their experience.
C&I:4 The ILT leads instructional improvement through distributed leadership.	The ILT team will have read How to Give Effective Feedback to your Students and further refine the process. The text will be used as a basis for guidance when implementing the various types of feedback in the classroom .	The ILT team standardizes the type of feedback and how it is given to students in each class. Some teachers are able to convey feedback to parents/families during parent/teacher conferences.	All classroom teachers and staff are able to make informed decisions on the type and level of feedback given to students and to parents/families during conferences.
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Teachers provide micro, snapshot, and longview feedback over the course of the year on informal, formative, and summative assessments.	Students develop feedback through self-reflection using goal setting and action plans.	Students become mentors to their peers by providing feedback based on data and evidence.

SY24 Progress Monitoring

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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
80% of our students, who are approaching expectations and below, will transition to the next category/level from BOY to EOY (yellow to blue, red to yellow, etc)	STAR (Reading)	Overall	Approach or Below: 82% (3rd) 75% (4th) 50% (5th)	Approach or Below: 75% (3rd) 50% (4th) 33% (5th)	On Track	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

		Progress Monitoring			
Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4

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

Inclusive & Supportive Learning Environment

C&I:2 Students experience grade-level, standards-aligned instruction.	Students become aware of explicit feedback when given. Students are given varying levels of feedback across content areas.	On Track	*Select Status*	*Select Status*	*Select Status*
C&I:4 The ILT leads instructional improvement through distributed leadership.	The ILT team will have read How to Give Effective Feedback to your Students and further refine the process. The text will be used as a basis for guidance when implementing the various types of feedback in the classroom .	On Track	*Select Status*	*Select Status*	*Select Status*
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Teachers provide micro, snapshot, and longview feedback over the course of the year on informal, formative, and summative assessments.	On Track	*Select Status*	*Select Status*	*Select Status*

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of metrics?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.

IAR data was pulled for the 2022/2023 school year. According to the IAR data, our 5th grade math was composed of do not meet (1/16 students, 6%), approaching expectations (5/16 students, 31%), partially meets expectations (5/16 students, 31%), meets expectations (5/15 students, 31%). 4th grade math data for the IAR test was composed of do not meet (1/14 students, 7%), approaching expectations (4/14 students, 29%), partially meets expectations (3/14 students, 21%), meets expectations (6/14 students, 43%). 3rd grade math data for the IAR test was composed of do not meet (1/13 students, 8%), approaching expectations (5/13 students, 38%), partially meets expectations (3/13 students, 23%), meets expectations (4/13 students, 31%).

IAR data is pulled from the 2022/2023 school year. 5th grade reading data for the IAR test was composed of do not meet (2/16 students, 12%), approaching expectations (2/16 students, 12%), partially meets expectations (2/16 students, 12%), meets expectations (9/16 students, 56%), exceeding expectations (1/16 students, 6%).

Yes	Students experience grade-level, standards-aligned instruction.

4th grade reading data for the IAR test was composed of do not meet (1/14 students, 7%), approaching expectations (4/14 students, 29%), partially meets expectations (1/14 students, 7%), meets expectations (6/14 students, 43%), exceeding expectations (2/14 students, 14%). 3rd grade math data for the IAR test was composed of do not meet (0/13 students, 0%), approaching expectations (5/13 students, 38%), partially meets expectations (2/13 students, 15%), meets expectations (5/13 students, 39%), exceeding expectations (1/13 students, 8%). With our primary grades, we utilize MClass TRC as benchmark data. TRC data reflected for the 2022 - 2023 school year shows that our first grade BOY benchmark was Independent Level C and Instructional Level D. Overall, 5 students tested above benchmark (33%), 6 students tested on level (40%), and 4 students tested below level (27%). By the EOY, students were at Independent I, and Instructional J. With 7 students testing above benchmark (50%), 1 student met benchmark (7%), 2 students were approaching, 1 level below benchmark (14%), and 4 students below benchmark (29%). Looking at this data, we recognized that we have very few students who did not meet grade level standards, however, we also had very few students who exceeded that standards. With the majority of our students in approaching standards.

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.

In an effort to increase student growth for mathematics, we are transitioning to Illustrative Mathematics. Through this curriculum, we intend on developing skills around modeling and reasoning which were areas of improvement from our metrics. To elevate our students to higher reading levels in fluency and comprehension, we have begun the process of reviewing a new ELA curriculum that will include a more robust selection of complex texts.

Yes	The ILT leads instructional improvement through distributed leadership.

What is the feedback from your stakeholders?

Yes	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.

Across our stakeholders, we have identified highlights and areas of improvement. Teachers collectively agree our school's structures and balanced system for ELA has benefited our student population. The structures in place encompass BAS (Benchmark Assessment System), LLI (Leveled Literacy Intervention), Heggerty, Sight Words, Phonics, WTW (Words their Way), Shared Reading, and Interactive Read Aloud.

