

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
Nadra Ruff	Principal	ncruff@cps.edu
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Sharonne Brown	Curriculum & Instruction Lead	SRCarroll@cps.edu
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Rachel Sarauw	Connectedness & Wellbeing Lead	rsarauw@cps.edu
Kimberly Edwards	LSC Member	KLEdwards@cps.edu
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Kevin Cunningham	Teacher Leader	kcunningham1@cps.edu
Erica Arana	Parent	earana6@cps.edu
Ashley Dean	Partnerships & Engagement Lead	adean24@cps.edu
Alexis Sterling	Inclusive & Supportive Learning Lead	ansterling@cps.edu
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	4/25/23	4/25/23
Reflection: Curriculum & Instruction (Instructional Core)	4/25/23	4/25/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/30/23	5/30/23
Reflection: Connectedness & Wellbeing	6/30/23	7/3/23
Reflection: Postsecondary Success	6/30/23	7/10/23
Reflection: Partnerships & Engagement	6/30/23	7/10/23
Priorities	7/12/23	7/12/23
Root Cause	7/14/23	7/14/23
Theory of Acton	7/21/23	7/21/23
Implementation Plans	7/28/23	7/28/23
Goals	8/4/23	8/4/23
Fund Compliance	8/11/23	8/11/23
Parent & Family Plan	8/11/23	8/11/23
Approval	8/11/23	8/11/23

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	08/22/23
Quarter 2	10/17/23
Quarter 3	02/20/24
Quarter 4	04/23/24

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

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

Educators will engage scholars in Skyline for literacy and social science for K-8 , EnVision for math K-8, and Amplify/Skyline for science.

What is the feedback from your stakeholders?

Stakeholders that will need to provide feedback are of the following: Classroom Educators, Lead Coach, Interventionist, SECAs/Supporting Educators, Case Manager, Counselor, PAC/Parent Advisory Council, LSC/Local School Council

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?

Related improvement efforts that are in progress entail using assessment in instruction which is connected to the CIWP priority for balanced assessment and grading. The impact will be to analyze student work and assessment data from various assessment sources to plan for targeted interventions to support student growth outcomes for all content areas. Our efforts address barriers/obstacles for student groups furthest from opportunity by providing multiple balanced levels of assessments to monitor scholars' needs for intervention support on a daily and weekly basis for academic growth. Assessment tools and resources include rubrics, exit tickets, checkpoint for weekly assessments, unit assessments (every 5 week), interim assessment (BOY, MOY, EOY).

- [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.

Student-centered issues that have surfaced during this reflection are in reference to our classrooms focusing 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 all students to learn (ELL, DL, Gen Ed). There is a learning gap among our scholars, of which we will have an implementation plan and action steps for tiered levels of interventions that will address scholars learning needs.

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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	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

According to the metrics we are adhering to the expectations of the Integrity Memo in the following areas. 1. Establishing Equity-Based MTSS leadership team 2. MTSS Lead interventionist. 3 We faithfully use Branching Minds and we have research based supports and interventions. We also collect data that helps us use our data to drive instructions and make solid decisions. We consistently identify root causes and collaborate to identify potential solutions collaboratively. Also we use Branching Minds and I-ready for progress monitoring and to inform our decision-making. Areas of improvement will be to engage our families more consistently concerning data from MTSS and utilizing the root survey.

- 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.	
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
No	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.	

What is the feedback from your stakeholders?

Stakeholders that will need to provide feedback are of the following: Classroom Educators, Lead Coach, Interventionist, SECAs/Supporting Educators, Case Manager, Counselor, PAC/Parent Advisory Council, LSC/Local School Council

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

The areas of improvement will be making the parents and the families aware of our MTSS systems benefits and help them engage in how MTSS helps our scholars. Also we will provide our families with feedback, diagnostic, interventions and progress monitoring data with next steps to ensure that all scholars excel academically and socially. We will utilize the Root surveys to get a better understanding of the overall state of the MTSS implementation and use the results to prioritize MTSS strategy improvements in SY23.

