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 ✍
Nicholas Kotis	Principal	nckotis@cps.edu
Victoria Tomko	AP	VATomko@cps.edu
Gladys J. Cortes-Duewel	AP	GJCortes-Duewel@cps.edu
Monica Blaz	Curriculum & Instruction Lead	MGil@cps.edu
Jenny Van Pelt Montgomery	Teacher Leader	JVanpeltmontgomery@cps.edu
Kelli Olsen	Teacher Leader	KOlsen@cps.edu
Claudia Villagomez	Partnerships & Engagement Lead	CVillagomez@cps.edu
Liza Pappas	Teacher Leader	LRPappas@cps.edu
Teryn Kim	Teacher Leader	tykim@cps.edu
Sarah Gibbs	Counselor	segibbs@cps.edu
Lizette Bernabe	Parent	lbernabe4@cps.edu
	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	7/6/23	8/15/23
Reflection: Curriculum & Instruction (Instructional Core)	4/12/23	7/13/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	4/12/23	7/13/23
Reflection: Connectedness & Wellbeing	7/6/23	7/13/23
Reflection: Postsecondary Success	7/6/23	7/13/23
Reflection: Partnerships & Engagement	7/6/23	8/15/23
Priorities	4/12/23	7/13/23
Root Cause	4/12/23	7/13/23
Theory of Acton	7/6/23	7/13/23
Implementation Plans	7/6/23	7/13/23
Goals	7/6/23	7/13/23
Fund Compliance	7/6/23	8/11/23
Parent & Family Plan	7/6/23	8/11/23
Approval	4/12/23	9/15/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates ✍	
Quarter 1	10/17/2023
Quarter 2	12/12/2023
Quarter 3	3/19/2024
Quarter 4	5/14/2024

Indicators of a Quality CIWP: Reflection on Foundations

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

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

Stakeholders are consulted for the Reflection of Foundations.

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

Resources 🚀

Reflection on Foundations Protocol

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	**Dashboard:** ✏️ -83% of K-2 students scored one or two grade levels below at BOY -40% of K-2 students scored one or two grades below at the EOY -66% of K-2 students who scored one grade level below at BOY moved up to Early, Mid, or Above grade level at EOY -60% of K-2 students who scored two grade levels below at BOY moved up to Early, Mid, or Above grade level the EOY	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math)
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction	**i-Ready Reports:** -Classes with the highest growth in Phonological Awareness and Phonics also showed the most overall growth in Reading. -90% of K-2 students scored one or two grade levels below at BOY -41% of K-2 students scored one or two grades below at the EOY -68% of K-2 students who scored one grade level below at BOY moved up to Early, Mid, or Above grade level at the EOY -86% of K-2 students who scored two grade levels below at BOY moved up to Early, Mid, or Above grade level at the EOY STAR 360: 3rd and 6th grade performances are very similar 4th grade "slump" is evident in data Red, yellow, and blue are holding steady and consistent. No significant fluctuation is evident as we go up in grade level IAR IAR: 2023- More improvement in reading than in Math School-wide struggles with vocabulary and informational texts Written expression and conventions - school-wide struggle 2023- School-wide - struggled with mathematical reasoning ACCESS: Consistent growth and movement up developmental levels across most grade bands Consistent growth across domains in grades 1 and 4 Drops in listening scores in grades 2 and 3 Plateaus among upper grade DLs and students longest in the program Strong growth among newcomers between screener and ACCESS scores Significant drops or little growth in one domain possibly prevented students from reaching passing score PSAT: Reading and Writing- 46% of students met, 41% need to strengthen, and 14% approaching. Math 37% of students met, 9% approaching, 37% met	STAR (Reading)
Yes	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?** I-Ready: Students are scoring below grade level in I-Ready ✏️ -Most K-2 students who scored one or two grade levels below have FRL status -Most K-2 students who scored one or two grade levels below have FRL status -The pandemic had a negative impact on instruction and testing. Schoolwide we are showing recovery -Provided teachers the opportunity to collect data on their instruction to improve practice -Teachers have ownership of their observations/prompts -Data on questioning and discussion within the classroom and who was doing the work during instruction	STAR (Math) iReady (Reading) iReady (Math) Cultivate Grades ACCESS
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership	IAR 2023- Doing better in reading than in Math School-wide struggles with vocabulary and informational texts Written expression and conventions - school-wide struggles 2023- School-wide - struggles with mathematical reasoning ACCESS-Most K-2 students who scored one or two grade levels below have FRL	TS Gold
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 Guide	status. ELL students struggled more than others PSAT: Group 9 and Algebra students performed better. Heart of Algebra (section of PSAT)- 38% (Need to Strengthen), 48% Approaching, 19% Met. Problem Solving and Data Analysis- 29% Need to Strengthen, 65% Approaching, 6% Met. (all math sections were read to students)	Interim Assessment Data
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?** *(1). We have curricular needs i.e. phonics, math, ELA, science, social studies, and SEL instruction. These needs must be horizontally and vertically implemented and aligned. We have adopted a new K-5 math curriculum which will be implemented in the 2023-2024 school year which has been selected through a process involving all stakeholders (including LSC, parents, staff). Teachers excel at using standards based instructional practices and activities. Beginning with the start of the pandemic, classroom teachers and staff have prioritized SEL/Inner Core instruction and supports for all students using a variety of resources such as Calm Classroom, Second Step, Calm Corner implementation in all spaces, Restorative Practices, additional full time counselor, a half time social worker, MTSS for SEL needs. We need to include SEL instruction and practice within the content areas. ILT members supported the entire staff using the ObserveMe protocol. We need to encourage more participation on the ILT to include more upper grade teachers, special education teachers, and specific content area teachers such as science. Within grade level team meetings, more reflection time and ownership is needed to drive instructional improvement and*	

