

## 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
Heather Yutzy	Principal	hsyutzy@cps.edu
Melissa Sanchez	Principal	msanchez2@cps.edu
Lydia Danyluk	Teacher Leader	lvdanyluk@cps.edu
Amy So	Dean of students	aywashington@cps.edu
Katherine Henry	resident principal	kahenry@cps.edu
Esther Pereira and Eileen Colon	Teacher Leader	epereira5@cps.edu
Sadaf Fatima and Alma Suarez	Teacher Leader	sfatima5@cps.edu
Sandra Robinson-Sanchez	Teacher Leader	smrobinson@cps.edu
Kristin Heilemann	Teacher Leader	kjheilemann@cps.edu
Arnold Madlangbayan	Teacher Leader	aemadlangbayan@cps.edu
Dorothy Nieciecki	Teacher Leader	dnieciecki@cps.edu
Lugriselda Martinez	Teacher Leader	LMartinez218@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	3/1/2023	6/15/23
Reflection: Curriculum & Instruction (Instructional Core)	6/1/23	8/6/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/1/23	8/20/23
Reflection: Connectedness & Wellbeing	7/1/23	8/1/23
Reflection: Postsecondary Success	3/1/23	8/1/23
Reflection: Partnerships & Engagement	3/1/23	8/1/23
Priorities	7/15/23	8/10/23
Root Cause	7/15/23	8/10/23
Theory of Acton	7/15/23	8/10/23
Implementation Plans	8/1/23	8/31/23
Goals	8/1/23	8/31/23
Fund Compliance		
Parent & Family Plan		
Approval		

## 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	9/27/2023
Quarter 2	12/6/2023
Quarter 3	2/7/2024
Quarter 4	5/15/2024

**Indicators of a Quality CIWP: Reflection on Foundations**

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

**Resources**

[Reflection on Foundations Protocol](#)

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**Curriculum & Instruction**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<a href="#">CPS High Quality Curriculum Rubrics</a>	<b>Curriculum:</b> strong core curriculum in place, but there is always room for strengthening the core curriculum: -Support needed by teachers who are adopting the Skyline Spanish ELA. -Support needed for better implementation of Envision and CMP math for higher order, word problems and performance tasks.  <b>Instruction:</b> Improvements needed in: --Clear posting and communication of learning targets. --Taxonomy of lesson matching recommended rigor of CCSS --More opportunities for student discourse, productive struggle, students challenging and questioning each other, cooperative learning, and teacher tracking evidence of students achieving the learning targets.  <b>Assessments:</b> We lack confidence in iReady and Star 360, especially for Spanish language learners. This year we return to BAS and NWEA for measures in which we hold greater confidence and which will guide us more clearly in adjusting instruction.	<a href="#">iAR (Math)</a>  <a href="#">iAR (English)</a>  Rigor Walk Data (School Level Data)  <a href="#">PSAT (EBRW)</a>  <a href="#">PSAT (Math)</a>  <a href="#">STAR (Reading)</a>  <a href="#">STAR (Math)</a>
Partially	<a href="#">Rigor Walk Rubric</a>  <a href="#">Teacher Team Learning Cycle Protocols</a>  <a href="#">Quality Indicators Of Specially Designed</a>	<b>What is the feedback from your stakeholders?</b>  We need high quality writing curriculum.  The ILT made a shift in key assessment being used at Haugan.  5 Essentials Results strengthened this year in Ambitious Instruction, especially for English. Several strong measures under ambitious instruction include: academic personalism, academic press, math instruction. 5 Essentials points to the following areas of opportunity for instruction: student discussion and challenging class materials.	<a href="#">iReady (Reading)</a>  <a href="#">iReady (Math)</a>  <a href="#">Cultivate</a>  <a href="#">Grades</a>  <a href="#">ACCESS</a>  <a href="#">TS Gold</a>  <a href="#">Interim Assessment Data</a>
Partially	<a href="#">Powerful Practices Rubric</a>  <a href="#">Learning Conditions</a>		
Partially	<a href="#">Continuum of ILT Effectiveness</a>  <a href="#">Distributed Leadership</a>		
Partially	<a href="#">Customized Balanced Assessment Plan</a>  <a href="#">ES Assessment Plan Development Guide</a>  <a href="#">HS Assessment Plan Development</a>		
Partially	<a href="#">Assessment for Learning Reference Document</a>	<b>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?</b>  Haugan has a working curriculum map, and teachers are given release time each year to update and revise.  Haugan has an on-going professional development agreement with literacy coaches who have worked with individual and groups of teachers to strengthen literacy instructional practices.  Haugan BIL teachers have experimented with a newcomer academy and inclusion as attempts to service the large number of newcomers.	
<b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.			
Not all students are receiving grade level, rigorous instruction. Due to the large percentage of ELs and new arrival students, teachers tend to slow down pacing, remediate, and scaffold. Students do not always receive the full scope and sequence of curriculum. Students are rarely asked to do complex performance tasks.  Students do not have many opportunities for discourse, productive struggle. Students need opportunities to challenge and question each other.  Too much time each day is spent in passive learning and individual work. More opportunities are needed for cooperative learning.  Students are not always aware of their progress toward learning targets.			

