

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
Joseph Campbell	Principal	jncampbell3@cps.edu
Tracey Garfield	AP	tdgarfield@cps.edu
Steve McWade	Partnerships & Engagement Lead	smmcwade@cps.edu
Michelle Wells	Curriculum & Instruction Lead	mywells@cps.edu
Tonia Turner	Other [Type In]	tturner32@cps.edu
Melissa Moody	Teacher Leader	mamoody-shumaker@cps.edu
Cherilyn Doss	Inclusive & Supportive Learning Lead	cmmoore1@cps.edu
Lynda York	Postsecondary Lead	ldfell@cps.edu
Carmelita Brown	Connectedness & Wellbeing Lead	cbrown153@cps.edu
Sherice Allen	Teacher Leader	snharden@cps.edu
Lysandra Rivera	LSC Member	lsantiago2@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	5/22/23	5/22/23
Reflection: Curriculum & Instruction (Instructional Core)	6/12/23	6/30/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/12/23	6/30/23
Reflection: Connectedness & Wellbeing	6/12/23	6/30/23
Reflection: Postsecondary Success	6/12/23	6/30/23
Reflection: Partnerships & Engagement	6/12/23	6/30/23
Priorities	6/26/23	7/21/23
Root Cause	6/26/23	7/21/23
Theory of Action	6/26/23	7/21/23
Implementation Plans	7/17/23	7/28/23
Goals	7/17/23	7/28/23
Fund Compliance	8/7/23	8/25/23
Parent & Family Plan	8/7/23	8/25/23
Approval	8/7/23	8/25/23

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	9/22/23
Quarter 2	12/6/23
Quarter 3	3/6/23
Quarter 4	5/8/23

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	<p>All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</p> <p>CPS High Quality Curriculum Rubrics</p>	<p>In looking at IAR data for grades 3-8th, we noted the following details. Overall, there was a decrease in students that "did not meet expectations" from 2020-2021 from 41% to 29% in ELA and 57% to 36% in Math. For Math, there was an increase from 7 to 10. There was an increase from 7 to 20 in ELA. For students groups in Math, there were 20% of students that partially met expectations in Spring 2021 in 4th grade. Once they transitioned to 5th, their Spring 2022 scores in 5th doubled to 40% that partially met expectations, along with 5% that were approaching expectations. There was a decrease in students that "Did Not Meet Expectations" from last year's data to this year. From 4th grade Spring 2021 to this year's Spring 2023 6th graders, there was a decrease from 80% to 43%. For ELA, Spring 2021 4th graders went from 31% partially met or approaching expectations, to 74% in 6th grade that exceeded, partially met, or approached in Spring 2023. The 6th graders in Spring 2021 were at 76% in partially meeting, exceeding, and approaching, and they went to 85% in those same categories as 8th graders in Spring 2023. This data in ELA and Math shows that the Skyline curriculum is assisting in growing our students using grade level curriculum. Regarding the I-Ready data, the Kindergarten students went from 4.17% to 41.67% of their students Green (Mid or Above Grade Level). For 2nd grade, 57.58% of the students were 2 grade levels below. This decreased to 11.76% by EOY. The DL students went from 0% at Mid or Above Grade Level, to 17% by EOY. The DL students also dropped from 67% to 17% that were two or more grade levels below. In regards to community, identity, and relationships, our school does have Student Council, classroom jobs, and morning meetings/Peace Circles. Regarding the distribution of leadership, we need to work more on different staff members having various roles. In regards to implementing balanced assessment systems, all instructors are using assessments, however everyone is not using the same form of assessment, and bringing it back to grade level teams on a consistent basis in order to make decisions on a grade level basis.</p>	<p>IAR (Math)</p> <p>IAR (English)</p> <p>Rigor Walk Data (School Level Data)</p> <p>PSAT (EBRW)</p> <p>PSAT (Math)</p> <p>STAR (Reading)</p>
Partially	<p>Students experience grade-level, standards-aligned instruction.</p> <p>Rigor Walk Rubric</p> <p>Teacher Team Learning Cycle Protocols</p> <p>Quality Indicators Of Specially Designed Instruction</p>		<p>STAR (Math)</p>
Yes	<p>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.</p> <p>Powerful Practices Rubric</p> <p>Learning Conditions</p>	<p>What is the feedback from your stakeholders?</p> <p>Many instructors have noted having to make adjustments when it comes to implementing the Skyline curriculum, as well as the assessments. Specific examples include implementing subtractive planning in order to determine which components are most necessary for our students. Adjustments also had to be made in regards to pacing, especially in Math.</p>	<p>STAR (Math)</p> <p>iReady (Reading)</p> <p>iReady (Math)</p> <p>Cultivate</p> <p>Grades</p> <p>ACCESS</p> <p>TS Gold</p>
Partially	<p>The ILT leads instructional improvement through distributed leadership.</p> <p>Continuum of ILT Effectiveness</p> <p>Distributed Leadership</p>		<p>Interim Assessment Data</p>
Partially	<p>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.</p> <p>Customized Balanced Assessment Plan</p> <p>ES Assessment Plan Development Guide</p> <p>HS Assessment Plan Development</p>		
Yes	<p>Evidence-based assessment for learning practices are enacted daily in every classroom.</p> <p>Assessment for Learning Reference Document</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>In regards to improvement through distributed leadership, each team member of the ILT will be responsible moving forward for conducting and facilitating grade level meetings throughout the school year. Members will partake in professional development opportunities and distribute learning to their colleagues for overall student improvement across grade levels. In terms of assessment, teachers are implementing balanced assessments to inform their individual instructional practice. Moving forward, the ILT intends to collaborate with teacher leads, who will in turn, work with all instructors, on developing common assessments that are standards based and on a specific timeline. These assessments will be regularly reviewed and analyzed to inform instructional practices.</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.

