

CIWP Team & Schedules

Resources 

Indicators of Quality CIWP: CIWP Team

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




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

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

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



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

[CIWP Team Guidance](#)

Name 	Role 	Email 
Pam De La Cruz	Principal	ppapachristos@cps.edu
Esmeralda Roman	AP	eroman1@cps.edu
Edgard Rincon	AP	erincon3@cps.edu
Kari Sager	Special Education Teacher Leader	klsager@cps.edu
Patrica Green	Curriculum & Instruction Lead	pegreen@cps.edu
Sandra Munoz	LSC Member	slmunoz@cps.edu
Dawn Ghawally	Connectedness & Wellbeing Lead	dmghawally@cps.edu
Tiffney Davis	Inclusive & Supportive Learning Lead	trdavis@cps.edu
Juan Meza	Teacher Leader	jameza2@cps.edu
Joann Santiago	Teacher Leader	jsantiago1@cps.edu
Annina Novak	Bilingual Education Teacher Leader	ajnovak@cps.edu
Marilyn Cortes	Teacher Leader	mcortes@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date 	Planned Completion Date 
Team & Schedule	6/6/23	9/1/23
Reflection: Curriculum & Instruction (Instructional Core)	6/6/23	7/15/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/6/23	7/15/23
Reflection: Connectedness & Wellbeing	6/6/23	7/15/23
Reflection: Postsecondary Success	6/6/23	7/15/23
Reflection: Partnerships & Engagement	6/6/23	7/15/23
Priorities	6/6/23	8/31/23
Root Cause	6/6/23	7/25/23
Theory of Acton	6/6/23	7/25/23
Implementation Plans	6/6/23	8/31/23
Goals	6/6/23	9/1/23
Fund Compliance	6/6/23	9/1/23
Parent & Family Plan	6/6/23	9/1/23
Approval	6/6/23	9/7/23

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	02/27/2023
Quarter 4	05/28/2023

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](#)

[Return to Top](#)

Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics
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
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document

After reviewing our '22-'23 data for Star360, iReady, and the Illinois Assessment of Readiness takeaways reflecting most students; takeaways reflecting specific student groups, we agree that having a vertically aligned, ready made curriculum like Skyline would be beneficial to both our students and teachers. We will undertake Skyline in all subject areas beginning SY 2023-2024. 📌

What is the feedback from your stakeholders?

Ongoing feedback gathered from teacher and student surveys, our 5 Essentials survey, and through reflective conversations with both parents and teachers told us that we need to involve parents more frequently at Hanson Park. We learned that all stakeholders desire a more culturally relevant learning environment that is inclusive and reflects our students and families. Students want to be trusted and involved in some school decisions and have a say in both academic and after-school activities. 📌

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?

Despite the high number of referrals for SPED, we have been able to handle them in a timely manner and provide students the support that is needed. Use of the complex Branching Minds program, teachers are better equipped to identify and support the needs of the students. We are providing students the opportunity to have their voice heard and take an active role in their educational experience. 📌

- [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](#)

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.

More students are experiencing anxiety due to post-pandemic trauma...even younger students are experiencing this. Students are also acting more independently since the pandemic...behaviorally and otherwise. Parent communication has also changed with less involvement in the day to day educational needs of their children. Parents are projecting more onto others and taking less responsibility for their parenting. SPED referrals and 504s have increased due to anxiety issues. The school as a whole has had to develop a high number of safety plans this school year. 📌

[Return to Top](#)

Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Partially	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
		MTSS Integrity Memo

Creating the position of MTSS Intervention Specialist has been a very beneficial addition to our staff. Every teacher has been trained in the MTSS process and Branching Minds and every student is monitored for interventions. Teachers are becoming comfortable with the protocol and with scheduling time with the Interventionist for guidance and support. 📌

- Unit/Lesson Inventory for Language Objectives (School Level Data)
- [MTSS Continuum](#)
- [Roots Survey](#)
- [ACCESS](#)

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

What is the feedback from your stakeholders?