What student-centered problems have surfaced during this reflection?

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

Student-centered problems include inconsistent attendance, missing days and tardies. ✏️ Student participation and active engagement has decreased especially in the middle and upper grades. Students need to develop a growth mindset. Students are not taking academic risks. DL students have lower attendance. There is a high number of students who need MTSS in math content and ELA content. Poor/inconsistent attendance affected the progress of MTSS recipients. Students within the same grade level may not be receiving the same content instructional skill, especially in math. Students performance on high stakes standardized tests in the area of math has decreased steadily over that

on high stakes standardized tests in the area of math has decreased steadily over the past ten years, across all groups and subgroups.

produce/encourage collaboratively engaged teams. We have a solid school-wide assessment plan, but our common unit assessments and use of formative/summative assessments at the classroom level need to be more consistent. We are working toward improving this by implimenting new curriculum in math and later ELA. In daily practice, teacher regulary assess students through observation, conferring, listening to discussion, exit slips. Students are provided clear objectives for instruction.

Inclusive & Supportive Learning Environment

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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	An MTSS coordinator who collaborates with the CM, ELPT and admin team to support grade level groups and MTSS scheduling. ✏️ Teachers scheduled as MTSS providers Parents are informed through the MTSS letter and communication from the teacher Benchmark assessment results are shared at progress report/report card conferences	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS MTSS Academic Tier Movement
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	Teachers identified the students, developed goals and entered information into Branching Minds Ongoing student assessment through iReady, CBM, Freckle, RazKids, Fluency snapshots, Skilled based assessments Regular progress monitoring results at specific intervals entered into Branching Minds IEPs are kept current and in compliance. The LRE is considered and discussed during all IEP meetings. All accommodations and modifications are followed for each student based on the IEP. IEPs are kept current and in compliance. They are implemented by Special Education teachers in collaboration with Diverse Learner teachers. English Language Learners are placed with teachers who have the appropriate bilingual or ESL endorsement according to their needs. ELPT creates a master student reorganization document with ELs and DLs having priority in placement. ELPT completes the EL Placement Recommendation Tool and reviews with the Network 1 EL ISL Administration uses the Master Student Reorganization to place students in homerooms. There are language objectives in place in English Language Arts on teacher unit plans.	Annual Evaluation of Compliance (ODLSS)
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?** Parents of students with Diverse Learning needs attend and approve their students IEP goals and implementation. ✏️ Parents complete the HLS upon registration and are informed of student placement in EL classroom settings and of their received services annually. The OLCE Program Review for SY23 indicated findings in the area of planning for ELs across content areas Between SY 22 and 23, stakeholders indicated the supportive environment moving from neutral to strong on the 5 Essentials survey.	Quality Indicators of Specially Designed Curriculum EL Program Review Tool
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?** MTSS coordinator continues to meet with grade level teams monthly to insure communication and implementation of services. ✏️ MTSS coordinator continues to communicate with the counselors, case manager, ELPT, dean, APs and Principal to ensure inclusive and supportive learning for all students. Professional development efforts continue to consistently support teacher teams in implementing and documenting MTSS	
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.		Continuous effort to schedule MTSS interventionists. All improvement efforts address the learning needs of all of our students including our DL, EL and newcomers to increase educational opportunities. ELPT met with teachers of ELs to update planning documents to reflect planning for ELs in math and science. Professional development efforts are underway to support teachers in planning for instruction of ELs.	