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.

The student-centered problems are not having enough resources for our ELL students so that they can excel academically and socially.

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

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

What are the takeaways after the review of metrics?

Both BHT and Climate and Culture have set schedules to meet biweekly to discuss the data for attendance, interventions, etc. of scholars. Use Tier 1 SEL with fidelity including that of Skyline SEL, Second Step and Calm Classroom. Schedule restorative conversations with students.

What is the feedback from your stakeholders?

Feedback from the stakeholders (educators, admin, clerk, villagers, partnerships) is that there is a set criteria in order to participate in student centered and out of school time programs. There is no intentional re-entry plan but one will be developed for all stakeholders.

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

No
Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.


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?


[Student Voice Infrastructure](#)

[Reduction in number of students with dropout codes at EOY](#)

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

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

Scholars have not been able to consistently maintain positive behavior, attendance and grades for extended periods of time. 

Scholars are needed to be more responsible for their learning and their behavior. Educators would need to lead with compassion and empathy, this will make a great impact on our scholars academic achievement. Those scholars that are not able to maintain positive behavior, attendance and grades for a longer period should receive Tier 1 Healing Centered supports. (inside and outside the classroom). 

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Postsecondary Success

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


Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)

References

What are the takeaways after the review of metrics?

Metrics

Yes	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)
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
Yes	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).	
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager

We have embedded structures that help us to reflect and work towards development and implementation. Naviance and Success Bound are our governing tools. We have maintained an 100% participation rate for the past 3 years for Naviance and Success Bound. Some areas for growth can be centered around further achievement of our school wide On-track goals of 60% Our current track rating is 49%. Regarding College and Career readiness, 6% out of 68 students have participated in Early College & Career courses. We can continue to strive to work and partner with all Stakeholders to support students in more engagement. 

[Graduation Rate](#)

[Program Inquiry: Programs/participation/attainment rates of % of ECCC](#)

[3 - 8 On Track](#)


[Learn, Plan, Succeed](#)

[% of KPIs Completed \(12th Grade\)](#)

[College Enrollment and Persistence Rate](#)

[9th and 10th Grade On Track](#)


What is the feedback from your stakeholders?

Stakeholders will provide feedback through parents, community members, community partners through surveys. The results from our 2022 survey includes student to student interactions. 


[Cultivate \(Relevance to the Future\)](#)

Freshmen Connection Programs Offered (School Level Data)

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

Improvement efforts that are in progress are to support the key take away from our climate surveys. All stakeholders will be provided with ongoing information on On-track and Early College & Career courses. 

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.

The student-centered problems that have surfaced during this reflection is based on providing scholars with more opportunities to engage in college and career readiness tasks and opportunities for the improvement of scholar's on-track rate for attendance and grades (interventions, systems, and structures of support), and exposure to college and career readiness standards for scholar engagement. 

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Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
<p>Yes</p>	<p>The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.</p>	<p>One takeaway that I see right away is the improved parent engagement as compared to the previous year. Currently, we've gone above the minimum requirements for all of the specified metrics.</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
<p>Yes</p>	<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>
<p>Yes</p>	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p>	<p>What is the feedback from your stakeholders?</p> <p>Stakeholders that we will elicit feedback from will entail: Parents, community members, partnerships, school staff members. Some feedback received from stakeholders is that school seems to be more inclusive to parent and student needs by way of activities and events that include families. Scholars appreciate being apart of student council and being able to make decisions about school-wide.</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>Student centered issues are the student leaders are unable to make decision objectively developing scholars leadership skills.</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>The improvement would be to solicit more input from parents via surveys on a quarterly or semester basis.</p>		

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

Educators will engage scholars in Skyline for literacy and social science for K-8 , EnVision for math K-8, and Amplify/Skyline for science.

What is the feedback from your stakeholders?

