

## 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
Lauren Albani	Principal	laalbani@cps.edu
Kelly Whitters	AP	kawhitters@cps.edu
Bridget Malinowski	AP	btmalinowski@cps.edu
Aubrey Feeney	Teacher Leader	alfeeney@cps.edu
Nora Sapieka	Teacher Leader	nmsapieka@cps.edu
Becky Stindt	Inclusive & Supportive Learning Lead	rdstindt@cps.edu
Alicia Moore	Teacher Leader	aemeade-moore@cps.edu
Nicole Aquino	Teacher Leader	nmaquino@cps.edu
Haley Ford	Teacher Leader	hford4@cps.edu
Kathleen Murphy	Parent	kat.m.murphy@gmail.com
Grant Drutchas	LSC Member	Drutchas@mbhb.com
	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	2/1/23	6/1/23
Reflection: Curriculum & Instruction (Instructional Core)	3/17/23	6/1/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	3/20/23	6/1/23
Reflection: Connectedness & Wellbeing	4/29/23	6/1/23
Reflection: Postsecondary Success	3/17/23	6/1/23
Reflection: Partnerships & Engagement	3/20/23	6/1/23
Priorities	4/1/23	6/1/23
Root Cause	4/1/23	6/1/23
Theory of Acton	4/1/23	6/1/23
Implementation Plans	5/1/23	6/1/23
Goals	5/1/23	6/1/23
Fund Compliance	5/1/23	6/1/23
Parent & Family Plan	5/1/23	6/1/23
Approval	9/11/23	9/11/23

## 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	10/20
Quarter 2	12/22
Quarter 3	3/22
Quarter 4	6/7

**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> All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Strong math and ELA proficiency across the school; EL and DL students have lower growth and attainment in both reading and math Update CIWP with PLC Intervention work Reading and math support for students of critical need Continue Support for both EL and DL students Need to improve on general education supports for EL students There is a discrepancy in true student capabilities based off of standardized tests; need to look at other success factors Better home school connections for EL students. I.e. study hall, auxiliary, push-in, etc All of the strategies are specific to ESL and none are focused on DL Need more strategies & PD opportunities to support EL students Offer incentives to get endorsement; DL students have access to grade level curriculum.	<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>
Yes	<a href="#">Rigor Walk Rubric</a> <a href="#">Teacher Team Learning Cycle Protocols</a> <a href="#">Quality Indicators Of Specially Designed Instruction</a> Students experience grade-level, standards-aligned instruction.		<a href="#">STAR (Math)</a>
Partially	<a href="#">Powerful Practices Rubric</a> <a href="#">Learning Conditions</a> 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.	<b>What is the feedback from your stakeholders?</b> See above for takeaways. These were garnered from focus group with all stakeholders	<a href="#">iReady (Reading)</a> <a href="#">iReady (Math)</a>
Partially	<a href="#">Continuum of ILT Effectiveness</a> <a href="#">Distributed Leadership</a> The ILT leads instructional improvement through distributed leadership.		<a href="#">Cultivate</a> <a href="#">Grades</a> <a href="#">ACCESS</a>
Yes	<a href="#">Customized Balanced Assessment Plan</a> <a href="#">ES Assessment Plan Development Guide</a> <a href="#">HS Assessment Plan Development</a> 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.		<a href="#">TS Gold</a> <a href="#">Interim Assessment Data</a>
Yes	<a href="#">Assessment for Learning Reference Document</a> Evidence-based assessment for learning practices are enacted daily in every classroom.	<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> ILT is being restructured into PLC's to dive deeper and provide more support for each CIWP priority.	
<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.			
EL students could benefit from a more strategic focus on WIDA standards in classroom instruction.			