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.

Data shows a need for language objectives across the curriculum. 6% of Students reaching proficiency on ACCESS. ✏️

Star 360 EOY Data shows that a majority of our students in urgent interventions did not make sufficient tier movement in Math.

MTSS support and intervention is needed in the area of math. The data shows improvement in reading where interventions have been focused.

Connectedness & Wellbeing

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Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
		BHT Key Component Assessment	-The Culture and Climate Team and Behavioral Health Team meet biweekly throughout the school year. There are representatives from different domains that contribute to the process. ✏️ The Dashboard reports indicate that approximately 17% of students received Tier 2 and/or Tier 3 supports. With the addition of a second	% of Students receiving Tier 2/3 interventions meeting targets

Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	SEL Teaming Structure	

received Tier 2 and/or Tier 3 supports. With the addition of a second counselor more students were able to access targeted SEL supports to meet their needs.

The OST reports indicate There were 44 programs with 678 events. OST-Attendance expected 85% -Actual 78.1%, IEP Participation rate expected 50% actual 39.9%, ELL expected 50% actual 55.4%, STLS expected 50%-actual 47.1%. All students are invited to attend OST programming.   Attendance:
Dashboard:

EOY ATTENDANCE RATE:
2023: 90.73%
2022: 90.6%
*Very slight increase in Daily Attendance

CHRONICALLY ABSENT:
2023: 30%
-34% students were identified AT-RISK
2022: 33%
-28% students were identified AT-RISK

Dashboard
53% of consequences issued were instructive, corrective restorative practices
22% of consequences issued were OSS
18% of consequences issued were ISS
16% of misconduct were Group 3 in SCC
51% of misconduct were Group 4 in SCC
13% of misconduct were Group 5 in SCC
10% of misconduct were Group 6 in SCC
7 referrals to BHT/social work
3 referrals to Tier 2 intervention
28 restorative conversations took place with discipline referrals
6 peace circles were held
2 restorative group conferencing

Metrics column (right):
- Reduction in OSS per 100
- Reduction in repeated disruptive behaviors (4-6 SCC)
- Access to OST
- Increase Average Daily Attendance
- Increased Attendance for Chronically Absent Students
- Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
- Cultivate (Belonging & Identity)
- Staff trained on alternatives to exclusionary discipline (School Level Data)
- Enrichment Program Participation: Enrollment & Attendance
- Student Voice Infrastructure
- Reduction in number of students with dropout codes at EOY

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

What is the feedback from your stakeholders?

5 Essentials
Teachers will implement a weekly morning meeting to develop a sense of community to cultivate belonging and identity. Over the course of the next three years, we would like to increase the morning meetings by 1 day each year.

A plan to create an OST program for student voice will be implemented in the fall of 2023.

All students are invited to participate in OST programming. We will continue with this plan and monitor periodically.

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.

After examining the attendance data it was determined that a focus should be placed on creating a brief reintegration plan for chronically absent, truant, and tardy students. Within this plan there should be incentives to encourage and motivate students and families to prioritize attending school regularly. Teacher(s) need to collaborate in creating this plan to help the student and family successfully achieve academic success.

Over the course of this CIWP the goal of Gray School is to increase our daily attendance rate to a minimum of 93.0%.

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?

Currently there is a monthly attendance recognition of classrooms (per grade level) with the highest attendance. The "winners" receive 5 golden hoof tickets and a stallion head is displayed in their classroom.Teachers will have the autonomy to create a feasible system for their class to earn weekly incentives for attendance (raffle, extra technology time, extra recess time, homework pass,...).

Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Partially — An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	-Teacher and student surveys data collected demonstrated that the Calm Corner is being utilized to help students regulate SEL needs and it has been found to be effective when used. -An increase in bullying reports in SY 22-23 needs to be analyzed and addressed for SY 23-24.	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track Learn, Plan, Succeed % of KPIs Completed (12th Grade)
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		

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

Freshmen Connection Programs Offered (School Level Data)

Yes	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit

What is the feedback from your stakeholders? ✏️
- Calm Corner implemented for 2022-2023 school year
- Since the inception of the BHT, behavioral issues have been more efficiently addressed with the students and their families.
- Having two counselors on staff has been found to be more effective in addressing academic, behavioral and SEL needs.

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

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?