Using the Skyline curriculum, there needs to be additional emphasis on stronger strategic instruction in phonemic awareness and phonics. Below is the data to support why this will be our focus: Priority 1: For K-2nd, less than 50% of students are at or above grade level according to EOY i-Ready Reading.

Kdg-45%
 1st-44%
 2nd-35%; Additionally, the intervention block will be dedicated to providing more consistent support of students who need Tier II and Tier III interventions. Data to support this student-centered problem is included here: For 3rd-8th, only 1 grade level is at 50% for "At/Above Benchmark".

3rd-26.67%
 4th-57.14%
 5th-31.03%
 6th-22.92%
 7th-28.12%
 8th-34.29%

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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	<p>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.</p>	<p>Teachers have begun to implement progress monitoring in Branching Minds. The setting of goals, creating interventions, and reassessing has strengthened teaching and has allowed teachers to see the deficits in knowledge in individual students. Sharing data, strengths and weaknesses with our students, about their learning, is prompting our students to take ownership over their learning. Students are receiving instruction in their Least Restrictive Environment as indicated in their IEP and teachers are supportive of diverse learners in their access to the curriculum.</p> <p>What is the feedback from your stakeholders?</p> <p>Students tend to like being in charge of their learning. However, the students do not like the additional assignments and assessments that are necessary for Branching Minds.</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>We will be focusing on utilizing Branching Minds with fidelity in the upcoming school year. It will enable us to monitor and improve deficits in learning. The largest obstacle is the amount of time spent on assessing new goals and still having to work on individual IEP goals for our students.</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p>MTSS Continuum</p> <p>Roots Survey</p> <p>ACCESS</p> <p>MTSS Academic Tier Movement</p> <p>Annual Evaluation of Compliance (ODLSS)</p> <p>Quality Indicators of Specially Designed Curriculum</p> <p>EL Program Review Tool</p>
Partially	<p>School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.</p>		
Yes	<p>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.</p>		
Yes	<p>Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.</p>		
Partially	<p>English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.</p>		
Partially	<p>There are language objectives (that demonstrate HOW students will use language) across the content.</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>Fidelity with monitoring and implementation of Tier II and Tier III interventions for students. Ensuring that once interventions have been successfully implemented, we review select data points, e.g. every 5-week data from the network, teacher-created assessments, SEL surveys to ensure student growth is progressing as expected.</p>			