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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
Partially	<a href="#">MTSS Integrity Memo</a> <a href="#">MTSS Continuum</a> 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.	Equity lens needs to be applied to all aspects of school decision making Need a common definition/picture of equity schoolwide Administration focused - Need to become more teacher/student focused survey results from Single Story are outdated Need better integration of culturally responsiveness throughout general education Student workshops from Single Story have had a positive response from MS students, continue work also in-house Move SBG goal here Work on equity is never done, progress made in certain areas PLC's helpful to identify where we are in the cultural proficiency spectrum Work to continue in equity regarding gender, defining equity, homeschool connections Need definition of what equity is and what that looks like, image example	<a href="#">Unit/Lesson Inventory for Language Objectives (School Level Data)</a> <a href="#">MTSS Continuum</a>

Jump to...		<a href="#">Curriculum &amp; Instruction</a>	<a href="#">Inclusive &amp; Supportive Learning</a>	<a href="#">Connectedness &amp; Wellbeing</a>	<a href="#">Postsecondary</a>	<a href="#">Partnerships &amp; Engagement</a>
			<a href="#">Roots Survey</a>	Take classroom library inventory of text representation/identity Home- school connections/needs, giving students all a fair chance in whatever that looks like, access to resources Need to take the next step in addressing curriculum related to equity Teaching tolerance has a training about DEI in the curriculum Single story 'brought us through' the first step. What are we doing schoolwide for students? Are all cultural identities being acknowledged? Continue to do work with Single Story, equity lens focus on DL/income/culture/religion/race Positive feedback to 2023 Diversity, Equity and Inclusion Calendar within newsletter (further thoughts to add - staff birthdays, celebrations, home-school connection opportunities; Eliminate MTSS as a separate category; move it under the heading of intervention Need more open communication between teachers and service providers in support of students Consideration of WL data from year to year for individual students who are not progressing/showing evidence of improvement Cross-check yearly intervention list to ensure students do not remain in the same support Strategies listed on 2020-2022 apply for primary, needs to include MS, new students/transfer in students School-wide understanding the MTSS process, possible visual to provide teachers with Need to identify why are we doing the intervention and that intervention does not always lead to special education/IEP Need more MS push in to support intervention Intervention for math not just reading, continue after school programs and enrichment Need more time to implement true MTSS/Intervention strategies Recognize MTSS is the data collection part of intervention		<a href="#">Roots Survey</a>
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.		<a href="#">MTSS Integrity Memo</a>			<a href="#">ACCESS</a>  <a href="#">MTSS Academic Tier Movement</a>  <a href="#">Annual Evaluation of Compliance (ODLSS)</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>	<b>What is the feedback from your stakeholders?</b>  See above for takeaways. These were garnered from focus group with all stakeholders 		<a href="#">Quality Indicators of Specially Designed Curriculum</a>  <a href="#">EL Program Review Tool</a>
Yes	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 1 instructional services.		<a href="#">EL Placement Recommendation Tool ES</a>  <a href="#">EL Placement Recommendation Tool HS</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>  New intervention hire to create referrals for teachers. 		
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.					
<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.						
Students could benefit from a continued focus on DEI. 						

[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
Partially	<a href="#">BHT Key Component Assessment</a>  <a href="#">SEL Teaming Structure</a>	Considerations for SEL Program: School wide goal, SEL support for all students, a master calendar of SEL themes/strategies, etc.,Second Step curriculum, grade level partnerships that support SEL, partner with parents for all grade levels, ensure to include executive functioning skills, mental health issues, morning meetings, Responsive Classrooms, postcards... Consider theme a quarter/year not month Goals towards improving student mindset in regards to current lack of motivation, areas of concern SEL goal to improve the overall culture of the school Academics/SEL Do these need to be a separate goal?	 <a href="#">% of Students receiving Tier 2/3 interventions meeting targets</a>  <a href="#">Reduction in OSS per 100</a>  <a href="#">Reduction in repeated disruptive behaviors (4-6 SCC)</a>  <a href="#">Access to OST</a>  <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>
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		
		<b>What is the feedback from your stakeholders?</b>	

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.	See above for takeaways. These were garnered from focus groups with all stakeholders	<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>
Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		