Stakeholders that will need to provide feedback are of the following: Classroom Educators, Lead Coach, Interventionist, SECAs/Supporting Educators, Case Manager, Counselor, PAC/Parent Advisory Council, LSC/Local School Council

What student-centered problems have surfaced during this reflection?

Student-centered issues that have surfaced during this reflection are in reference to our classrooms focusing 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 all students to learn (ELL, DL, Gen Ed). There is a learning gap among our scholars, of which we will have an implementation plan and action steps for tiered levels of interventions that will address scholars learning needs.

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?

Related improvement efforts that are in progress entail using assessment in instruction which is connected to the CIWP priority for balanced assessment and grading. The impact will be to analyze student work and assessment data from various assessment sources to plan for targeted interventions to support student growth outcomes for all content areas. Our efforts address barriers/obstacles for student groups furthest from opportunity by providing multiple balanced levels of assessments to monitor scholars' needs for intervention support on a daily and weekly basis for academic growth. Assessment tools and resources include rubrics, exit tickets, checkpoint for weekly assessments, unit assessments (every 5 week), interim assessment (BOY, MOY, EOY).

Return to Top Determine Priorities

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

Students...
Student-centered problem that the school will address is in reference to our classrooms focusing 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.

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...
As adults in the building, we noticed that evidence-based assessment (weekly assessments, 5 week unit assessments, and interim assessments) for learning practices are only partially enacted daily in every classroom. Because of this, the learning environment only partially meets the conditions that are necessary for students to receive consistent high quality instruction. Additionally, results from the Cultivate Survey identified growth areas of feedback, classroom community, and supportive teaching which are all integral components of a learning environment designed to provide students with high quality instruction.

Resources:

[5 Whys Root Cause Protocol](#)

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

Return to Top Theory of Action

What is your Theory of Action?

If we....
If we provide intentional opportunities to create a tiered system of support for teachers around the Skyline curriculum and instruction implemented daily across grade levels

Resources:

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

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

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

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

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

then we see....

Then we will see an increase in teachers providing culturally relevant, high-quality, standards-aligned instruction in which the inner core (identity, community, and relationships) is a focus and it is evident that teachers are leveraging research-based, culturally responsive, powerful practices to ensure the learning environment meets the conditions that are needed for students to learn. Scholars will have access to grade-level instruction with scaffolds.



which leads to...

All scholars accelerating toward grade-level proficiency. A cycle of continuous improvement in student achievement and attendance.



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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

ILT, MTSS, BHT, Teacher Leader Teams, Educators

Dates for Progress Monitoring Check Ins

Q1 08/22/23

Q3 02/20/24

Q2 10/17/23

Q4 04/23/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Implement rigorous instruction aligned to grade level standards, objectives and learning targets; and, progress monitoring with fidelity. The progress monitoring efforts and outcomes for this milestone is weekly class observations that show improvement in instructional delivery and alignment to the curriculum.	Admin. ILT, Educators, PSRPs	August 2023 - June 2024	In Progress
Action Step 1	Identify PD topics and set the implementation goal. Include Case Managers and related service providers as collaborators and thought partners	Admin, Lead Coach, Case Manager	July-August 2023	In Progress
Action Step 2	Set PD Plan for the entire school year in order to identify dates for PD, time for implementation, and follow-up to determine supports or adjustments for curriculum implementation with fidelity	Admin, Lead Coach	July-August 2023	Completed
Action Step 3	Planning and Preparation: Annotation of lesson plans for internalization of the curriculum and teachers attain Skyline badges for curriculum implementation	Admin, Lead Coach, ISL	August 2023 -June 2024	In Progress
Action Step 4	Conduct internal observations to determine if implementation goals were met	Admin, Lead Coach, ISL	August 2023 -June 2024	In Progress
Action Step 5				Select Status
Implementation Milestone 2	Cultivate student surveys for perception and instruction.	Admin, ILT, Educators	September 2023 -June 2024	In Progress
Action Step 1	Set PD sessions that will allow the educators/staff to engage in the data responses from the Cultivate survey	Admin, Lead Coach, Counselor	August 2023 - May 2024	In Progress
Action Step 2	Develop a plan for quarterly focus on the Cultivate prioritized learning conditions	Admin, Lead Coach, Counselor	August 2023 - May 2024	In Progress
Action Step 3	Develop cadence to monitor implementation structures of practices identified to support learning conditions to impact student learning outcomes	Admin, Lead Coach, Counselor	August 2023	In Progress
Action Step 4	Assign adults to scholars for relationship building and check-ins for positive reinforcements	Admin, Culture & Climate/SEL Team, Counselor	August 2023 - May 2024	In Progress
Action Step 5				Select Status
Implementation Milestone 3	Implement a Balanced Assessment System	Admin, Lead Coach, Educators	August 2023 - May 2024	In Progress
Action Step 1	Build Assessment Calendar that includes weekly, unit, interim, and diagnostic assessments	Admin, Lead Coach, Interventionist	August 2023	Completed
Action Step 2	Implement Cycle of Learning to review unit assessments with educators for standards and structures	Admin, Lead Coach, Interventionist	August 2023	Completed
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