Students enjoy the different genres and wide selection of texts from LLI.

Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.

What student-centered problems have surfaced during this reflection?

In the Cultivate survey, students expressed their interest in their own agency. Students do not feel they have a strong enough voice in the school. Students would like to be provided explicit and targeted feedback to increase their academic and social growth.

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

Started BOY Benchmark (BAS, MClass, BOY IM) testing to gather data for analysis.

The ILT is academically focused that examines the BOY school data and identifies priorities. We implement the Problem Solving Process to determine the next Learning Cycle.

During whole staff professional learning meetings, teachers engage in purposeful conversations around the professional reading on the priority that has been selected.

Through the Grade band Meetings, share data and offer feedback to one another.

Determine Priorities

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

Students...

demonstrated deficits in modeling and reasoning due to the prior math curriculum.

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.

Root Cause

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

As adults in the building, we...

needed to provide greater opportunities for students to model and reason their mathematical thinking. With the previous curriculum, students simply completed practice problems and did not have time to develop deeper concrete thinking.

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.

Theory of Action

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What is your Theory of Action?

Curriculum & Instruction

If we....

implement the new math curriculum (Illustrative Mathematics - IM) with integrity, 🖍

then we see....

automaticity with students thinking using their developed mathematical models and reasoning to support their claims. 🖍

which leads to...

increase mathematical IAR scores and conceptual awareness. 🖍

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 🖍

Teachers/ILT/MTSS/Coaches

Dates for Progress Monitoring Check Ins

Q1		Q3	
Q2		Q4	

	SY24 Implementation Milestones & Action Steps 🖍	Who 🖍	By When 🖍	Progress Monitoring
Implementation Milestone 1	Coaching with Integrity Across All Grade Levels	Coach Rebecca, teachers	End of Quarter 1	In Progress
Action Step 1	Math Coach will provide beginning of the year Professional Development on the Illustrative Mathematics curriculum	Coach Rebecca, teachers	Beginning of school year	In Progress
Action Step 2	Math Coach will be offering one-on-one conferences with teachers on unit plans.	Coach Rebecca, teachers	Ongoing	In Progress
Action Step 3	Math Coach will be modeling a full lesson to teachers, in grade bands.	Coach Rebecca, teachers	Week 1 - 5	In Progress
Action Step 4	Math Coach will debrief with teachers on the modeling lesson to discuss teacher moves and student moves.	Coach Rebecca, teachers	Ongoing	In Progress
Action Step 5	Math Coach will continue classroom observations and provide next steps and suggestions/resources.	Coach Rebecca, teachers	Ongoing	In Progress
Implementation Milestone 2	Teachers develop unit plans that best align to CCSS Math and the Standards of Mathematical Practices (SMPs).	Math Coach/Classroom Teachers	End of Quarter 2	In Progress
Action Step 1	Math Coach will work collaboratively with teachers to ensure units are CCSS-Math aligned and developed for daily instruction.	Math Coach/Classroom Teachers	Week 11 - 15	In Progress
Action Step 2	Teachers will share their unit creation and receive feedback from the Math Coach.	Math Coach/Classroom Teachers	Week 16	In Progress
Action Step 3	Teachers refine and enhance their units to include the feedback provided by the Math Coach for the present unit and future units.	Math Coach/Classroom Teachers	Week 20	In Progress
Action Step 4	Teachers share their units in progress and obtain feedback from the Math coach.	Math Coach/Classroom Teachers	Week 25	In Progress
Action Step 5				*Select Status*
Implementation Milestone 3	Instruction encompasses high quality questioning and modeling for students.	Classroom Teachers	End of Year	In Progress
Action Step 1	Teachers are provided time for safe practice to use the Illustrative Mathematics curriculum.	Classroom Teachers	End of Year	In Progress
Action Step 2	Math Coach will observe classroom instruction on a continuous learning cycle.	Classroom Teachers	ongoing	In Progress
Action Step 3	The math coach will meet with the teachers to debrief on the instruction, and provide feedback on what's working and what needs improvement/work.	Classroom Teachers	End of Year	In Progress
Action Step 4	Teachers will apply the provided feedback from the Math Coach to their daily instruction focusing on questioning and modeling.	Classroom Teachers	End of Year	In Progress
Action Step 5	Peer observations will begin to allow teachers to see what other teacher moves are being utilized and implemented in the classroom.	Classroom Teachers	MOY 2025	In Progress
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	By 2025, the teachers will develop integrity with using the Illustrative Mathematics curriculum. Teachers will feel confident in planning their units and are flexible with moving around different components or lessons. Students will also demonstrate growth in their modeling and reasoning skills.	🖍