Teachers have responded positively to Branching Minds and the BHT is responsive and work to help students and teachers in a timely manner. Parents report a high level of comfort when communicating with counselors, case managers, and social workers and also have shared that their concerns are handled in a timely manner, not always to their satisfaction with the outcome, but satisfactorily and professionally at the school level.

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 currently focused on making sure that we have BILINGUAL, not just ESL certified, teachers at every grade level and on every teacher team. This is not always an easy task, especially in lower grade special education situations. We are on a constant search for "unicorns"...bilingual primary special education teachers. We also have upper grade priorities in place for the many newcomers we received last school year who needed more intensive language support.

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

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

SPED minutes not being met due to staffing issues or language barriers. We have newcomers in crowded classrooms and are not getting sufficient support in English or in their native language

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

Using the associated references, is this practice consistently implemented?	References
Partially	BHT Key Component Assessment SEL Teaming Structure
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.

What are the takeaways after the review of metrics?

For our enrollment, usually ranging between 1100 and 1200 students, we have very few serious disciplinary issues. teachers are comfortable with SEL instruction and we have an active Behavioral Health Team. We learned through teacher surveys and through reflective conversations that the staff does believe that the formation of a Climate and Culture Team would be a positive undertaking for Hanson Park and that is one of our priorities for this, and the next several, years.

What is the feedback from your stakeholders?

We are using Calm Classroom. Students readily go to the counselor for restorative conversation. Morning announcements, the HAWK cart, and the HAWKS PBIS store are all tier 1 SEL supports.

- Metrics**
- [% of Students receiving Tier 2/3 interventions meeting targets](#)
 - [Reduction in OSS per 100](#)
 - [Reduction in repeated disruptive behaviors \(4-6 SCC\)](#)
 - [Access to OST](#)
 - [Increase Average Daily Attendance](#)
 - [Increased Attendance for Chronically Absent Students](#)
 - [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](#)

Partially	<p>Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.</p>		<p>Student Voice Infrastructure</p> <p>Reduction in number of students with dropout codes at EOY</p>
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>	
<p>Students who are bussed do not have the opportunity to take part in before and after school programs. Transportation is often a barrier to allowing some students to participate. 🗑️</p>		<p>We have discussed restructuring our OST so that students who are interested in participating in non-academic activities but also need extra academic support will have the opportunity to take part in both. The schedule is currently being developed. Transportation for bussed students will continue to be an issue, despite all school-level efforts. 🗑️</p>	

[Return to Top](#) **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)	Our counseling team is actively involved in assisting and guiding our 8th graders in the high school selection process and students and parents express satisfaction with the assistance that is offered and given. 🗑️	Graduation Rate
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		Program Inquiry: Programs/participation/attainment rates of % of ECCE
Partially	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit	<p>What is the feedback from your stakeholders?</p> <p>Continue to build on our annual career fair and college informational nights. Build on success from our shared High School fair. 🗑️</p>	3 - 8 On Track
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).			Learn, Plan, Succeed
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		% of KPIs Completed (12th Grade)
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		College Enrollment and Persistence Rate
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		9th and 10th Grade On Track
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>		Cultivate (Relevance to the Future)
<p>Many students are undocumented and feel that there are not going to be opportunities for them post secondary. 🗑️</p>		<p>We previously followed NAVIANCE and will continue to follow district initiatives in this area 🗑️</p>		Freshmen Connection Programs Offered (School Level Data)

[Return to Top](#)

Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.</p>	<p>One of our main focuses over the past few years has been to involve families regularly and give students agency and ownership. Our results on the 5 Essentials Survey has reflected improvement in these areas. Parents report feeling welcome and in our continuing effort, we have scheduled several additional opportunities for parents and families to participate in activities at the school. 📌</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
Partially	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
Partially	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p>	<p>What is the feedback from your stakeholders?</p> <p>Student and Teacher surveys indicate that both groups would like more input at Hanson Park. Students would like to be more involved in the decision-making process and more choice in the learning process and in school programs. Parents have also stated, through our 5 Essentials Survey, that they would like more access and involvement in the school. 📌</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>	
<p>Students want their voices to be heard in school decisions. They want to be better informed and take a more active role in planning and activities at the school. 📌</p>		<p>Planning parent nights and open houses, active student council, student on LSC 📌</p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

After reviewing our '22-'23 data for Star360, iReady, and the Illinois Assessment of Readiness takeaways reflecting most students; takeaways reflecting specific student groups, we agree that having a vertically aligned, ready made curriculum like Skyline would be beneficial to both our students and teachers. We will undertake Skyline in all subject areas beginning SY 2023-2024.

What is the feedback from your stakeholders?

Ongoing feedback gathered from teacher and student surveys, our 5 Essentials survey, and through reflective conversations with both parents and teachers told us that we need to involve parents more frequently at Hanson Park. We learned that all stakeholders desire a more culturally relevant learning environment that is inclusive and reflects our students and families. Students want to be trusted and involved in some school decisions and have a say in both academic and after-school activities.

What student-centered problems have surfaced during this reflection?

More students are experiencing anxiety due to post-pandemic trauma...even younger students are experiencing this. Students are also acting more independently since the pandemic...behaviorally and otherwise. Parent communication has also changed with less involvement in the day to day educational needs of their children. Parents are projecting more onto others and taking less responsibility for their parenting. SPED referrals and 504s have increased due to anxiety issues. The school as a whole has had to develop a high number of safety plans this school year.

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?

Despite the high number of referrals for SPED, we have been able to handle them in a timely manner and provide students the support that is needed. Use of the complex Branching Minds program, teachers are better equipped to identify and support the needs of the students. We are providing students the opportunity to have their voice heard and take an active role in their educational experience.

[Return to Top](#)

Determine Priorities

Resources:

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

Students...

are experiencing disconnect between what they are learning and what they are living. There is a lack of student engagement and students are struggling connecting the current curriculum with their daily lives and therefore often lose interest and do not see the importance of finding success in school. They are not hearing the same academic language from year to year and are not seeing the vertical connection that is necessary. Since the COVID epidemic there seems to be a general opinion, in both students and parents, that attendance is not integral to academic success.

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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

[Return to Top](#)

Root Cause

Resources:

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

As adults in the building, we...

have problems with pacing and time management while administering district curriculum initiatives. Grouping is not fluid, conferencing does not occur regularly with students and this is refl across our current curricula.ected in the quality of work decreasing across grade levels. Scores on district and state assessments are dropping and there is a lack of vertical alignment across curriculums.

[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 a culturally relevant curriculum that provides opportunities to explore and celebrate our students' culture, history, and language that also connects to real world learning applications, aligns to expectations and state standards, integrates the teaching of SEL, and provides opportunities for all students to engage with text from a wide range of genres that

Resources:

Indicators of a Quality CIWP: Theory of Action

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

then we see....
 an increase in student engagement, growth in student attendance and levels of "on-track" behaviors across grade levels K-8, and through the Cultivate survey, a better understanding of how Hanson Park students are experiencing school, an how we can help improve conditions at the school and classroom level for the benefit of all students

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

which leads to...
 an increased percentage of students meeting iReady benchmarks in Reading and Math, an increase in the percentage of students approaching, meeting, and exceeding standards on the Illinois Assessment of Readiness standardized test, an increase in the number of students meeting Reading and Math benchmarks on the Star360 screening assessments, and a decrease in students carrying below average grades on reports and report cards. Goals for iReady Reading: a decrease over the life of the CIWP from 9% "One Grade Level Below" at final assessment to 3%. iReady Math: a decrease over the life of the CIWP from 23% "One Grade Level Below" at final assessment to 10%. Goals for IAR in both Reading and Math: an increase of 5% of students from all demographics reaching levels 3 (Approached) and 4 (Met Expectations) from the current levels 1 (Did Not Yet Meet) and 2 (Partially Met Expectations). Goals for Star360: An increase of 3% yearly of students "Meeting Expectations" in Reading and Math and an increase of 3% yearly in our Student Growth Percentage.