- 80% of teachers differentiating core instruction and implementation of CORE curriculum with fidelity
- OPERATIONAL components of high quality, well-documented student support and support plans: 100% of interventions are within the CPS curated list, 100% of interventions are documented and monitored within the Branching Minds Platform.
- DEVELOPED components of supplemental intervention: progress monitoring: MTSS team and 80% of teachers regularly progress monitor and implement actions in BMs, using multiple data points

SY26 Anticipated Milestones

- 100% of teachers effectively differentiating core instruction and implementation of CORE curriculum with fidelity
- Maintain OPERATIONAL components of high quality, well-documented students support and support plans: 100% of student support plans and supports implemented with fidelity
- FULLY OPERATIONAL on supplemental intervention: 100% of teachers progress monitoring and adjusting interventions and supports based on data,

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
Increase the number of scholars meeting grade level proficiency on IAR for Reading	Yes	IAR (English)	Overall	36.04%	40%	45%	50%
			Overall				
Increase the number of scholars meeting grade level proficiency on IAR for Math	Yes	IAR (Math)	Overall	24.33%	30%	35%	40%
			Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	All teachers are observed as effectively implementing research-based, culturally responsive powerful practices.	Most teachers are utilizing research-based, culturally responsive powerful practices to implement and adjust instruction, including differentiating based on student needs.	All teachers are utilizing research-based, culturally responsive powerful practices to implement and adjust instruction, including differentiating based on student needs.
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	All classrooms are observed as effectively implementing evidence-based assessment for learning practices	Most classrooms are observed as effectively utilizing evidence-based assessment for learning practices to inform instruction, including differentiating based on student needs.	All classrooms are observed as effectively utilizing evidence-based assessment for learning practices to inform instruction, including differentiating based on student needs.
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	All classrooms are observed implementing a balanced assessment system for learning practices	Most classrooms are observed implementing a 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	All classrooms are observed implementing a 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

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Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase the number of scholars meeting grade level proficiency on IAR for Reading	IAR (English)	Overall	36.04%	40%	Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status
Increase the number of scholars meeting grade level proficiency on IAR for Math	IAR (Math)	Overall	24.33%	30%	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
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	All teachers are observed as effectively implementing research-based, culturally responsive powerful practices.	Select Status	Select Status	Select Status	Select Status
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	All classrooms are observed as effectively implementing evidence-based assessment for learning practices	Select Status	Select Status	Select Status	Select Status
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	All classrooms are observed implementing a balanced assessment system for learning practices	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.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
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?

Both BHT and Climate and Culture have set schedules to meet biweekly to discuss the data for attendance, interventions, etc. of scholars. Use Tier 1 SEL with fidelity including that of Skyline SEL, Second Step and Calm Classroom. Schedule restorative conversations with students.

What is the feedback from your stakeholders?