✏️
-Parent meeting in the beginning of the year for all 7/8 families to inform parents of requirements and expectations for the grade level, school year and high school requirements.
-Behavioral Health Team meets bi-weekly to problem solve about students having difficulty managing their social emotional state and difficulty with self-regulation.
-The Climate and Culture Team meets with the Behavioral Health Team monthly to assess student needs.
-The Counseling team meets at least three times per year with eighth graders to support them with high school planning.
-Support groups are implemented through the school year to support students with various trauma and social emotional needs.

N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager

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

✏️
-Middle school students need additional support for high school planning.
-Students need tools and support with social emotional difficulties.

Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics

Partially	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

- Parent participation in school sponsored events and informational meetings are with the PAC, BAC and Friends of Gray meeting throughout the year. ✏️
-A focus in increasing parent participation in the 5-E's and parent committees needs to be analyzed.
-Student SEL is a focus and goal in the Climate and Culture Team.

Metrics:
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)

Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit

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

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

Partially	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?

✏️
-Parents in the community have voiced concerns with bullying issues and how this matter is handled in the school.
-Parents ask for various ways to disseminate information or news that concerns the school, the community and their child(ren).
-Parents inquired about how they can voice their concerns and opinions regarding the school community (5 Essentials Survey in the Spring).

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

✍️

-Student access to diverse and equitable curriculum for students with special needs and bilingual education.
-Student involvement in analyzing their successes and weaknesses in each content area.
-How is student social and emotional well-being handled and addressed in the school?

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?

✍️

-A school-wide Bullying Pledge and assembly will be implemented in SY 23-24.
-Calm Corner in every classroom is in place to help students that need time and space to recenter themselves.
-Student voice and agency will be implemented in the classroom as well as school-wide via a student council, student voice committee, a student representative on the LSC and teacher-student conferences throughout the year.

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Yes	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Partially	The ILT leads instructional improvement through distributed leadership.
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.
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

Dashboard:
-83% of K-2 students scored one or two grade levels below at BOY
-40% of K-2 students scored one or two grades below at the EOY
-66% of K-2 students who scored one grade level below at BOY moved up to Early, Mid, or Above grade level at EOY
-60% of K-2 students who scored two grade levels below at BOY moved up to Early, Mid, or Above grade level the EOY

i-Ready Reports:
-Classes with the highest growth in Phonological Awareness and Phonics also showed the most overall growth in Reading. -90% of K-2 students scored one or two grade levels below at BOY
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STAR 360: 3rd and 6th grade performances are very similar
4th grade "slump" is evident in data
Red, yellow, and blue are holding steady and consistent. No significant fluctuation is evident as we go up in grade level

IAR IAR: 2023- More improvement in reading than in Math
School-wide struggles with vocabulary and informational texts
Written expression and conventions - school-wide struggle
2023- School-wide - struggled with mathematical reasoning

ACCESS: Consistent growth and movement up developmental levels across most grade bands
Consistent growth across domains in grades 1 and 4
Drops in listening scores in grades 2 and 3
Plateaus among upper grade DLs and students longest in the program
Strong growth among newcomers between screener and ACCESS scores
Significant drops or little growth in one domain possibly prevented students from reaching passing score

PSAT: Reading and Writing- 46% of students met, 41% need to strengthen, and 14% approaching. Math 37% of students met, 9% approaching, 37% met

What is the feedback from your stakeholders?

I-Ready: Students are scoring below grade level in I-Ready
-Most K-2 students who scored one or two grade levels below have FRL status
-Most K-2 students who scored one or two grade levels below have FRL status
-The pandemic had a negative impact on instruction and testing. Schoolwide we are showing recovery
-Provided teachers the opportunity to collect data on their instruction to improve practice
-Teachers have ownership of their observations/prompts
-Data on questioning and discussion within the classroom and who was doing the work during instruction

IAR 2023- Doing better in reading than in Math
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2023- School-wide - struggles with mathematical reasoning
ACCESS-Most K-2 students who scored one or two grade levels below have FRL status. ELL students struggled more than others

PSAT: Group 9 and Algebra students performed better. Heart of Algebra (section of PSAT)- 38% (Need to Strengthen), 48% Approaching, 19% Met.

Problem Solving and Data Analysis- 29% Need to Strengthen, 65% Approaching, 6% Met. (all math sections were read to students)

What student-centered problems have surfaced during this reflection?

Student-centered problems include inconsistent attendance, missing days and tardies. Student participation and active engagement has decreased especially in the middle and upper grades. Students need to develop a growth mindset. Students are not taking academic risks. DL students have lower attendance. There is a high number of students who need MTSS in math content and ELA content. Poor/inconsistent attendance affected the progress of MTSS recipients. Students within the same grade level may not be receiving the same content instructional skill, especially in math. Students performance on high stakes standardized tests in the area of math has decreased steadily over that past ten years, across all groups and subgroups.