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**Inclusive & Supportive Learning Environment**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<a href="#">MTSS Integrity Memo</a>  <a href="#">MTSS Continuum</a>  <a href="#">Roots Survey</a>	MTSS integrity: An improvement would be for teachers to learn to use Branching Minds for locating high quality interventions and progress monitoring.  Improve parent communication for Tier 3 MTSS work to keep parents informed.  All teachers engage in differentiated small group instruction to provide students an opportunity to engage with learning materials at their current instructional level.	<a href="#">Unit/Lesson Inventory for Language Objectives (School Level Data)</a>  <a href="#">MTSS Continuum</a>  <a href="#">Roots Survey</a>  <a href="#">ACCESS</a>  <a href="#">MTSS Academic Tier Movement</a>  <a href="#">Annual Evaluation of Compliance (ODLSS)</a>
Partially	<a href="#">MTSS Integrity Memo</a>		

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.	<a href="#">LRE Dashboard Page</a>
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	<a href="#">IDEA Procedural Manual</a>
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	<a href="#">EL Placement Recommendation Tool ES</a> <a href="#">EL Placement Recommendation Tool HS</a>
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.	

**What is the feedback from your stakeholders?**

The high number of DL and EL students makes planning for and tracking personalized learning a very heavy lift for teachers. 🍌

TutorCorps, retired teachers, and interventionists are helpful with this high case load of Tier 2 and Tier 3 students needing support.

**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 used Empower PD money to hire a consultant to work with our DL team on high quality IEP goals and inclusion co-teaching practices. 🍌

PD started with 7th & 8th in the last quarter around differentiated small group instruction.

[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.

DL and ESL students do not consistently benefit from high quality goals and targets. Not all teachers use WIDA recommended I CAN expectations for language learners to scaffold instruction. 🍌

Students do not consistently engage in differentiated small group instruction in the classroom to receive support at their instructional level.

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<a href="#">BHT Key Component Assessment</a> <a href="#">SEL Teaming Structure</a>	Some teachers at Haugan still hold punitive mindsets, and don't take trauma into account when interacting with students and their behavior. Some teachers do not take into account their own emotional regulation and biases. Teachers need reorientation to the restorative practices in the CPS Student Code of Conduct and discipline processes. 🍌	<a href="#">% of Students receiving Tier 2/3 interventions meeting targets</a>
Partially		Parent education is needed in the importance of giving students additional opportunities and experiences through OST and enrichment.	<a href="#">Reduction in OSS per 100</a>
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Students with extended absences would benefit from a reentry plan. The counselor and attendance clerk will coordinate to create those plans.	<a href="#">Reduction in repeated disruptive behaviors (4-6 SCC)</a>
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.	Continued parent education on the impact student attendance has on student success.	<a href="#">Access to OST</a>
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		<a href="#">Increase Average Daily Attendance</a>
			<a href="#">Increased Attendance for Chronically Absent Students</a>
			<a href="#">Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</a>
			<a href="#">Cultivate (Belonging &amp; Identity)</a>
			Staff trained on alternatives to exclusionary discipline (School Level Data)
			<a href="#">Enrichment Program Participation: Enrollment &amp; Attendance</a>
			<a href="#">Student Voice Infrastructure</a>
			<a href="#">Reduction in number of students with dropout codes at EOY</a>

**What is the feedback from your stakeholders?**

SEL Team members revamped practices to include more restorative approaches to behavior. 🍌

Teacher mindset affects how discipline issues are handled.

Cultivate data reflects the need for growth in the learning condition "Classroom Community". The need for an empowering learning environment.

There is a core group of students who are chronically absent (cluster students) which impacts schoolwide attendance percentage.

**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?**

SY 22-23 emphasis was placed on restorative practices. Dashboard data shows an increase in documented incidents with an increase in restorative practices versus punitive consequences. 🍌

The SFL Team in SY 22-23 worked on developing policies 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.

-Students too often experience from teachers punitive consequences versus restorative practices when misbehavior occurs. 🍌

-Students experience inconsistencies from class to class in discipline expectations, procedures, and SEL practices employed by teachers.

-Not enough OST and in school activities are offered to meet the interests and needs of scholars

Scholars  
 -Student report on the 5 Essentials survey that they do not feel supported by their parents. Some students report they stay home to take care of siblings and miss out on school.