<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.		<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>	
Need to have a more focused approach to implementating of SEL strategies for Tier 1		Implementation of new BHT team to better support student SEL needs	

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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
Yes	<a href="#">College and Career Competency Curriculum (C4)</a>	Middle school students have advisory embedded in to their schedule SEL And post-secondary needs. Algebra is offered to all 8th graders- passing rate over the last 2 years was over 75%.	<a href="#">Graduation Rate</a>  <a href="#">Program Inquiry: Programs/participation/attainment rates of % of ECCC</a>  <a href="#">3 - 8 On Track</a>  <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="#">Individualized Learning Plans</a>		<a href="#">9th and 10th Grade On Track</a>  <a href="#">Cultivate (Relevance to the Future)</a>  Freshmen Connection Programs Offered (School Level Data)
Partially	<a href="#">Work Based Learning Toolkit</a>	<b>What is the feedback from your stakeholders?</b> See above for takeaways. These were garnered from focus group with all stakeholders	
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	<a href="#">ECCE Certification List</a>		
N/A	<a href="#">PLT Assessment Rubric</a>		
N/A	<a href="#">Alumni Support Initiative One Pager</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>  Middle school implementing a new protocol for interventions for failing students. This will be implemented at each progress report benchmark.	

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

Middle school students needs a more structured intervention plan for academic support based on new promotion policy. 📌

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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	<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><a href="#">Spectrum of Inclusive Partnerships</a></p>	<p>LaSalle II has a large group of involved families. Attendance at school events, parents conferences, etc. is high. LSC and PTO have no vacancies. The schools regularly survey's parents in addition to the 5 Essentials to identify areas of strength and growth. An area of growth is the BAC. Historically this has been a hard to engage group. Another area of growth is to work to engage a wider variety of parents. The parents that participate in LSC/PTO seem to be the same group over and over and we would like to see a wider range of parnets involved. 📌</p>	<p><a href="#">Cultivate</a></p> <p><a href="#">5 Essentials Parent Participation Rate</a></p> <p><a href="#">5E: Involved Families</a></p> <p><a href="#">5E: Supportive Environment</a></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>
Yes	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p> <p><a href="#">Reimogining With Community Toolkit</a></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><a href="#">Student Voice Infrastructure Rubric</a></p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>See above for takeaways. These were garnered from focus groups with all stakeholders 📌</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<p><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.</p>		<p><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>Need to create more opportunities for student voice in decision making. 📌</p>		<p>New position on PTO for Community Outreach to help garner more input and opportunities for parent involvement. Student Council is returning. 📌</p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

Strong math and ELA proficiency across the school; EL and DL students have lower growth and attainment in both reading and math  
 Update CIWP with PLC Intervention work  
 Reading and math support for students of critical need  
 Continue Support for both EL and DL students  
 Need to improve on general education supports for EL students  
 There is a discrepancy in true student capabilities based off of standardized tests; need to look at other success factors  
 Better home school connections for EL students. I.e. study hall, auxiliary, push-in, etc  
 All of the strategies are specific to ESL and none are focused on DL  
 Need more strategies & PD opportunities to support EL students  
 Offer incentives to get endorsement; DL students have access to grade level curriculum.

What is the feedback from your stakeholders?

See above for takeaways. These were garnered from focus group with all stakeholders

What student-centered problems have surfaced during this reflection?

EL students could benefit from a more strategic focus on WIDA standards in classroom instruction.

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

ILT is being restructured into PLC's to dive deeper and provide more support for each CIWP priority.

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Resources:

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

[Determine Priorities Protocol](#)

Students...

Could benefit from a more strategic focus on WIDA standards in classroom instruction



Indicators of a Quality CIWP: Determine Priorities

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

Return to Top Root Cause

Resources:

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

[5 Whys Root Cause Protocol](#)

As adults in the building, we...

will have a more strategic focus on developing our instructional strategies for our EL learners.