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Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.</p>	<p>The BHT and Culture and Climate teams have put structures in place to recognize and address students' social and emotional behaviors in order to support student academic achievement. The Culture and Climate team incorporated student voice through creating and facilitating a student council team. Students were able to participate in the election process and were given opportunities to create school-wide events based on their interests. There is after school and summer programming that focuses on academic and student-centered interests (e.g. art, drama). Both programs were offered from Kindergarten through 8th. Our school has structures in place for Tier 1 school-wide supports that promote a positive and safe learning climate (Whole-group SEL lessons from the counselor, peace circle practices, etc). The school has an SEL curriculum called Second Step that teachers can use to support their SEL lessons. Some teachers use the school's SEL curriculum with fidelity while others opt to use their own methods in catering to the social and emotional needs of the students using their knowledge of the students. Our OSS rate has been reduced to only one OSS for the entire SY23. To remediate student misbehavior and conflict, we practice restorative justice techniques and provide opportunities for students to reflect on their behaviors.</p> <p>What is the feedback from your stakeholders?</p>	<p>% of Students receiving Tier 2/3 interventions meeting targets</p> <p>Reduction in OSS per 100</p> <p>Reduction in repeated disruptive behaviors (4-6 SCC)</p> <p>Access to OST</p> <p>Increase Average Daily Attendance</p> <p>Increased Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</p>
Yes	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>		

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.	<p>Many teachers have noted the use of SEL and restorative practices in their individual classrooms. Many implement peace circles or "circle time" to connect with students to discuss and engage in conflict resolution, and reflect on good decision making habits to help cater to the whole child. Many of the teachers have systems in which students have "accountability buddies" or designated helpers to assist other students when needed. The school has a BHT team appointed to support teachers with students that may have some behavior issues, and the school counselor and social workers are dedicated to spending time with students to support those students during school. Students thoroughly enjoyed the friendly competitions regarding attendance and the incentives were motivating to many of the students resulting in success with student attendance. These incentives combined with the amazing relationships built with their teachers, students were encouraged to attend class daily and we saw amazing results because of it. Additionally, due to the relationships that have been built between students and teachers, our OSS rate was reduced to only one OSS for the entire year.</p>	<p>Cultivate (Belonging & Identity)</p> <p>Staff trained on alternatives to exclusionary discipline (School Level Data)</p> <p>Enrichment Program Participation: Enrollment & Attendance</p> <p>Student Voice Infrastructure</p> <p>Reduction in number of students with</p>
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>	
<p>Chronic absenteeism can be the result of parents not being able to get students to school for any reason and can sometimes be out of our realm of control. We do all that we can to encourage attendance but sometimes the parents willingness can be the challenge. Middle school students need more support with SEL practices and should be exploring more relevant topics that promote healthy growth and development in hygiene, friendships, relationships, stress management, and identity. Some students need a better understanding of how their actions can sometimes lead to unfavorable consequences, and those consequences need to be clearly defined and implemented with fidelity.</p>		<p>Thinking ahead, we plan to implement some type of mentoring program school-wide (like big brother, big sister) in which students can sign up to be a mentor figure or buddy that other students can check in with periodically to ensure that students feel supported at school and connected with peers. Ideally, the impact of such a program will help to build school community amongst the students and to support an environment of student-led endeavors.</p>	