The SEL team in ST 22-23 worked on developing policies and implementing schoolwide activities to promote SEL.

Staff received ongoing professional development on restorative practices and safety care.


Attendance team hosted parent workshops on attendance and provided families with letters throughout the year informing them of student's attendance.




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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
No	<a href="#">College and Career Competency Curriculum (C4)</a> An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	Develop and implement a plan for College and Career Competency Curriculum  Integrate SEL, C4 and Individualized Learning Plans for grades 6 - 8. Increase work based learning experiences for scholars at Haugan especially for grades 6 - 8.	<a href="#">Graduation Rate</a> <a href="#">Program Inquiry: Programs/participation/attainment rates of % of ECCC</a> <a href="#">3 - 8 On Track</a>
No	<a href="#">Individualized Learning Plans</a> Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).		<a href="#">Learn, Plan, Succeed</a> <a href="#">% of KPIs Completed (12th Grade)</a> <a href="#">College Enrollment and Persistence Rate</a>
Partially	<a href="#">Work Based Learning Toolkit</a> Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	<b>What is the feedback from your stakeholders?</b> Not much feedback on this area. Principal wants more embedded career exploration 	<a href="#">9th and 10th Grade On Track</a> <a href="#">Cultivate (Relevance to the Future)</a> Freshmen Connection Programs Offered (School Level Data)
No	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).		
N/A	<a href="#">ECCE Certification List</a> Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		
N/A	<a href="#">PLT Assessment Rubric</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).	<b>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?</b> Minimal efforts so far - a career day, Polished Pebbles mentoring group. 	
N/A	<a href="#">Alumni Support Initiative One Pager</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).		
<b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWR.			
Haugan students do not experience a robust introduction to futures success: career and college awareness.  Haugan students do not know the breadth of high school opportunities for them in Chicago.			

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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	<a href="#">Spectrum of Inclusive Partnerships</a> 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.	Student and parent voice and engagement are underutilized at Haugan. Engaging our learners and parents is an important area for improvement. 	<a href="#">Cultivate</a> <a href="#">5 Essentials Parent Participation Rate</a> <a href="#">5E: Involved Families</a>
	<a href="#">Reimagining With Community Toolkit</a>		<a href="#">5E: Supportive Environment</a>

Partially	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
Partially	<p>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 &amp; CIWP).</p> <p style="text-align: right;"><a href="#">Student Voice Infrastructure Rubric</a></p>	<p style="text-align: center;"><b>What is the feedback from your stakeholders?</b></p> <p>There is a negative narrative we hear from school staff that conveys that parents don't care, don't support academics or behavior concerns. This negative attitude prevents teachers from reaching out and building partnerships with parents who could make a huge difference as a partner with the teacher. Teachers still need to reach out and cultivate parent partnerships even if there are always a resistant few. The vast majority of parents will make excellent partners with some coaching and communication. </p> <p>Proposed action plan: Meet with each new family and scholar to gain insights about strengths, needs and ways to involve scholars and parents in our schools.</p> <p>Parents will be asked to co-lead school events with bilingual staff members who can transition leadership and power to parent leaders.</p> <p>Promote use of Google Classroom and SnapConnect. Build into agendas parent communication into Grade Level Meetings.</p> <p>ILT and SEL will engage student voice infrastructure rubric to increase engagement of students.</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p style="text-align: center;"><b>What student-centered problems have surfaced during this reflection?</b></p> <p>If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <ul style="list-style-type: none"> <li>-Student's family language impacts communication with teacher.</li> <li>-Student's family lack of participation in school (volunteering, events, committees) .</li> <li>-Student voice not captured in a way that is representative of the students.</li> </ul> 		<p style="text-align: center;"><b>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?</b></p> <p>Administrators have revived the PAC/BAC parent groups. Parents turn up in large numbers in the fall, for morning meetings. A barrier exists in getting parents to truly lead efforts at the school. Culturally, most of our parents come from countries where parent leadership is not a part of their school experience. How can we build and strengthen genuine parent leaders? </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.
Partially	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?

Curriculum: strong core curriculum in place, but there is always room for strengthening the core curriculum:  
 -Support needed by teachers who are adopting the Skyline Spanish ELA.  
 -Support needed for better implementation of Envision and CMP math for higher order, word problems and performance tasks.

Instruction: Improvements needed in:  
 --Clear posting and communication of learning targets.  
 --Taxonomy of lesson matching recommended rigor of CCSS  
 --More opportunities for student discourse, productive struggle, students challenging and questioning each other, cooperative learning, and teacher tracking evidence of students achieving the learning targets.