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....

have a more strategic focus on developing our instructional strategies for our EL and DL learners



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....

an impact on the curriculum and instruction provided to these students




which leads to...  
improved academic outcomes for these subgroups 




[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**   
DEI PLC & Parents as Partners PLC

**Dates for Progress Monitoring Check Ins**  
Q1 10/20 Q3 3/22  
Q2 12/22 Q4 6/7

	<b>SY24 Implementation Milestones &amp; Action Steps</b> 	<b>Who</b> 	<b>By When</b> 	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	Expand Parents as Partners Initiative. The intention is to provide information to families related to the unique learning experience of their child. Over the school year the following topics will be addressed: Sections of the IEP, Occupational Therapy, Speech Therapy, Social Work, and parent selected topics.  Parents will be able to sign up for topics that are relevant to their child's individualized education plan. An example of a presentation can be found here: Parents as Partners The IEP Part 2 and Parent as Partners: OT.	Parents as Partners PLC		In Progress
<b>Action Step 1</b>	Establish PLC to oversee parent workshop offerings	Haley and Olivia	September 2023	In Progress
<b>Action Step 2</b>	Case Manager/SPED Teacher Collaboration with PLC	PLC, Case Manager, SPED Teachers	End of 1st quarter	Not Started
<b>Action Step 3</b>	Review previous year's powerpoints, revise and align to current school year	PLC	End of 1st quarter	Not Started
<b>Action Step 4</b>	PLC presents to administration during ILT meetings	PLC & Admin	End of 1st quarter	Not Started
<b>Action Step 5</b>	PLC presents to parent community i.e. Parents As Partners	PLC/Parent Community	End of 1st semester	Not Started
<b>Implementation Milestone 2</b>	Dedicated time towards teacher/SPED department/ELPT collaboration to review data and problem solve for high needs learners (ELs and DLs).		Ongoing	In Progress
<b>Action Step 1</b>	Weekly grade level meetings including gen ed teachers, SPED teachers, ELPT & st	Staff & Admin	Ongoing	In Progress
<b>Action Step 2</b>	Review of progress monitoring, assessment and intervention data	ELPT, Interventionist, Case	Ongoing	In Progress
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>	Use data from ACCESS to determine students' competencies in each of the four areas (reading, writing, speaking and listening).	ELPT	Ongoing	In Progress
<b>Action Step 1</b>	Include language goals in monthly small group planning documents for both liter	Teachers & ELPT	End of 1st semester	Not Started
<b>Action Step 2</b>	ELPT resources linked for staff access in the resource hub	ELPT	Ongoing	In Progress
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>	Provide Professional Development/Training on using WIDA Can Do descriptors along with student proficiency scores to provide differentiation across disciplines.	ELPT	End of 1st semester	In Progress
<b>Action Step 1</b>	Ensure teachers have a copy of Can Do descriptors for their grade cluster. (Alterr	ELPT	End of 1st semester	In Progress
<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** Restructured, more focused ILT built around CIWP goals. 

**SY26 Anticipated Milestones** WIDA standards embedded into lesson plans; More EL endorsed teachers 

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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
Improve percentage of EL students at or above benchmark on Star360	Yes	STAR (Reading)	English Learners	44%	49%	54%	59%
			Select Group or Overall				
Improve percentage of EL students at or above benchmark on iReady	Yes	iReady (Reading)	English Learners	57%	62%	67%	72%
			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:4 The ILT leads instructional improvement through distributed leadership.	ILT will be restructured to include PLC's focused on each CIWP goal. Quarterly check-ins with each PLC to share out progress	Reflection on SY23-24 and restructure based on progress achieved and feedback from members	Reflection on SY24-25 and restructure based on progress achieved and feedback from members
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.	All teachers serving EL students will have WIDA standards embedded in their weekly lesson plans.	Reflection on SY23-24 and plan for SY24-25 based on feedback and reflection from teachers.	Reflection on SY24-25 and plan for SY25-26 based on feedback and reflection from teachers.