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?

(1). We have curricular needs i.e. phonics, math, ELA, science, social studies, and SEL instruction. These needs must be horizontally and vertically implemented and aligned. We have adopted a new K-5 math curriculum which will be implemented in the 2023-2024 school year which has been selected through a process involving all stakeholders (including LSC, parents, staff). Teachers excel at using standards based instructional practices and activities. Beginning with the start of the pandemic, classroom teachers and staff have prioritized SEL/Inner Core instruction and supports for all students using a variety of resources such as Calm Classroom, Second Step, Calm Corner implementation in all spaces, Restorative Practices, additional full time counselor, a half time social worker, MTSS for SEL needs. We need to include SEL instruction and practice within the content areas. ILT members supported the entire staff using the ObserveMe protocol. We need to encourage more participation on the ILT to include more upper grade teachers, special education teachers, and specific content area teachers such as science. Within grade level team meetings, more reflection time and ownership is needed to drive instructional improvement and produce/encourage collaboratively engaged teams. We have a solid school-wide assessment plan, but our common unit assessments and use of formative/summative assessments at the classroom level need to be more consistent. We are working toward improving this by implimenting new curriculum in math and later ELA. In daily practice, teacher regulary assess students through observation, conferring, listening to discussion, exit slips. Students are provided clear objectives for instruction.

Determine Priorities

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

Students...

are not performing well on high stakes standardized tests in the content areas of math and ELA.

Resources: 🚀

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

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Root Cause

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

Curriculum & Instruction

Resources: 🚀

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

5 Why's Root Cause Protocol

As adults in the building, we...

were independently gathering supplemental materials and resources that addressed the standard, but did not necessarily match in terms of rigor, engagement, content, and vocabulary.   ✍️

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....

engage in a curricular review process, select and provide students with a horizontally and vertically aligned curriculum, along with providing teachers professional development on the new curriuclum   ✍️

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....

consistent curriculum implementation within and across grade levels allowing students to access high quality curriculum/scope/sequence that meets all learner needs   ✍️

which leads to...

a cohesive curriculum alignment experience, accompanying grade level teams, that intrinsically utilize reflective curriculum planning/implementation processes that create an engaging learning environment for students   ✍️

Return to Top   **Implementation Plan**

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.

Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.

Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.

Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.

Action steps are inclusive of stakeholder groups and priority student groups.

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍️

Instructional Leadership Team

Dates for Progress Monitoring Check Ins

Q1	10/17/2023	Q3	3/19/2024
Q2	12/12/2023	Q4	5/14/2024

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1 Audit of current English Language Ats curriculum	Grade Level Teams/ILT	Semester 1	Not Started
Action Step 1 Review scope and sequence of current curriculum	Grade Level Teams/ILT	Week 0	Not Started
Action Step 2 Review materials/inventory of current curriculum	Grade Level Teams/ILT	Quarter 1	Not Started
Action Step 3 Analysis of needs and gaps	Grade Level Teams/ILT	Quarter 1	Not Started
Action Step 4 Review and analysis data	Grade Level Teams/ILT	Semester 1	Not Started
Action Step 5 Clear vision/itemization of curriclar needs	Grade Level Teams/ILT	End of Semester 1	Not Started
Implementation Milestone 2 Engage in curricular review process for English Language Arts Curriculum	Grade Level Teams/ILT	End of Semester 1	Not Started
Action Step 1 Request materials from CPS approved vendors	Admin Team	MOY	Not Started
Action Step 2 Teacher and staff voice in selection process	GLT/Teachers/Staff	MOY	Not Started
Action Step 3 Selection process guided by a culturally sustaining, responsive, and equitable lens.	ILT/Teachers	MOY	Not Started
Action Step 4 ILT reviews curriculum and selects top 3	ILT	MOY	Not Started
Action Step 5 Teachers pilot materials from curriculum	Teachers	MOY	Not Started
Action Step 6 Teacher vote on final curriculum	Teachers	MOY	Not Started
Action Step 7			Select Status
Implementation Milestone 3 Reveal Math Curriculum Implementation	GLT	Year Long	Not Started
Action Step 1 Professional development to build knowledge, understanding and teacher capacity	Admin team/GLT	Week 0	Not Started
Action Step 2 Share Reveal Math Curriculum materials/scope/sequence with 6-8 team to foster vertical alignment	Admin team/GLT	Week 0	Completed