Feedback from the stakeholders (educators, admin, clerk, villagers, partnerships) is that there is a set criteria in order to participate in student centered and out of school time programs. There is no intentional re-entry plan but one will be developed for all stakeholders.

What student-centered problems have surfaced during this reflection?

Scholars have not been able to consistently maintain positive behavior, attendance and grades for extended periods of time.

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?

Scholars are needed to be more responsible for their learning and their behavior. Educators would need to lead with compassion and empathy, this will make a great impact on our scholars academic achievement. Those scholars that are not able to maintain positive behavior, attendance and grades for a longer period should receive Tier 1 Healing Centered supports. (inside and outside the classroom).

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Determine Priorities

Resources: 

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

Students...

Scholars are only partially benefitting from our SEL program because of partial implementatic



[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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

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Root Cause

Resources: 

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

As adults in the building, we...

As adults in the building, we see that students are only partially experiencing Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices making for only a partially effective SEL program.



[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.

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Theory of Action

What is your Theory of Action?

If we...

If we develop an explicit system of TIER 1 SEL Healing-Centered supports, via SEL curricula and restorative practice



Resources: 

[Indicators of a Quality CIWP: Theory of Action](#)

then we see....
Then we will see scholars learn how to more effectively manage their emotions, and become more responsible for their academics and behavior.

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.

which leads to...
Which will lead to scholars being able to consistently maintain positive behavior, attendance and grades for extended periods of time.

[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
Culture & Climate Team, BHT Team, MTSS Team

Dates for Progress Monitoring Check Ins
Q1 08/22/23 Q3 02/20/24
Q2 10/17/23 Q4 04/23/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Teachers effectively implementing TIER 1 SEL curriculum	BHT & MTSS Team, Educators	May 2024	In Progress
Action Step 1	Engage educators and staff in training for the process and utilization of the TIER 1 SEL curriculum	School Counselor/Lead Coach	July 31, 2023	In Progress
Action Step 2	AP/Lead Coach provide feedback on teachers lesson plans to ensure inclusion of SEL components	Assist Principal/Lead Coach	August 16, 2023	In Progress
Action Step 3	The Counselor and BHT members conduct rigorwalks to observe, collect data, and provide feedback to teachers directly, at weekly GLT meetings, and/or at bi-weekly BHT meetings on implementation of curriculum SEL components in classrooms.	School Counselor/BHT	August 02, 2023	In Progress
Action Step 4	Implement menu of Tier 1, Tier 2, Tier 3 SEL supports for educators and staff to utilize with scholars	Admin, Counselor, MTSS, BHT	August 2023 - June 2024	In Progress
Action Step 5	Implement Check-in / Check-out System of Support	Counselor/ BHT	September 2023 - June 2024	Select Status
Implementation Milestone 2	100% of teachers are providing SEL supports through SEL components of the Skyline curriculum	Lead Coach/Counselor	8/28/2023 - May 2024	In Progress
Action Step 1	Obtain Skyline curriculum badges from the Safari Montage platform to ensure an understanding of the Skyline curriculum	Educators	August 16, 2023	In Progress
Action Step 2	BOY PD on implementation of SEL components of Skyline curriculum	Lead Coach	August 17, 2023	In Progress
Action Step 3	GLT work time with teachers to implement identified SEL strategies for grade level teams	Admin Team/Lead Coach	August 23, 2023	In Progress
Action Step 4	Observe teachers' SEL instruction at least 3 times a year	BHT/Lead Coach/Administration	August 21st - June 3rd	Not Started
Action Step 5				Select Status
Implementation Milestone 3	Cultivate: Supportive Environment	Admin, Lead Coach, Interventionist, Educators, Counselor, BHT Team	August 2023 - June 2024	In Progress
Action Step 1	Student Voice Committee	Admin, Culture & Climate Team	September 2023 - June 2024	In Progress
Action Step 2	Restorative Approach Structures	Admin, Counselor, Educators	August 2023 - June 2024	In Progress
Action Step 3	Feedback & Interventions of Support	Admin, Counselor, Educators	August 2023 - June 2024	In Progress
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 At least 80% of teachers will implement Tier 1 Healing Centered supports with fidelity. 100% of supports will derive from either our current SEL curricula, Skyline integrated SEL instruction, or restorative practice resources. Interventions will be documented and monitored within the Branching Minds Platform. 