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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
Partially	College and Career Competency Curriculum (C4)	<p>The 3-8 On Track metric is utilized to guide and impact strategic instruction. This metric is first analyzed in 5-week intervals by the ILT to determine the students that will receive interventions (Tier II and Tier III). The ILT facilitates conversations within each grade level band for teachers to select students that are off-track, refer these students for the MTSS process and additionally, craft Targeted Student Instructional Plans as an intensive level of support to ensure those students that are struggling the most receive timely and appropriate supports to improve their academic outcomes. Our schoolwide 3-8 On-Track metric remained consistent throughout the year: Week 20 (44%); Week 30 (49%); Week 38 (47%). Additionally, our school counselor actively embeds postsecondary activities into the curriculum of 6th-8th grade students by using NAVIANCE to survey student interests, assist with researching high school requirements, particularly for selective enrollment high schools within CPS. Our middle school students were exposed to high school opportunities through the High School Fair where over 25 high schools visited Lovett to provide information about their individual schools. Middle school students were also exposed to high school opportunities through field trips to CPS schools (Michele Clark and Jones College Prep were two of the destinations.) The counselor's consistent interaction and encouragement, particularly with the Class of 2023, resulted in the highest percentage of 8th grade students in Lovett's history being accepted to Selective Enrollment high schools (35% of 8th grade students were accepted and have been enrolled). Garfield will fact check this percentage to ensure it is accurate.</p>	<p>Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECCC</p> <p>3 - 8 On Track</p>
Partially	Individualized Learning Plans		<p>Learn, Plan, Succeed</p> <p>% of KPIs Completed (12th Grade)</p> <p>College Enrollment and Persistence Rate</p>
Partially	Work Based Learning Toolkit	<p>What is the feedback from your stakeholders?</p> <p>Our middle school students were excited and eager to learn about information from high school recruiters during our High School Fair in the fall. Many of our students utilized this knowledge to continue working with the counselor and independently to research schools in which they expressed interest, particularly the 8th grade students who are now planning to enroll in Selective Enrollment schools this fall. Our rising 7th and 8th grade students were exposed and informed of high school opportunities through field trips and also at the high school fair. Students seemed to be excited to learn about what each school offers and how the curriculum and activities of certain schools also may be a "good fit" with what the students' interests are or can become as they mature.</p>	<p>9th and 10th Grade On Track</p> <p>Cultivate (Relevance to the Future)</p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
N/A			<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>There will be increasing emphasis on the 6th and 7th grade students for SY24 for additional exposure to HS offerings</p>
N/A	ECCE Certification List		
N/A	PLT Assessment Rubric		
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).		

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](#)

students for 3124 for additional exposure to HS offerings through the High School Fair and more field trips to CPS and Chicago-area schools: Selective Enrollment, neighborhood and area private schools. Two students from the Class of 2023 will be attending private high schools (Christ the King and Trinity High School). Our counselor will continue to use tools such as surveys, questionnaires and informal conversations to gauge student interests to assist students in understanding all of the potential high schools they can attend. For our rising middle school students who are DL and/or EL, we must ensure they receive additional supports from our counselor, ELPT and other bilingual staff members to be exposed to all high school options that will support their continuing academic and social success beyond Lovett. One example of this is to have the ELPT and/or a bilingual staff member to walk with a cohort of EL students to provide language support during the HS Fair. Additionally, ensuring that a bilingual staff member is able to attend high school trips to provide additional language support for EL students will also be a priority.

What student-centered problems have surfaced during this reflection?

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Our 6th grade students are in need of more support to help them understand that as they rise to 7th grade, their high school success will be partially based on their 7th grade achievements. As students transition to our annex (middle school building), we also need to have more strategic academic, social and emotional expectations for them to ensure they are thriving when they begin to take ownership of their learning and behavior.