Assessments: We lack confidence in iReady and Star 360, especially for Spanish language learners. This year we return to BAS and NWEA for measures in which we hold greater confidence and which will guide us more clearly in adjusting instruction.

What is the feedback from your stakeholders?

We need high quality writing curriculum.  
 The ILT made a shift in key assessment being used at Haugan.  
 5 Essentials Results strengthened this year in Ambitious Instruction, especially for English. Several strong measures under ambitious instruction include: academic personalism, academic press, math instruction. 5 Essentials points to the following areas of opportunity for instruction: student discussion and challenging class materials.

What student-centered problems have surfaced during this reflection?

Not all students are receiving grade level, rigorous instruction. Due to the large percentage of ELs and new arrival students, teachers tend to slow down pacing, remediate, and scaffold. Students do not always receive the full scope and sequence of curriculum. Students are rarely asked to do complex performance tasks.

Students do not have many opportunities for discourse, productive struggle. Students need opportunities to challenge and question each other.

Too much time each day is spent in passive learning and individual work. More opportunities are needed for cooperative learning.

Students are not always aware of their progress toward learning targets.

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?

Haugan has a working curriculum map, and teachers are given release time each year to update and revise.

Haugan has an on-going professional development agreement with literacy coaches who have worked with individual and groups of teachers to strengthen literacy instructional practices.

Haugan BIL teachers have experimented with a newcomer academy and inclusion as attempts to service the large number of newcomers.

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Resources:

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

[Determine Priorities Protocol](#)

Students...

Students are struggling due to a lack of having a coherent writing curriculum. They are not prepared for high school.  
 There are not enough math problem strategies in their toolbox.  
 Students are not given enough word problems, they are able to perform better on computation.  
 They don't have the stamina or skills to do word problems.  
 Students don't understand their test results. We can help them understand not only the purpose behind the test, but also the meaning of it.



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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Resources:

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

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

As adults in the building, we...

Lack alignment and commitment to high expectations for our EL and DL learners such as math word problems, complex rigorous tasks. (low expectations)



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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What is your Theory of Action?

If we....

- adopt a rigorous, aligned school wide writing curriculum
- Establish high expectations and supports for Math problem solving
- Empower students to manage their own growth, to increase student awareness and reflections on their academic performance and growth:



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)"

Resources:

then we see....

Scroll - words hidden

**Writing:**  
 Students: Reference model text, use checklists/rubrics, peer edit, edit their work, work on their stamina  
 Teachers: Teach in stages, work on particular component  
 Instructional Content: Curriculum...  
 Teacher and Student: Conferencing formal and informal, provide editing marks



**Math Word Problems:**  
 Students: Referencing their notes, having a discussion and sharing strategies, write into words their steps  
 Teachers: facilitating, reteaching, observing, differentiate instruction  
 Instructional content: Launch, I do, we do, you do  
 Teacher and Student: clarification, questions, talk out processes

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

**Student Empowerment**  
 Students: talk about their data, reflection, action plan for each quarter, participate in meaningful learning to reflect, fill out grade appropriate form  
 Teachers: listening more than talking, assisting students in creating SMART goal  
 Instructional content: sentence starters, authentic modeling, student friendly goals  
 Teacher and Student: two-way feedback conferencing, balanced partnership

which leads to...  
 Greater student engagement, growth and achievement across all grade levels and programs. 🏡

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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 9/27/2023 Q3 2/7/2024  
 Q2 12/6/2023 Q4 5/15/2024

	<b>SY24 Implementation Milestones &amp; Action Steps</b> 🏡	<b>Who</b> 🏡	<b>By When</b> 🏡	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	Select writing curriculum and develop scope and sequence K - 8	ILT	5/15/2024	Not Started
<b>Action Step 1</b>	Offer PDs: F&P Writing Minilessons and Jennifer Serravallo Writing	Rachel Dahl and Clare Scane	12/6/2024	Select Status
<b>Action Step 2</b>	Create list of options to adopt as writing curriculum	ILT	12/6/2024	Select Status
<b>Action Step 3</b>	Engage in Curriculum Review Process	ILT	5/15/2024	Select Status
<b>Action Step 4</b>	Plan and budget for Professional Development for Summer 2024 and SY24/25 school year	Principal and ILT	5/15/2024	Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	Deliver a comprehensive learning cycle to all K - 8 math teachers around word problem strategies			Select Status
<b>Action Step 1</b>	Plan Learning Cycle, including examining pre-assessments and student work	ILT	11/1/2024	Select Status
<b>Action Step 2</b>	Schedule peer observations for all K - 8 math teachers with focus on word problem strategies	ILT and Danyluk	12/1/2024	Select Status
<b>Action Step 3</b>	Debrief on and assess Learning Cycle	ILT	1/7/2024	Select Status
<b>Action Step 4</b>	<a href="#">Examine Student Work Protocols</a> - review progress, plan next steps	Grade Level Teams	2/1/2024	Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>	Increase student empowerment and ownership for growth			Select Status
<b>Action Step 1</b>	Provide feedback: Review and revise prototype and presentation developed by Lydia Danyluk	ILT	12/1/2023	Select Status
<b>Action Step 2</b>	Deliver new prototype of empowerment to benchmark grades 2,5,8. Create feedback system for both students and teachers.	ILT	2/20/2023	Select Status
<b>Action Step 3</b>	Create and implement feedback system for students and teachers around empowerment prototype.	ILT	2/20/2023	Select Status
<b>Action Step 4</b>	Review feedback and revise empowerment prototype. Implement across 2nd through 8th grades.	ILT	4/30/2023	Select Status
<b>Action Step 5</b>	ILT review how this pilot program is working and recommend year long routines for student empowerment and growth	ILT	4/30/2023	Select Status
<b>Implementation Milestone 4</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				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
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				