SY26 Anticipated Milestones 100% of teachers will implement Tier 1 Healing Centered supports with fidelity. 100% of supports will derive from either our current SEL curricula, Skyline integrated SEL instruction, or restorative practice resources. Supports will be documented and monitored within the Branching Minds Platform. 

[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
75% of students on-track	Yes <input type="checkbox"/>	3 - 8 On Track	Overall <input type="text"/>	55	60	65%	75
80% of students meet their behavior goal	Yes <input type="checkbox"/>	Cultivate (Belonging & Identity)	Overall <input type="text"/> <i>Select Group or Overall</i>	60	65	70	80

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:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	All teachers are observed as effectively implementing Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Most teachers are utilizing SEL curricula materials to implement and adjust instruction, including differentiating based on student needs.	All teachers are utilizing SEL curricula materials to implement and adjust instruction, including differentiating based on student needs.
C&W:3 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.	All student-centered enrichment and ost programs complement and supplement student learning during the school day and are responsive to other student interests and needs.	Most student-centered enrichment and ost programs complement and supplement student learning during the school day and are responsive to other student interests and needs while also differentiating tasks based on academic student data.	All student-centered enrichment and ost programs complement and supplement student learning during the school day and are responsive to other student interests and needs while also differentiating tasks based on academic student data.
<i>Select a Practice</i>			

[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
75% of students on-track	3 - 8 On Track	Overall	55	60	Select Status	Select Status	Select Status	Select Status
					Select Status	Select Status	Select Status	Select Status
80% of students meet their behavior goal	Cultivate (Belonging & Identity)	Overall	60	65	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:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	All teachers are observed as effectively implementing Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Select Status	Select Status	Select Status	Select Status
C&W:3 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.	All student-centered enrichment and ost programs complement and supplement student learning during the school day and are responsive to other student interests and needs.	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?

What are the takeaways after the review of metrics?

What is the feedback from your stakeholders?

What student-centered problems have surfaced during this reflection?

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?

[Return to Top](#) **Determine Priorities**

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

Resources: 

[Determine Priorities Protocol](#)

Students...



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?

Resources: 

[5 Whys Root Cause Protocol](#)

As adults in the building, we...



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....

Resources: 



Indicators of a Quality CIWP: Theory of Action

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

then we see....



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...



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	08/22/23	Q3	02/20/24
Q2	10/17/23	Q4	04/23/24

SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
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Implementation Milestone 1			Select Status
Action Step 1			Select Status
Action Step 2			Select Status
Action Step 3			Select Status
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 2			Select Status
Action Step 1			Select Status
Action Step 2			Select Status
Action Step 3			Select Status
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 3			Select Status
Action Step 1			Select Status
Action Step 2			Select Status
Action Step 3			Select Status
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 4			Select Status
Action Step 1			Select Status
Action Step 2			Select Status
Action Step 3			Select Status
Action Step 4			Select Status
Action Step 5			Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones

SY26 Anticipated Milestones

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

Indicators of a Quality CIWP: Goal Setting

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

Resources:

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
Select a Practice			
Select a Practice			
Select a Practice			

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

Resources:

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

Performance Goals

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

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.

Our parent engagement and skills development will be aligned around curriculum and instruction. More specifically, our funds will cover the implementation of parent mentors, academic parent nights (i.e., reading night, math night, etc.), and academic resources such as online platforms. Parents are consulted in various ways about all of these aspects. Parent mentors are trained by our partners Teamwork Englewood in consultation with school administration. Academic parent nights double as information sessions for parents and they are provided a survey asking their needs from the school, and parents are also briefed about online platforms and even trained how to use them so they can better assist students independent of school staff.



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