[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

Administrative Team, Instructional Leadership Team

Dates for Progress Monitoring Check Ins

Q1 10/17/2023 Q3 02/27/2023
 Q2 12/12/2023 Q4 05/28/2023

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Hanson Park will adopt the SKYLINE curriculum for Reading and Math beginning with SY 2023-2024	Grades 3-8	SY 2023 (August)	In Progress
Action Step 1	All teachers will be trained in facilitating the Skyline curriculum through district training opportunities throughout SY2023-2024	All teachers 3-8	Ongoing SY2023	In Progress
Action Step 2	Teacher teams will support and facilitate school based professional development for Skyline curriculum throughout SY 2023-2024 focused on PACING and the utilization of the Skyline "Look Fors" document	All teachers 3-8, Instructional Coach, Team Leaders	Ongoing SY2023	Not Started
Action Step 3	Peer observation opportunities will be available for teachers, lead coach will be active in supporting teaching and new practices, and Environmental Walks will be conducted to monitor both progress and accountability to the expectations set forth by both administration and the Network team.			Select Status
Action Step 4	Focused Instructional Coaching and feedback conferencing with teachers based on the Hanson Park Environmental Checklist and the network's Rigor Walk results.	Instructional Coach	Ongoing	In Progress
Action Step 5				Select Status
Implementation Milestone 2	Provide culturally relevant, high interest, grade level appropriate materials across curriculums to engage students in learning beginning SY2023-2024 and continuing until SY2026	Administration	Ongoing	In Progress
Action Step 1	(Adoption of Skyline) and update all classroom libraries to ensure that books are Lexile level appropriate to the grade level and that there are culturally diverse materials available for students, to be completed by semester 3, SY 2023-2024	Teachers, Instructional Coach	Semester 3, SY2023-2024	Not Started
Action Step 2	Coaching for fidelity based on the skyline look fors tool	Administration and Instructional coaches	Ongoing	Not Started
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Increase professional development opportunities to include SEL, Calm Classroom, Test Taking strategies, small group instruction, and Branching Minds	Instructional Coach, Teachers, Interventionist, BHT Team	Ongoing SY24-SY26	Not Started
Action Step 1	Return to the practice of having monthly Teacher Talks on various topics beginning in September 2023 with a full calendar available by the end of August 2023	Teachers, Instructional Coach	Ongoing SY24-SY26	Not Started
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status

Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones [What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]

SY26 Anticipated Milestones [What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]

Return to Top **Goal Setting**

Indicators of a Quality CIWP: Goal Setting

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

Resources:

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

Performance Goals

Specify the Goal 📌	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 📌	Numerical Targets [Optional] 📌		
					SY24	SY25	SY26
On the Illinois Assessment of Readiness MATH test, the percentage of students that "Meet Expectations" and "Approach Expectations" will increase from 17% and 26% , respectively, to 22% and 31%, respectively by SY2026.	Yes	IAR (Math)	Overall	17 Meets and 26 Approached			
			Select Group or Overall				
On the Illinois Assessment of Readiness test, the percentage of students that "Meet Expectations" and "Approach Expectations" will increase from 17% and 25%, respectively, to 22% and 30%, respectively, by SY2026.	Yes	IAR (English)	Overall	17 Met and 25 Approached			
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 📌	Specify your practice goal and identify how you will measure progress towards this goal. 📌		
	SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	(Adoption of SKYLINE Curriculum) Progress will be measured through Skyline embedded assessments, Checkpoint Assessments, STAR360 assessments, and classroom formative and summative assessments. Report card grades and levels of achievement will continue to be monitored regularly.		
C&I:4 The ILT leads instructional improvement through distributed leadership.	The members of the Instructional Leadership team will become Teacher Leaders and facilitators, visiting classrooms and leading grade level team meetings...focusing on the facilitation of SKYLINE co-labs and imparting information from ILT institutes held throughout the SY		
C&I:2 Students experience grade-level, standards-aligned instruction.	With the adoption of the SKYLINE curriculum in Reading and Math, lessons plans will be monitored for differentiation to ensure that all instruction, while at grade level, is focused on student ability levels and allows for reasonable productive struggle.		