**Practice Goals**

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&I:2 Students experience grade-level, standards-aligned instruction.			
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.			
Select a Practice			

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

**Resources:**

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

**Performance Goals**

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

**Practice Goals**

**Progress Monitoring**

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.		Select Status	Select Status	Select Status	Select Status
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.		Select Status	Select Status	Select Status	Select Status



Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>	Curriculum & Instruction			
Select a Practice						Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

MTSS integrity: An improvement would be for teachers to learn to use Branching Minds for locating high quality interventions and progress monitoring.

Improve parent communication for Tier 3 MTSS work to keep parents informed.

All teachers engage in differentiated small group instruction to provide students an opportunity to engage with learning materials at their current instructional level.

What is the feedback from your stakeholders?

The high number of DL and EL students makes planning for and tracking personalized learning a very heavy lift for teachers.

TutorCorps, retired teachers, and interventionists are helpful with this high case load of Tier 2 and Tier 3 students needing support.

What student-centered problems have surfaced during this reflection?

DL and ESL students do not consistently benefit from high quality goals and targets.  
 Not all teachers use WIDA recommended I CAN expectations for language learners to scaffold instruction.  
 Students do not consistently engage in differentiated small group instruction in the classroom to receive support at their instructional level.

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 used Empower PD money to hire a consultant to work with our DL team on high quality IEP goals and inclusion co-teaching practices.

PD started with 7th & 8th in the last quarter around differentiated small group instruction.

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Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

Students are disengaged from the class content due to the grade level content being too easy or too challenging.  
 Students are struggling to keep up with the pace of the class due to the grade level content being too challenging.  
 Students are struggling to fully grasp difficult concepts and apply them to real-world situations.  
 Students do not know what skills they are struggling in and exceeding at.  
 Student's academic grades are not consistent to the benchmark test results.  
 Students do not have a strong home support.



Indicators of a Quality CIWP: Determine Priorities

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

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Root Cause

Resources:

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

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

As adults in the building, we...

have a fixed mindset that differentiation is not attainable due to not enough time during the class period.  
 As adults in the building we do not know how to plan for various differentiated small groups.  
 As adults in the building we do not have the knowledge, mindset to support DL and EL students.



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?

If we....

1) have 100% of teachers engage in daily differentiated small group instruction  
 2) have 100% of teachers create a daily schedule of their differentiated small groups  
 3) establish the expectations that differentiated small group instruction occurs daily and in every content



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.

Resources:

then we see....

Self-directed, instinctively motivated students who take ownership of their own academic success



which leads to...

Measurable student growth on standardized academic exams and a decrease in tier 2 and 3 students. 🍌

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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** 🍌