<div align="right">

Curriculum & Instruction

</div>

Action Step 3	Structures to facilitate GLT implementation reflection	Team leads/GLT	First Semester	Not Started
Action Step 4	Peer observation and reflection during Reveal Math implementation	GLT	Second Semester	Not Started
Action Step 5	End of the year implementation review (Data and GLT review)	GLT/ILT	EOY	Not Started
Implementation Milestone 4	Provide schoolwide Curriculum Resources	Admin team		Not Started
Action Step 1	Grade level team leaders complete curricular materials budget request form		March	Not Started
Action Step 2	Review necessary online learning platform licenses/packages		April	Not Started
Action Step 3	Complete procurement pocess of new curriculum	April		Not Started
Action Step 4	Obtain necessary approvals	April		Not Started
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Implementation of ELA curriculum and review of Social Studies Curriculum	✏️
SY26 Anticipated Milestones	Curricular review of Social Studies Curriculum	✏️

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Goal Setting

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data).

Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).

Goals seek to address priorities and opportunity gaps by embracing the principles of Targeted Universalism.

There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.

Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.

Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

Performance Goals

Numerical Targets [Optional] ✏️

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	SY24	SY25	SY26
Vertical and horizontal alignment of high quality math curriculum	Yes	Curriculum. GLT meetings every two weeks to discuss curriculum alignmnet. Also, teacher formal observations scheduled by GLT to ensure examination of curriculum horizontal alignment. Teacher feedback on Likert	Overall				
			Overall				
Students access grade level/ability based curriculum/content across all groups.	Yes	Review of student assessment data showing growth on State, District, or school wide assessments that are comensurate with instructional growth goals found in priority 2.	Overall				
			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.	Implementation of Reveal Math. ELA Curricular Review.	ELA Curriculum Implementation. Social Studies Curricular review.	Social Studies Curriculum implementation.
Select a Practice			

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

	SY24 Progress Monitoring
Return to Top	

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Vertical and horizontal alignment of high quality math curriculum	to discuss curriculum alignmnet. Also, teacher formal observations scheduled by GLT to ensure examination of curriculum horizontal alignment. Teacher	Overall			Limited Progress	Select Status	Select Status	Select Status
		Overall			Limited Progress	Select Status	Select Status	Select Status
Students access grade level/ability based curriculum/content across all groups.	assessment data showing growth on State, District, or school wide assessments that are comensurate with instructional growth	Overall			Limited Progress	Select Status	Select Status	Select Status
		Overall			Limited Progress	Select Status	Select Status	Select Status

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.	Implementation of Reveal Math. ELA Curricular Review.	Limited Progress	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
		Select Status	Select Status	Select Status	Select Status

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

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

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

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

Partially — Students experience grade-level, standards-aligned instruction.

Yes — Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.

Partially — The ILT leads instructional improvement through distributed leadership.

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.

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

What are the takeaways after the review of metrics?

Dashboard:
-83% of K-2 students scored one or two grade levels below at BOY
-40% of K-2 students scored one or two grades below at the EOY
-66% of K-2 students who scored one grade level below at BOY moved up to Early, Mid, or Above grade level at EOY
-60% of K-2 students who scored two grade levels below at BOY moved up to Early, Mid, or Above grade level the EOY

i-Ready Reports:
-Classes with the highest growth in Phonological Awareness and Phonics also showed the most overall growth in Reading. -90% of K-2 students scored one or two grade levels below at BOY
-41% of K-2 students scored one or two grades below at the EOY
-68% of K-2 students who scored one grade level below at BOY moved up to Early, Mid, or Above grade level at the EOY
-86% of K-2 students who scored two grade levels below at BOY moved up to Early, Mid, or Above grade level at the EOY

STAR 360: 3rd and 6th grade performances are very similar
4th grade "slump" is evident in data
Red, yellow, and blue are holding steady and consistent. No significant fluctuation is evident as we go up in grade level

IAR IAR: 2023- More improvement in reading than in Math
School-wide struggles with vocabulary and informational texts
Written expression and conventions - school-wide struggle
2023- School-wide - struggled with mathematical reasoning

ACCESS: Consistent growth and movement up developmental levels across most grade bands
Consistent growth across domains in grades 1 and 4
Drops in listening scores in grades 2 and 3
Plateaus among upper grade DLs and students longest in the program
Strong growth among newcomers between screener and ACCESS scores

What is the feedback from your stakeholders?