Return to Top **SY24 Progress Monitoring**

Resources:

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

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

above. CIWP Teams will use this section to progress monitor the goals on a quarterly basis.

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
On the Illinois Assessment of Readiness MATH test, the percentage of students that "Meet Expectations" and "Approach Expectations" will increase from 17% and 26% , respectively, to 22% and 31%, respectively by SY2026.	IAR (Math)	Overall	17 Meets and 26 Approached		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
On the Illinois Assessment of Readiness test, the percentage of students that "Meet Expectations" and "Approach Expectations" will increase from 17% and 25%, respectively, to 22% and 30%, respectively, by SY2026.	IAR (English)	Overall	17 Met and 25 Approached		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	(Adoption of SKYLINE Curriculum) Progress will be measured through Skyline embedded assessments, Checkpoint Assessments, STAR360 assessments, and classroom formative and summative assessments. Report card grades and levels of achievement will continue to be monitored regularly.	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	The members of the Instructional Leadership team will become Teacher Leaders and facilitators, visiting classrooms and leading grade level team meetings...focusing on the facilitation of SKYLINE co-labs and imparting information from ILT institutes held throughout the SY	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	With the adoption of the SKYLINE curriculum in Reading and Math, lesson plans will be monitored for differentiation to ensure that all instruction, while at grade level, is focused on student ability levels and allows for reasonable productive struggle.	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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.
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.
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).

What are the takeaways after the review of metrics?

One of our main focuses over the past few years has been to involve families regularly and give students agency and ownership. Our results on the 5 Essentials Survey has reflected improvement in these areas. Parents report feeling welcome and in our continuing effort, we have scheduled several additional opportunities for parents and families to participate in activities at the school.

What is the feedback from your stakeholders?

Student and Teacher surveys indicate that both groups would like more input at Hanson Park. Students would like to be more involved in the decision-making process and more choice in the learning process and in school programs. Parents have also stated, through our 5 Essentials Survey, that they would like more access and involvement in the school.

What student-centered problems have surfaced during this reflection?

Students want their voices to be heard in school decisions. They want to be better informed and take a more active role in planning and activities at the school.

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?

Planning parent nights and open houses, active student council, student on LSC

[Return to Top](#)

Determine Priorities

Resources:

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

Students...

have asked for a more active role in choices at the school...in instruction and in available programs. The surveys given in SY22-23 indicated that our students wanted to build a level of trust with administration and teachers and work together to improve the culture and climate of Hanson Park.



[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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

[Return to Top](#)

Root Cause

Resources:

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

As adults in the building, we...

are struggling to come together as a cooperative and communicative learning community following the COVID pandemic, where we became very accustomed to working independently, and a change in administration immediately following the pandemic that brought changes in expectations and responsibilities for all stakeholders.