**Dates for Progress Monitoring Check Ins**

Q1	9/27/2023	Q3	2/7/2024
Q2	12/6/2023	Q4	5/15/2024

	<b>SY24 Implementation Milestones &amp; Action Steps</b> 🍌	<b>Who</b> 🍌	<b>By When</b> 🍌	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	Teachers have a daily schedule that reflects small group plans with days/times	Teacher	November, 2023	Not Started
<b>Action Step 1</b>	Create a classroom schedule that reflects time for small group instruction.	Teacher	October, 2023	Not Started
<b>Action Step 2</b>	Look at classroom schedules and ensure they reflect time for small group instruction.	Admin Team	October, 2023	Not Started
<b>Action Step 3</b>	Schedule three teachers a month in grades 3-8th to shadow a student for a day.	Teacher	December, 2023	Not Started
<b>Action Step 4</b>	Mentor two teachers (7/8th grade) to support a fluid schedule that works for them.	Admin Team	October, 2023	Not Started
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	Teachers use student data to plan small groups (students, frequency)	Teacher	October, 2023	Not Started
<b>Action Step 1</b>	Create a powerpoint that identifies two domain goals for reading or math.	Teacher	September, 2023	Not Started
<b>Action Step 2</b>	Group students with similar instructional needs together. This can be based on assessment data, formative assessments, or ongoing observations.	Teacher	October, 2023	Not Started
<b>Action Step 3</b>	Continuously monitor students' progress during small group instruction. Use formative assessments to adjust your teaching and materials as needed.	Teacher	November, 2023	Not Started
<b>Action Step 4</b>	Prioritizing students for specific groups and the frequency of teacher-guided small groups.	Teacher	October, 2023	Not Started
<b>Action Step 5</b>	At grade level meetings, teachers discuss/reflect/adjust groups.	Admin & Teacher	November, 2023	Not Started
<b>Implementation Milestone 3</b>	During small group instruction, teachers use resource/materials that align to students instructional level.	Teacher	December, 2023	Not Started
<b>Action Step 1</b>	Consider a variety of resource types, such as textbooks, worksheets, online resources, manipulatives, and multimedia tools, to cater to diverse learning styles and preferences.	Teacher	October, 2023	Select Status
<b>Action Step 2</b>	Identify or create instructional materials that are suitable for each group's skill level. These materials should match the instructional goals and objectives.	Teacher	October, 2023	Select Status
<b>Action Step 3</b>	Use leveled reading materials, math problems, or texts to ensure they are at the right difficulty level.	Teacher	October, 2023	Not Started
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

**SY25-SY26 Implementation Milestones**

**SY25 Anticipated Milestones** 🍌  
 -Small group instruction is included in all of the classroom schedules  
 -Students are allowed some choice in the resources or materials they use within the parameters of their instructional level.  
 -The number of Tier 2 & Tier 3 students decrease

**SY26 Anticipated Milestones** 🍌  
 -Student Teacher conferencing where students are able to share their strengths and areas of improvements  
 -Collaborate with colleagues to share best practices and resources that have proven effective.

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**Goal Setting**

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

IL-EMPOWER Goal Requirements

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.

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
50% of 5th-8th grade teachers will engage in small group instruction daily	Yes	Other	Overall	0%	50%	75%	100%
			Overall				
85% of teachers will reflect small group instruction in their classroom schedule	Yes	Other	Overall	10%	60%	70%	85%
			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
Select a Practice			
Select a Practice			
Select a Practice			

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**SY24 Progress Monitoring**

Resources: 🚀

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

**Performance Goals**

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
50% of 5th-8th grade teachers will engage in small group instruction daily	Other	Overall	0%	50%	Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status
85% of teachers will reflect small group instruction in their classroom schedule	Other	Overall	10%	60%	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
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Partially	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.
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

Some teachers at Haugan still hold punitive mindsets, and don't take trauma into account when interacting with students and their behavior. Some teachers do not take into account their own emotional regulation and biases. Teachers need reorientation to the restorative practices in the CPS Student Code of Conduct and discipline processes.

Parent education is needed in the importance of giving students additional opportunities and experiences through OST and enrichment.

Students with extended absences would benefit from a reentry plan. The counselor and attendance clerk will coordinate to create those plans.

Continued parent education on the impact student attendance has on student success.

What is the feedback from your stakeholders?

SEL Team members revamped practices to include more restorative approaches to behavior.

Teacher mindset affects how discipline issues are handled.

Cultivate data reflects the need for growth in the learning condition "Classroom Community". The need for an empowering learning environment.

There is a core group of students who are chronically absent (cluster students) which impacts schoolwide attendance percentage.

What student-centered problems have surfaced during this reflection?

-Students too often experience from teachers punitive consequences versus restorative practices when misbehavior occurs.  
 -Students experience inconsistencies from class to class in discipline expectations, procedures, and SEL practices employed by teachers.  
 -Not enough OST and in school activities are offered to meet the interests and needs of scholars  
 -Student report on the 5 Essentials survey that they do not feel supported by their parents. Some students report they stay home to take care of siblings and miss out on 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?

SY 22-23 emphasis was placed on restorative practices. Dashboard data shows an increase in documented incidents with an increase in restorative practices versus punitive consequences.

The SEL Team in SY 22-23 worked on developing policies and implementing schoolwide activities to promote SEL.

Staff received ongoing professional development on restorative practices and safety care.

Attendance team hosted parent workshops on attendance and provided families with letters throughout the year informing them of student's attendance.

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Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

Students are confused by different expectations among different teachers in the school. Students are confused by inconsistencies of what teachers say and do. Students do not see positive role models for healthy emotions, respect, and self control. They do not benefit from SEL lessons and experiences that should be taught in an integrated way. Students do not feel understood. Students want their voice to matter.