I-Ready: Students are scoring below grade level in I-Ready
-Most K-2 students who scored one or two grade levels below have FRL status
-Most K-2 students who scored one or two grade levels below have FRL status
-The pandemic had a negative impact on instruction and testing. Schoolwide we are showing recovery
-Provided teachers the opportunity to collect data on their instruction to improve practice
-Teachers have ownership of their observations/prompts
-Data on questioning and discussion within the classroom and who was doing the work during instruction

IAR 2023- Doing better in reading than in Math
School-wide struggles with vocabulary and informational texts
Written expression and conventions - school-wide struggles
2023- School-wide - struggles with mathematical reasoning
ACCESS-Most K-2 students who scored one or two grade levels below have FRL status. ELL students struggled more than others

PSAT: Group 9 and Algebra students performed better. Heart of Algebra (section of PSAT)- 38% (Need to Strengthen), 48% Approaching, 19% Met.

Problem Solving and Data Analysis- 29% Need to Strengthen, 65% Approaching, 6% Met. (all math sections were read to students)

What student-centered problems have surfaced during this reflection?

Student-centered problems include inconsistent attendance, missing days and tardies. Student participation and active engagement has decreased especially in the middle and upper grades. Students need to develop a growth mindset. Students are not taking academic risks. DL students have lower attendance. There is a high number of students who need MTSS in math content and ELA content. Poor/inconsistent attendance affected the progress of MTSS recipients. Students within the same grade level may not be receiving the same content instructional skill, especially in math. Students performance on high stakes standardized tests in the area of math has decreased steadily over that past ten years, across all groups and subgroups.

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?

(1). We have curricular needs i.e. phonics, math, ELA, science, social studies, and SEL instruction. These needs must be horizontally and vertically implemented and aligned. We have adopted a new K-5 math curriculum which will be implemented in the 2023-2024 school year which has been selected through a process involving all stakeholders (including LSC, parents, staff). Teachers excel at using standards based instructional practices and activities. Beginning with the start of the pandemic, classroom teachers and staff have prioritized SEL/Inner Core instruction and supports for all students using a variety of resources such as Calm Classroom, Second Step, Calm Corner implementation in all spaces, Restorative Practices, additional full time counselor, a half time social worker, MTSS for SEL needs. We need to include SEL instruction and practice within the content areas. ILT members supported the entire staff using the ObserveMe protocol. We need to encourage more participation on the ILT to include more upper grade teachers, special education teachers, and specific content area teachers such as science. Within grade level team meetings, more reflection time and ownership is needed to drive instructional improvement and produce/encourage collaboratively engaged teams. We have a solid school-wide assessment plan, but our common unit assessments and use of formative/summative assessments at the classroom level need to be more consistent. We are working toward improving this by implimenting new curriculum in math and later ELA. In daily practice, teacher regulary assess students through observation, conferring, listening to discussion, exit slips. Students are provided clear objectives for instruction.

Return to Top | **Determine Priorities**

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

Resources: 🚀

Determine Priorities Protocol

Students...

are less engaged in classroom instruction.

✏️ **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**

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

Curriculum & Instruction

Resources: 🚀

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

5 Why's Root Cause Protocol

As adults in the building, we...

were focused on best practices during the pandemic ✍️

Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.

The root cause is based on evidence found when examining the student-centered problem.

Root causes are specific statements about adult practice.

Root causes are within the school's control.

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Theory of Action

What is your Theory of Action?

Resources: 🚀

If we....

build systems and structures that support teacher professional learning communities centered around research based best practices ✍️

Indicators of a Quality CIWP: Theory of Action

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

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

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)"

then we see....

implementation of instructional best practices that facilitates student engagement and agency ✍️

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

which leads to...

improved student performance on State, District, and School Based Assessments. ✍️

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Implementation Plan

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.

Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.

Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.

Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.

Action steps are inclusive of stakeholder groups and priority student groups.