[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....

build consensus to implement a shared vision where we utilize the diverse strengths of all students, parents, and staff to build a successful learning community, and if we inspire a culture of collective responsibility for building a safe and supportive school environment, as well as empowering and enabling staff to focus, prioritize instruction, and influence



Resources:

Indicators of a Quality CIWP: Theory of Action

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

decisions at the school level

then we see....

an increase in relational trust among stakeholders, ongoing improvement in the building of staff/student morale,

which leads to...

increased positive outcomes on both ILT initiated, Cultivate, and the 5 Essentials teacher/student/parent surveys as well as a safe environment that allows all stakeholders to share ideas and concerns openly and honestly, feel welcome in the school, and participate in school offered activities

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

Dates for Progress Monitoring Check Ins

Q1 10/17/2023

Q3 02/27/2023

Q2 12/12/2023

Q4 05/28/2023

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Parent Nights, Curriculum Nights, and Hanson Park open houses will be scheduled regularly each school year beginning with the SY2023-2024 SY	Administration, Instructional Coach, Teacher Teams	Calendar completed at BOY each SY	In Progress
Action Step 1	Open House held August 2024 for all parents and guardians	All Staff	Completed	Completed
Action Step 2	Curriculum Nights and Parent Nights added to school calendar with more planned	Admin, Staff	Ongoing plan for duration of CIWP	In Progress
Action Step 3	PAC and BAC scheduled along with Parent Workshops throughout SY 24-26	Admin, Parent Liason, Staff	Ongoing plan for duration of CIWP	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Quarterly staff/student recognition celebrations as well as re-introducing the school's Cheer Committee to organize staff appreciation and support events	Administration	BOY SY2023-2024	In Progress
Action Step 1	Staff to be recognized at quarterly professional development meetings	Admin	Ongoing plan for duration of CIWP	In Progress
Action Step 2	Students recognized quarterly for Honor Roll, Perfect Attendance, and Citizenship	Admin and Teachers	Ongoing plan for duration of CIWP	In Progress
Action Step 3	Staff appreciation and team building activities have begun in SY 2023-24	Admin	Ongoing plan for duration of CIWP	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	ILT will continue to implement quarterly staff and student surveys throughout the life of the CIWP to gauge the "temperature" of staff and student engagement, morale, and involvement basing all increase, growth, and change on the SY22-23 surveys administered when the school's new vision and mission statement were introduced	ILT	Ongoing SY2023-SY2024	In Progress
Action Step 1	ILT will implement teacher and student surveys twice a year throughout the life of the CIWP	ILT	Ongoing for the duration of the CIWP 24-26	In Progress
Action Step 2	Results of the CPS Cultivate survey will be used to gauge stakeholder satisfaction in Hanson Park's culture, climate, mission, and vision	Admin, ILT	Ongoing for the duration of the CIWP 24-26	In Progress
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	Build an active and civic-minded student council and involve students in the planning of instruction by incorporating student choice and opportunities for project-based learning, student discourse, small group work, and student ownership by providing frequent, constructive, and informative feedback	Administration, Teacher Reps	Ongoing SY2023-2026	In Progress
Action Step 1	Student Council elections are planned for September each year and the council will be active in fund raising and student-centered activities and concerns	Admin, Teacher Reps, Student Reps	Ongoing for the duration of the CIWP	In Progress
Action Step 2	Students will continue to be active on the LSC through elections and attend all LSC meetings and be afforded the opportunity to voice student concerns and opinions	LSC	Ongoing for the duration of the CIWP	In Progress
Action Step 3				Select Status

Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
 Deliberate planning included in lesson planning for small group and project-based learning opportunities and observable progress of this seen during rigor walks and team walk-around 📌

SY26 Anticipated Milestones
 [What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?] 📌

[Return to Top](#) **Goal Setting**

Indicators of a Quality CIWP: Goal Setting

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

Resources: 📌

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

Performance Goals

Specify the Goal 📌	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 📌	Numerical Targets [Optional] 📌		
					SY24	SY25	SY26
Throughout the duration of the CIWP, our parent participation rating will increase to "STRONG" on the 5 Essentials Survey	Yes	5 Essentials Parent Participation Rate	Overall	Current rating is "WEAK"			
			Overall				
Throughout the duration of the CIWP, our rating will increase to "STRONG" in both Student Voice and Supportive Environment for Families.	Yes	5E: Supportive Environment	Overall	Current rating is "WEAK"			
			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
P&E:1 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.	Curriculum Nights and Parent Nights have been added to the calendar as well as holiday activities and more opportunities for families to be involved at Hanson Park.		
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	A monthly newsletter is sent home and Parent Coffees are held regularly		
P&E:3 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 surveys will continue to be administered, students will continue to take an active role in school planning through our student council and as active members of our Local School Council.		