Indicators of a Quality CIWP: Determine Priorities

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

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Root Cause

Resources:

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

[5 Whys Root Cause Protocol](#)

As adults in the building, we...

lack staff wide coherence around SEL approaches.



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?

If we....

continue to develop positive schoolwide connections between teachers, students, and staff in addition to implementing consistent Tier 1 SEL and restorative discipline 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)"  
 All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

Resources:

then we see....

the school community engaging in respectful conversations and collaborative problem solving; an increase in self reflection and self awareness; students advocating for themselves and others; and an increase in student learning, engagement, classroom safety, and attendance



which leads to...

authentic and respectful school community relationships, decreased misbehaviors, effective conflict resolutions, a safer school climate, and the school staff demonstrating a greater growth mindset capacity. 🍌

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**Implementation Plan**

Resources: 🚀

**Indicators of a Quality CIWP: Implementation Planning**  
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 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.  
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 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	9/27/2023	Q3	2/7/2024
Q2	12/6/2023	Q4	5/15/2024

	<b>SY24 Implementation Milestones &amp; Action Steps</b> 🍌	<b>Who</b> 🍌	<b>By When</b> 🍌	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	Weekly time is designated for staff to cultivate positive relationships with students	School Staff	May 2024	In Progress
<b>Action Step 1</b>	Embed SEL time daily into instructional schedule	Teachers	Oct 2023	In Progress
<b>Action Step 2</b>	Develop a learning cycle, including peer observations	Culture & Climate Team	December 2023	Not Started
<b>Action Step 3</b>	Schoolwide SEL activities will be scheduled throughout the year	Culture & Climate Team	September 2023	Not Started
<b>Action Step 4</b>	Provide school staff with training on how to engage students in collaborative problem solving	Dean, Admin, CCT	September 2023	Not Started
<b>Action Step 5</b>	Teachers connect (phone call, in person, email, snap message) with	School Staff	August 2023	In Progress
<b>Implementation Milestone 2</b>	Restorative practice are used to create a safe and welcoming environment	School Staff	May 2024	In Progress
<b>Action Step 1</b>	Provide input on how to "notice" student behaviors and asking questions to find the root to challenging behavior	School Staff	September 2023	Not Started
<b>Action Step 2</b>	Utilize ASPEN journaling to document student growth, challenging behaviors and patterns	School Staff	August 2023	In Progress
<b>Action Step 3</b>	Provide training on active listening techniques and art therapy	Dean, Admin	December 2023	Not Started
<b>Action Step 4</b>	Create a calm corner/space in every classroom for deescalation and reflection	Teachers	September 2023	In Progress
<b>Action Step 5</b>	Use I am language	School Staff	December 2023	Not Started
<b>Implementation Milestone 3</b>	School staff develops ability to shift perspective on challenging behaviors, harness a growth mindset, become more self aware, and accept feedback.	School staff	May 2024	In Progress
<b>Action Step 1</b>	Facilitate book study on Lost at School by Dr. Ross W. Greene	Dean, Admin	January 2024	Not Started
<b>Action Step 2</b>	Practice self-regulation by noticing brain states and response/reaction to challenging behaviors	School Staff	October 2023	Not Started
<b>Action Step 3</b>	Provide staff the opportunity to engage in peer observations	CCT, Dean, Admin	October 2023	Not Started
<b>Action Step 4</b>	Engage staff in biannual surveys	Dean, CCT	December 2023	Not Started
<b>Action Step 5</b>	Empower and equip staff to handle challenging behaviors within the classroom	School Staff	May 2024	Not Started
<b>Implementation Milestone 4</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

**SY25-SY26 Implementation Milestones**

<b>SY25 Anticipated Milestones</b>	School staff continue to build positive relationships with students Restorative practices provide a foundation for the school community to advocate and work towards social emotional connections and growth School staff effectively identifies and practices fairness and objectivity in challenging situations and grading. 🍌
<b>SY26 Anticipated Milestones</b>	School community engages in respectful conversations and collaborative problem solving which increases student learning, engagement, classroom s Students initiate and lead more in depth restorative practices (healing circles, peer jury, peace circles, peer mentor) 🍌

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**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.