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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
Improve percentage of EL students at or above benchmark on Star360	STAR (Reading)	English Learners	44%	49%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Improve percentage of EL students at or above benchmark on iReady	iReady (Reading)	English Learners	57%	62%	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:4 The ILT leads instructional improvement through distributed leadership.	ILT will be restructured to include PLC's focused on each CIWP goal. Quarterly check-ins with each PLC to share out progress	On Track	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.	All teachers serving EL students will have WIDA standards embedded in their weekly lesson plans.	On Track	Select Status	Select Status	Select Status
		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?

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
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.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

Equity lens needs to be applied to all aspects of school decision making  
 Need a common definition/picture of equity schoolwide  
 Administration focused - Need to become more teacher/student focused  
 survey results from Single Story are outdated  
 Need better integration of culturally responsiveness throughout general education  
 Student workshops from Single Story have had a positive response from MS students, continue work also in-house  
 Move SBG goal here  
 Work on equity is never done, progress made in certain areas  
 PLC's helpful to identify where we are in the cultural proficiency spectrum  
 Work to continue in equity regarding gender, defining equity, homeschool connections  
 Need definition of what equity is and what that looks like, image example  
 Take classroom library inventory of text representation/identity  
 Home- school connections/needs, giving students all a fair chance in whatever that looks like, access to resources  
 Need to take the next step in addressing curriculum related to equity  
 Teaching tolerance has a training about DEI in the curriculum  
 Single story 'brought us through' the first step. What are we doing schoolwide for students?  
 Are all cultural identities being acknowledged?  
 Continue to do work with Single Story, equity lens focus on DL/income/culture/religion/race  
 Positive feedback to 2023 Diversity, Equity and Inclusion Calendar within newsletter (further thoughts to add - staff birthdays, celebrations, home-school connection opportunities;  
 Eliminate MTSS as a separate category; move it under the heading of intervention  
 Need more open communication between teachers and service providers in support of students  
 Consideration of WL data from year to year for individual students who are not progressing/showing evidence of improvement Cross-check yearly intervention list to ensure students do not remain in the same support  
 Strategies listed on 2020-2022 apply for primary, needs to include MS, new students/transfer in students  
 School-wide understanding the MTSS process, possible visual to provide teachers with  
 Need to identify why are we doing the intervention and that intervention does not always lead to special education/IEP  
 Need more MS push in to support intervention  
 Intervention for math not just reading, continue after school programs and enrichment  
 Need more time to implement true MTSS/Intervention strategies  
 Recognize MTSS is the data collection part of intervention

What is the feedback from your stakeholders?

See above for takeaways. These were garnered from focus group with all 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?

Students could benefit from a continued focus on DEI.

New intervention hire to create referrals for teachers.

[Return to Top](#)

Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...  
could benefit from a continued school wide focus on DEI



Indicators of a Quality CIWP: Determine Priorities

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

[Return to Top](#)

Root Cause

Resources:

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

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

As adults in the building, we...  
use the DEI framework for decision making.



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:

embed the DEI framework in decision making

then we see....

DEI as a focus for all decisions made at the school

which leads to...

improved SEL supports for students and improved academic outcomes for students.

**Indicators of a Quality CIWP: Theory of Action**

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

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

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

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

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

Return to Top Implementation Plan

Resources:

**Indicators of a Quality CIWP: Implementation Planning**

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

<b>Team/Individual Responsible for Implementation Plan</b>	<b>Dates for Progress Monitoring Check Ins</b>
	Q1 10/20      Q3 3/22
	Q2 12/22      Q4 6/7