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

Resources: 📌

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Throughout the duration of the CIWP, our parent participation rating will increase to "STRONG" on the 5 Essentials Survey	5 Essentials Parent Participation Rate	Overall	Current rating is "WFAK"		Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status
Throughout the duration of the CIWP, our rating will increase to "STRONG" in both Student Voice and Supportive Environment for Families.	5E: Supportive Environment	Overall	Current rating is "WFAK"		Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
P&E:1 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.	Curriculum Nights and Parent Nights have been added to the calendar as well as holiday activities and more opportunities for families to be involved at Hanson Park.	Select Status	Select Status	Select Status	Select Status
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	A monthly newsletter is sent home and Parent Coffees are held regularly	Select Status	Select Status	Select Status	Select Status
P&E:3 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 surveys will continue to be administered, students will continue to take an active role in school planning through our student council and as active members of our Local School Council.	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
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.
Partially	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?

Creating the position of MTSS Intervention Specialist has been a very beneficial addition to our staff. Every teacher has been trained in the MTSS process and Branching Minds and every student is monitored for interventions. Teachers are becoming comfortable with the protocol and with scheduling time with the Interventionist for guidance and support.

What is the feedback from your stakeholders?

Teachers have responded positively to Branching Minds and the BHT is responsive and work to help students and teachers in a timely manner. Parents report a high level of comfort when communicating with counselors, case managers, and social workers and also have shared that their concerns are handled in a timely manner, not always to their satisfaction with the outcome, but satisfactorily and professionally at the school level.

What student-centered problems have surfaced during this reflection?

SPED minutes not being met due to staffing issues or language barriers. We have newcomers in crowded classrooms and are not getting sufficient support in English or in their native language

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?

We are currently focused on making sure that we have BILINGUAL, not just ESL certified, teachers at every grade level and on every teacher team. This is not always an easy task, especially in lower grade special education situations. We are on a constant search for "unicorns"...bilingual primary special education teachers. We also have upper grade priorities in place for the many newcomers we received last school year who needed more intensive language support.

Return to Top Determine Priorities

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

Students... need to receive their SPED minutes, others need language support and the number of newcomers needing support needs to increase when needed, and SPED students need increased access to same age peers as well as a more inclusive LRE1 environment.

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... Try to balance the IEP requirements of students with logistical concerns (space, etc.) but are not always successful. There are also roadblocks because general ed teachers are not always motivated to include SPED students in activities or learning opportunities. SY2023 also brought scheduling difficulties as we were in need of SPED teachers and did not have quality, or any, applicants for the vacancies we had.

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 PD for teachers on how to implement appropriate accommodations and modifications as well as scaffold instruction for equitable access to tier 1 instruction

Resources:

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

Inclusive & Supportive Learning Environment

then we see....

more diverse learners and English Language learners improve their academic skills and more opportunities to participate with their general education peers



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

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

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

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

which leads to...

all students having equitable access to tier 1 instruction and an increase in the number of students who are successful in LRE1 and on ACCESS testing