Curriculum & Instruction

| **SY26 Anticipated Milestones** | By 2026, teachers have solid Illustrative Mathematics units for instruction. Teachers are comfortable and encourages others to observe their classroom instruction and are readily available for additional feedback. Students will also showcase an increase in their IAR Mathematics scores, specifically a growth with their modeling and reasoning scores. | ✏️ |

Goal Setting

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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) | **Numerical Targets [Optional]** ✏️ | | | |
				Baseline ✏️	SY24	SY25	SY26
Students develop stronger modeling and reasoning skills	Yes	Other	Overall	27%	30%	33%	40%
			Select Group or Overall				
% of students will score higher in IAR Mathematics in modeling and reasoning	No	IAR (Math)	Overall	Modeling results 47% red 27% blue 30% green	Modeling results 35% red 30% blue 35% green	Modeling results 30% red 30% blue 40% green	Modeling results 20% red 40% blue 40% green

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.	Teachers have full online access to the new math curriculum, and are launching the new curriculum in their classrooms alongside the math coach. Teachers are in the beginning process of implementing the curriculum, and are learning as they teach.	Teachers now are in their second year with the math curriculum. Teachers observe and provide feedback to each other in a year-round observation cycle.	Teachers take their learnings over the past two years and reassess both the curriculum and their teaching practices. Teachers implement any updates to the curriculum and draw on past experiences to determine what students need from each respective unit or lesson.
C&I:2 Students experience grade-level, standards-aligned instruction.	Through Illustrative Mathematics, teachers ensure the content and curriculum is standards-aligned and setting grade level expectations.	Most teachers implement the new curriculum and are able to differentiate as needed for their diverse student population. Teachers can also supplement materials where gaps are seen.	All teachers can implement the curriculum and are able to differentiate as needed for their diverse student population. Teachers can also supplement materials where gaps are seen.
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Students are able to identify their own strengths and areas of improvement based on data and feedback from their teachers.	Students collaborate with their peers to showcase their ability to model and reason various mathematical problems.	Students present their mathematical thinking and reasoning through their developed models in whole class presentations.

SY24 Progress Monitoring

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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
Students develop stronger modeling and reasoning skills	Other	Overall	27%	30%	On Track	*Select Status*	*Select Status*	*Select Status*
		Select Group or Overall			*Select Status*	*Select Status*	*Select Status*	*Select Status*
% of students will score higher in IAR Mathematics in modeling and reasoning	IAR (Math)	Overall	Modeling results 47% red 27% blue 30% green	Modeling results 35% red 30% blue 35% green	On Track	*Select Status*	*Select Status*	*Select Status*
					Select Status	*Select Status*	*Select Status*	*Select Status*

Curriculum & Instruction

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.	Teachers have full online access to the new math curriculum, and are launching the new curriculum in their classrooms alongside the math coach. Teachers are in the beginning process of implementing the curriculum, and are learning as they teach.	On Track	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Through Illustrative Mathematics, teachers ensure the content and curriculum is standards-aligned and setting grade level expectations.	On Track	Select Status	Select Status	Select Status
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Students are able to identify their own strengths and areas of improvement based on data and feedback from their teachers.	Limited Progress	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)

Select a Goal					
Select a Goal					
Select a Goal					

If Checked:	☑	**Our school is a Title I school operating a Schoolwide Program**
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.
If Checked:	☐	**Our school is a non-Title I school that does not receive any Title I funds.** **(Continue to Approval)**
No action needed		

SCHOOL & FAMILY ENGAGEMENT POLICY

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

☑ The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.

☑ At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.

☑ Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.

☑ Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.

☑ Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.

☑ Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.

☑ Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.

☑ Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

☑ Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.

SCHOOL & FAMILY COMPACT

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

☑ The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.

☑ The school will hold parent-teacher conferences.

☑ The school will provide parents with frequent reports on their children's progress.

☑ The school will provide parents reasonable access to staff.

☑ The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.

☑ The parents will support their children's learning.

☑ The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

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

- Everett is a small school with a small parent and family engagement budget. For fiscal year 2024 the budget allocation for parent and family engagment is $709.78. With this small budget parents have a limited optoions for engagement. Parents have focused on investing the funds allocated to the school on educational consultants. Parents are specifically insterested in learning how to support their children at home with their academics.

In order to maintain compliance with the use of Title I Parent & Family Engagement funds, please review and check each box below to indicate that your school understands and complies with the requirements following. We will...

☑ Spend Parent & Family Engagement Funds in a timely manner (Average 10%/month)

☑ Collaborate with parents, prioritizing PAC officers, to decide on Title I expenditures

☑ Assure that funds impact the majority of parents or focus on parents with students most at academic risk

☑ Provide up to date monthly fund reports to PAC officers

☑ Maintain a binder with the original documents related to PAC meetings, presentations, fund expenditures and other evidence of collaboration

☑ Provide support to PAC officers including but not limited to consultation about fund usage, meeting set-up, information dissemination, and organizational support