**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

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

### Performance Goals

Specify the Goal 🏠	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 🏠	Numerical Targets [Optional] 🏠		
					SY24	SY25	SY26
100% of homeroom teachers will spend 15 or more minutes every day building relationships and positive class culture	Yes <input type="checkbox"/>	Other <input type="text"/>	Overall <input type="text"/>	40%	60%	75%	100%
			Select Group or Overall <input type="text"/>				
100% of school staff will engage in the use of restorative practices	Yes <input type="checkbox"/>	Reduction in repeated disruptive behaviors (4-6 SCC)	Overall <input type="text"/>	20%	40%	70%	100%
			Select Group or Overall <input type="text"/>				

### Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 🏠	Specify your practice goal and identify how you will measure progress towards this goal. 🏠		
	SY24	SY25	SY26
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.			
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			
<input type="text"/>			

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### SY24 Progress Monitoring

Resources: 🚀

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

### Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
100% of homeroom teachers will spend 15 or more minutes every day building relationships and positive class culture	Other	Overall	40%	60%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
100% of school staff will engage in the use of restorative practices	Reduction in repeated disruptive behaviors (4-6 SCC)	Overall	20%	40%	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&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.		Select Status	Select Status	Select Status	Select Status
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		Select Status	Select Status	Select Status	Select Status
<input type="text"/>		Select Status	Select Status	Select Status	Select Status

If Checked:



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

Complete IL-Empower Section below

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

If Checked:



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

No action needed

### IL-Empower

#### IL-EMPOWER GRANT ASSURANCES

By checking the boxes below, you indicate that your school understands and complies with each of the grant assurances listed.



The purpose of the IL-Empower grant funds, authorized under Title I, Part A, Section 1003 School Improvement of the Elementary and Secondary Education Act, is to support local education agencies (LEAs), via the Statewide System of Technical Assistance and Support (IL-EMPOWER) to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities. The goal is to provide all children significant opportunity to receive a fair, equitable, and high-quality education by providing adequate resources to substantially raise the achievement of students in lowest and underperforming schools, as defined by the Illinois State Board of Education (ISBE).



The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status.



Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:

- a) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
- b) Contracting for professional services from State-Approved Learning Partners
- c) Conducting school-level needs assessments
- d) Analyzing data
- e) Identifying resource inequities
- f) Researching and implementing evidence-based interventions
- g) Purchasing standards-aligned curriculum and materials
- h) Purchasing and administering local assessments for progress monitoring



Supplement, not supplant is in effect. Schools and LEAs shall use IL-Empower grant funds only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.



Schools designated for comprehensive or targeted support can expect four years of continuation funding from the initial summative designation. Improvement status defines the up-to four-year term that runs concurrently with the IL-EMPOWER grant program. Status and funding begin with an initial summative designation of comprehensive or targeted and continue through the remaining part of the first year in the planning phase of the grant and are followed by three consecutive years of implementation. School Improvement funding is awarded concurrently with improvement status. Improvement status and grant funding continue concurrently for up to four years regardless of positive changes in annual summative designations because IL-EMPOWER is structured to support local efforts with scaffolded support of sufficient size and longevity to improve outcomes for students and exit improvement status within a four-year grant term.



School Improvement Reports (SIR) are due on a triannual basis.



Schools in comprehensive improvement status must work with a State-Approved Learning Partner to address areas identified in the respective school improvement plans. Schools in targeted improvement status may or may not elect to work with a State-Approved Learning Partner. Approved Learning Partners are contracted by ISBE and are authorized to provide direct professional learning services in evidence-based practices to LEAs and comprehensive and targeted schools. Only vendors selected for an executed contract with ISBE may provide services to IL-Empower districts and schools (both comprehensive and targeted) using Title I, Part A, Section 1003 School Improvement funds, and likewise only those subcontractors included in either the executed contract or subsequent written approval by ISBE may provide services to IL-EMPOWER districts and schools.



As a grant recipient, you may be required to participate in program evaluation activities, site monitoring visits, and audit protocols.



As part of annual grant application and amendment processes, you may be asked to submit additional information regarding budget requests and alignment of budget allocations to CIWP.

#### IL-EMPOWER SMART GOALS

Of the goals developed earlier in this CIWP, please choose at least 2, and up to 3, that will be your focus areas for IL-Empower. These goals should be in alignment with your ISBE designation and reference specific student groups, as applicable. As part of the annual grant application and amendment processes, please be prepared to outline how your IL-Empower grant budgets will support the chosen goal(s).

IL-Empower Goals Must have a Numerical Target

Select a Goal Below

Student Groups

Baseline

SY24

SY25

SY26

Required Math Goal

Select a Goal

	Student Groups	Baseline	SY24	SY25	SY26
Required Math Goal					
Required Reading Goal					
Optional Goal					

Required Reading Goal

Select a Goal

Optional Goal

Select a Goal



## Parent and Family Plan

If Checked:	<input checked="" type="checkbox"/>	<b>Our school is a Title I school operating a Schoolwide Program</b> 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:	<input type="checkbox"/>	<b>Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)</b>
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.

-\$4372 TOTAL:  
\$1572 Supplies  
\$1800 Services Professional Workshops  
\$1000 Food



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