[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

MTSS/BHT Team

Dates for Progress Monitoring Check Ins

Q1 10/17/2023

Q3 02/27/2023

Q2 12/12/2023

Q4 05/28/2023

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Professional Development for teachers to learn a variety of strategies for learning accommodations for both diverse learners and ELLs	BHT/MTSS and ELPT	Beginning January 2024	Not Started
Action Step 1	Planning calendar for current school year includes professional development opportunities for teachers	Team Leaders	Beginning September 2024	Not Started
Action Step 2	A plan to develop a partnership with a university provider is in the works for SY25-26 that would result in an "in-school" cohort for both LBS1 and ESL classes	Instructional Coach	SY24-26	Not Started
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Scheduling for all ELLs and newcomers will be complete by SY24 and week 3	ELPT	BOY SY24	Not Started
Action Step 1	Schedules will be created beginning during the 4th quarter of 2024 and new enrollments will be added as needed with completion prior to students arrival	Admin	EOY SY 2024	Not Started
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Coaching on implementing and scaffolding Tier1 instruction and differentiation to ensure that SPED students have access to the same level of instruction as their regular education peers is available	Instructional Coach Branching Minds Interventionist		Not Started
Action Step 1	Branching Minds coach will offer coaching and support for teachers during weekly GLTs and quarterly professional development	BrM coach, MTSS coordinator	Beginning SY 23-24	In Progress
Action Step 2	Instructional Coach will have Teacher Talks focusing on Scaffolding Instruction, Instructional Ladders, best practices for differentiating Skyline	Instructional Coach	Beginning SY 23-24	Not Started
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones [What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]



SY26 Anticipated Milestones *[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]*

[Return to Top](#) **Goal Setting**

Indicators of a Quality CIWP: Goal Setting

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

Resources:

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

Performance Goals

Specify the Goal 📌	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 📌	Numerical Targets [Optional] 📌		
					SY24	SY25	SY26
Through professional development over the life of the CIWP, teachers will grow in their capacity and become experts in learning accommodations and supportive teaching for English Language Learners and Diverse Learners	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Students with an IEP				
			English Learners				
Through professional development and Teacher Talks, teachers will become proficient in using the Skyline curriculum with fidelity for all student groups	Yes	Other	Students with an IEP				
			English Learners				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 📌	Specify your practice goal and identify how you will measure progress towards this goal. 📌	SY24	SY25	SY26
		<i>I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier 1 instructional services.</i>	The ELPT will provide the ESL PDmodules to ESL endorsed teachers that will provide strategies for academic improvement	
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Discuss at GLTs to provide professional development on MTSS, providing proper interventions, and develop intervention plans for students			
I&S:3 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.	Review IEPs to ensure that students are placed in their Least Restrictive Environment			

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

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Through professional development over the life of the CIWP, teachers will grow in their capacity and become experts in learning accommodations	% of Students receiving Tier 2/3 interventions	Students with an IEP			Select Status	Select Status	Select Status	Select Status

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring
Reflection	Root Cause	Implementation Plan	Monitoring	
experts in learning accommodations and supportive teaching for English Language Learners and Diverse Learners		Tier 2/3 interventions meeting targets		
Through professional development and Teacher Talks, teachers will become proficient in using the Skyline curriculum with fidelity for all student groups		Other		

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

Inclusive & Supportive Learning Environment

Select Status	Select Status	Select Status	Select Status
Select Status	Select Status	Select Status	Select Status
Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	The ELPT will provide the ESL PDmodules to ESL endorsed teachers that will provide strategies for academic improvement	Select Status	Select Status	Select Status	Select Status
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Discuss at GLTs to provide professional development on MTSS, providing proper interventions, and develop intervention plans for students	Select Status	Select Status	Select Status	Select Status
I&S:3 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.	Review IEPs to ensure that students are placed in their Least Restrictive Environment	Select Status	Select Status	Select Status	Select Status

Parent and Family Plan

If Checked:



Our school is a Title I school operating a Schoolwide Program

This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.

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

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.

800 food 4793 supplies and 2000 professional development Professional development will encompass, social emotional issues for the family, teaching parents how to support their students academically and social emotionally. Supplies will be purchased to support parent learning, flyers, and handouts. Each semester there will be a family night to encourage communication between parents and school. 🍌

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