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	Integration of world language themes into general education curriculum an	Teachers & WL Coordinator	Ongoing	In Progress
<b>Action Step 1</b>	Planning of field trips, assemblies, community guests	Homeroom & WL Teachers	Ongoing	In Progress
<b>Action Step 2</b>	Parent engagemnt/ community nights	WL Coordinator & WL Teachers	End of semester 1	Not Started
<b>Action Step 3</b>	Shared world language integration resources via the resource hub	World Language Coordinator	Ongoing	In Progress
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	Professional development for faculty and staff involving curriculum integration and DEI	Staff & Admin	Ongoing	In Progress
<b>Action Step 1</b>	Met with Diversity Consultant, next steps	Admin & PLC	End of quarter 1	Not Started
<b>Action Step 2</b>	DEI PLC	PLC Memebers	September 2023	In Progress
<b>Action Step 3</b>	All staff professional development	WL Coordinator	End of semester 1	Not Started
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>	Student Voice Engagement	Counselor, Teacher, Admin	Ongoing	In Progress
<b>Action Step 1</b>	Elect new LSC Student Representative	Counselor, Teacher, Admin	End of quarter 1	Not Started
<b>Action Step 2</b>	Establish advisors for a student voice committee, student council, GSA, ot	Counselor, Teacher, Admin	End of quarter 1	In Progress
<b>Action Step 3</b>	Establish meeting timelines for the year	Counselor, Teacher, Admin	End of quarter 1	In Progress
<b>Action Step 4</b>	Middle school participates in SEED	Counselor, Teacher, Admin	End of quarter 3	Not Started
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>	Teacher Equity Engagement		Ongoing	In Progress
<b>Action Step 1</b>	Continued partnership with Diversity Consultants	Admin	Ongoing	In Progress
<b>Action Step 2</b>	Staff professional development	Admin & Staff	Ongoing	In Progress
<b>Action Step 3</b>	DEI PLC/ILT	PLC/ILT & Admin	Ongoing	In Progress
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

**SY25-SY26 Implementation Milestones**

<b>SY25 Anticipated Milestones</b>	Student voice is actively present in different aspects of the school (student council, LSC, PTO)
<b>SY26 Anticipated Milestones</b>	Teachers are leading equity work themselves.

[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
Improvement on the 5 Essentials Survey Supportive Environment scores	Yes	5E: Supportive Environment	Overall	40	50	60	70
			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
I&S:1 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.	BHT, DEI, & Climate and Culture teams are in place with regular meetings and goals. All PLC's are under the umbrella of the ILT and will be monitored with quarterly feedback meetings	Reflection on SY23-24 and adjust based on feedback and progress	Reflection on SY24-25 and adjust based on feedback and progress
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
Improvement on the 5 Essentials Survey Supportive Environment scores	5E: Supportive Environment	Overall	40	50	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
I&S:1 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.	BHT, DEI, & Climate and Culture teams are in place with regular me	<span>On Track</span>	Select Status	Select Status	Select Status
Select a Practice		<span>On Track</span>	Select Status	Select Status	Select Status

Jump to... [Priority](#) [TOA](#) [Goal Setting](#) [Progress](#)  
[Reflection](#) [Root Cause](#) [Implementation Plan](#) [Monitoring](#)

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

## Inclusive & Supportive Learning Environment

Select a Practice

Select Status

Select Status

Select Status

Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

Considerations for SEL Program: School wide goal, SEL support for all students, a master calendar of SEL themes/strategies, etc., Second Step curriculum, grade level partnerships that support SEL, partner with parents for all grade levels, ensure to include executive functioning skills, mental health issues, morning meetings, Responsive Classrooms, postcards... Consider theme a quarter/year not month  
Goals towards improving student mindset in regards to current lack of motivation, areas of concern  
SEL goal to improve the overall culture of the school  
Academics/SEL Do these need to be a separate goal?

What is the feedback from your stakeholders?

See above for takeaways. These were garnered from focus groups with all stakeholders

What student-centered problems have surfaced during this reflection?

Need to have a more focused approach to implementating of SEL strategies for Tier 1

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?