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍️

Instructional Leadership Team

Dates for Progress Monitoring Check Ins

Q1	10/17/2023	Q3	3/19/2024
Q2	12/12/2023	Q4	5/14/2024

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1 Professional development to build teacher capacity regarding engaing math Instruction	Admin team and teachers and staff	Ongoing	In Progress
Action Step 1 Building Thinking Clasrooms book study	6-8th grade Math Teachers	EOY	In Progress
Action Step 2 Implementation of the launch, explore, discover learning sequence of Reveal Math	K-5 Math teachers	BOY	In Progress
Action Step 3 Onging reflection about implementation of engaging math strategies	All Math teachers	Ongoing	In Progress
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 2 Develop student voice, engagement and agency in math	ILT and GLT	Ongoing	Not Started
Action Step 1 ILT reviews cultivate data and generates prompts for student feedback	ILT and GLT	Spring and EOY	Not Started
Action Step 2 Teachers administer surveys to students	ILT and GLT	MOY / EOY	Not Started
Action Step 3 GLT review of student feedback	ILT and GLT	MOY / EOY	Not Started
Action Step 4 Shift instructional practices to improve student engaement	ILT and GLT	Ongoing	Not Started
Action Step 5 ObserveMe utilized as cycle of improvement to reflect and progress	ILT and GLT	Ongoing	Not Started
Action Step 6			Select Status
Action Step 7			Select Status
Implementation Milestone 3 Data analysis of student growth to drive instruction across content areas	ILT and GLT	Ongoing	In Progress
Action Step 1 BOY, MOY and EOY data analysis	ILT and GLT	BOY/MOY/EOY	In Progress
Action Step 2 Continue to utilize MTSS for progress monitoring	MTSS/BHT and GLT	Ongoing	In Progress

Action Step 3	Instructional planning based off of data review	GLT and teachers	Ongoing	In Progress
Action Step 4				*Select Status*
Action Step 5				*Select Status*
Action Step 6				*Select Status*
Action Step 7				*Select Status*
Implementation Milestone 4	GLTs work to improve student engagement across content areas	GLT	Ongoing	Not Started
Action Step 1	Schedule GLT meetings time according to PD plan	GLT	Ongoing	In Progress
Action Step 2	Principal directed preps will support teachers in the process of planning for and implementing best instructional practices	Admin, ILT, Curriculum Coordinator, GLT	Ongoing	In Progress
Action Step 3	GLTs analyze common unit level projects, performance tasks and lesson level learning activities	GLT and teachers	Ongoing	Not Started
Action Step 4	GLTs will reflect upon student engagement	GLT, Teachers	Ongoing	Not Started
Action Step 5				*Select Status*
Action Step 6				*Select Status*
Action Step 7				*Select Status*

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	PLCs continue to ensure engaging instruction is taking place across all content areas. Data review to analyze student outcomes and continuous improvement processes. GLTs regular meeting schedule and process to ensure engaing instruction.
SY26 Anticipated Milestones	PLCs continue to ensure engaging instruction is taking place across all content areas. Data review to analyze student outcomes and continuous improvement processes. GLTs regular meeting schedule and process to ensure engaing instruction.

Goal Setting

Resources:

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.

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
Students in the category of meeting/exceeding will increase by 2% based on the STAR 360 assessment from BOY to EOY	Yes	STAR (Math)	Overall				
			Overall				
Students in the category of meeting/exceeding will increase by 2% based on the I-Ready assessment from BOY to EOY	Yes	iReady (Math)	Overall				
			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: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.	Ongoing professional development for teachers on the topic of Reveal Math and Thinking Classrooms. ELA Curriculum Review. GLT system established to meet regularly and utilize data to drive instruction.	Ongoing professional development for ELA curriculum. Continue GLT progress monitoring of instructional practices and instrucional cyles of improvement across content areas.	Ongoing professional development for Social Studies curriculum. Sustain/continue GLT progress monitoring of instructional practices and instrucional cyles of improvement across content areas.
Select a Practice			

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

Curriculum & Instruction

Select a Practice

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
Students in the category of meeting/exceeding will increase by 2% based on the STAR 360 assessment from BOY to EOY	STAR (Math)	Overall			Limited Progress	*Select Status*	*Select Status*	*Select Status*
		Overall			Limited Progress	*Select Status*	*Select Status*	*Select Status*
Students in the category of meeting/exceeding will increase by 2% based on the I-Ready assessment from BOY to EOY	iReady (Math)	Overall			Limited Progress	*Select Status*	*Select Status*	*Select Status*
		Overall			Limited Progress	*Select Status*	*Select Status*	*Select Status*

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
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.	Ongoing professional development for teachers on the topic of Reveal Math and Thinking Classrooms. ELA Curriculum Review. GLT system established to meet regularly and utilize data to drive instruction.	Limited Progress	*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*

☐ **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.

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

Over three years Gray will implement high quality Math, ELA, and Social ...

Review of student assessment data showing growth on State, District, or ...

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.**
No action needed		**(Continue to Approval)**

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.

> Curriculum:
> High quality curriculum materials avalaible in multiple languages.   Providing accesss to curriculum for all elarnerrs to meet academic challenges inlcuding students with special needs and limited English proficients.
> Instruction: Actively engaging all learners. Provide children with safe and productive learning envrionment. For partnerships with parent and community organizations. Differentiation of instruction. Prepare children with reading, writing and speaking.

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