Implementation of new BHT team to better support student SEL needs

Return to Top Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

Need to have a more focused approach to implementating of SEL strategies for Tier 1



Indicators of a Quality CIWP: Determine Priorities

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

Return to Top Root Cause

Resources:

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

[5 Whys Root Cause Protocol](#)

As adults in the building, we...

need to commit to SEL being a primary focus in our classrooms.



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....

have a more focused approach to implementating of SEL strategies for Tier 1



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....

more SEL support for all students



which leads to...  
 better student academic outcomes and students who are better regulated with the SEL needs.

[Return to Top](#) **Implementation Plan**

Resources:

**Indicators of a Quality CIWP: Implementation Planning**  
 Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.  
 Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.  
 Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.  
 Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.  
 Action steps are inclusive of stakeholder groups and priority student groups.  
 Action steps have relevant owners identified and achievable timelines.

**Team/Individual Responsible for Implementation Plan**

**Dates for Progress Monitoring Check Ins**

Q1	10/20	Q3	3/22
Q2	12/22	Q4	6/7

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	Connectivness and Wellbeing/ SEL & Restorative Practices	Staff, Admin	Ongoing	In Progress
<b>Action Step 1</b>	BOY PD SEL & Restorative Circles	Teachers & Admin	BOY PD	Completed
<b>Action Step 2</b>	Dedicated SEL/Restorative Circles within master schedule for all grades Prek-8	All homeroom teachers	Ongoing	Completed
<b>Action Step 3</b>	LaSalle II Shared Resource Hub for SEL and Restorative Practices	All Staff	Ongoing	In Progress
<b>Action Step 4</b>	Climate and Culture / SEL PLC	PLC	Ongoing	In Progress
<b>Action Step 5</b>	Professional Development	All Staff	Ongoing	In Progress
<b>Implementation Milestone 2</b>	Buddy Classrooms	All homerooms	September 2023	In Progress
<b>Action Step 1</b>	Assign buddy classroom partnerships	Admin	September 2023	Completed
<b>Action Step 2</b>	Plan for intentional SEL focused lessons around monthly counselor themes	Counselor & Teachers	Ongoing	In Progress
<b>Action Step 3</b>	Require 1 meet per quarter for each partnership	Homeroom teachers	Ongoing	In Progress
<b>Action Step 4</b>	Share out with school community via newsletters	Homeroom teachers & Admin	Ongoing	Not Started
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>	SEL Staff Book Club	All Staff	BOY PD	Completed
<b>Action Step 1</b>	Distribute books to staff during BOY PD	All Staff	BOY PD	Completed
<b>Action Step 2</b>	Organize book study with grade level meeting time	All Staff	ongoing	In Progress
<b>Action Step 3</b>	Share out learnings and connections related to the work being done	All Staff	ongoing	In Progress
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>	Parent workshops offering	Admin & PLC, Vendor	End of quarter 1	In Progress
<b>Action Step 1</b>	Explore SEL/Restorative focused PD options	PLC	End of quarter 1	In Progress
<b>Action Step 2</b>	Commit and organize parent workshop (virtually or in-person)	Admin & PLC	End of quarter 2	Not Started
<b>Action Step 3</b>	Share out workshop resources with entire school community	Admin	End of quarter 2	Not Started
<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**

Resources:

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

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

**Performance Goals**

Specify the Goal 🏆	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 🏆	Numerical Targets [Optional] 🏆		
					SY24	SY25	SY26
Students will improve their on-track metrics	Yes	3 - 8 On Track	Overall	56	61	66	71
			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&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		Reflection on SY23-24 and adjust based on feedback and progress	Reflection on SY24-25 and adjust based on feedback and progress
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
Students will improve their on-track metrics	3 - 8 On Track	Overall	56	61	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&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
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

If Checked:  
Complete  
IL-Empower  
Section below

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

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

If Checked:  
No action needed

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



<input type="text" value="Select a Goal"/>					
<input type="text" value="Select a Goal"/>					
<input type="text" value="Select a Goal"/>					

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.



## Parent and Family Plan

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

### **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.

If Checked:  
No action needed

### **Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)**