[Return to Top](#) **Partnership & Engagement**

	Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	<p>Currently we have formal and informal connections with parents through events hosted by the school such as open house, report card pickup, classroom communication (newsletters, emails, and text message), and assemblies. We have connections with community partners such as Ravinia Music Festival, Trinity Galewood Church, and Chicago Park District (Amundsen Park). We need to identify ways to make stronger connections. This will include engaging with school families, school committees, and community members/partners. This can be done via surveys, interviews, and conversations with staff, parents, community members, and other community partners. We need to ensure that we are all consistently including families, school committees, and community members' voices throughout the school.</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p> <p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		<p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
Partially	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric	<p>What is the feedback from your stakeholders?</p> <p>Teachers are in favor of creating opportunities to connect with parents through various engagement events. For example moms and muffins and parent literacy night, are just two successful events conducted this year that allowed parents to come into the school and connect with students and teachers. We would like to create more opportunities for parents to be involved in the school community and will continue to solicit ideas from them. Teachers would also like to leverage parent volunteers for events pertaining to academic related pursuits as well such as tutoring and mentoring, hosting extracurricular clubs, etc.</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?</p> <p>If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>	
	As we continue our partnership with Trinity Galewood Church, we realize that our partnership would be strengthened by including 5th-6th grade students in community-school projects and activities sponsored by the church. We can leverage our partnership with the church to provide SEL and academic support to our rising and current middle school students, navigating through high school, college and career exploration using the Success Bound tool (aligned to the Skyline curriculum).		Improve school committees: PAC and BAC.	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

In looking at IAR data for grades 3-8th, we noted the following details. Overall, there was a decrease in students that "did not meet expectations" from 2020-2021 from 41% to 29% in ELA and 57% to 36% in Math. For Math, there was an increase from 7 to 10. There was an increase from 7 to 20 in ELA. For students groups in Math, there were 20% of students that partially met expectations in Spring 2021 in 4th grade. Once they transitioned to 5th, their Spring 2022 scores in 5th doubled to 40% that partially met expectations, along with 5% that were approaching expectations. There was a decrease in students that "Did Not Meet Expectations" from last year's data to this year. From 4th grade Spring 2021 to this year's Spring 2023 6th graders, there was a decrease from 80% to 43%. For ELA, Spring 2021 4th graders went from 31% partially met or approaching expectations, to 74% in 6th grade that exceeded, partially met, or approached in Spring 2023. The 6th graders in Spring 2021 were at 76% in partially meeting, exceeding, and approaching, and they went to 85% in those same categories as 8th graders in Spring 2023. This data in ELA and Math shows that the Skyline curriculum is assisting in growing our students using grade level curriculum. Regarding the I-Ready data, the Kindergarten students went from 4.17% to 41.67% of their students Green (Mid or Above Grade Level). For 2nd grade, 57.58% of the students were 2 grade levels below. This decreased to 11.76% by EOY. The DL students went from 0% at Mid or Above Grade Level, to 17% by EOY. The DL students also dropped from 67% to 17% that were two or more grade levels below. In regards to community, identity, and relationships, our school does have Student Council, classroom jobs, and morning meetings/Peace Circles. Regarding the distribution of leadership, we need to work more on different staff members having various roles. In regards to implementing balanced assessment systems, all instructors are using assessments, however everyone is not using the same form of assessment, and bringing it back to grade level teams on a consistent basis in order to make decisions on a grade level basis.

What is the feedback from your stakeholders?

Many instructors have noted having to make adjustments when it comes to implementing the Skyline curriculum, as well as the assessments. Specific examples include implementing subtractive planning in order to determine which components are most necessary for our students. Adjustments also had to be made in regards to pacing, especially in Math.

What student-centered problems have surfaced during this reflection?

Using the Skyline curriculum, there needs to be additional emphasis on stronger strategic instruction in phonemic awareness and phonics. Below is the data to support why this will be our focus: Priority 1: For K-2nd, less than 50% of students are at or above grade level according to EOY i-Ready Reading.
 Kdg-45%
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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?

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Return to Top Determine Priorities

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

Students...

Focus: Strategic and intentional targeted instruction of phonics and phonemic awareness to reduce the percentage of students who are below grade level as measured by ELA assessments (i-Ready, Star 360 and IAR).

Resources:

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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

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

As adults in the building, we...

Why 1: We were unaware of all the resources that could support students who are either two grades or one grade level below due to being a year one Skyline adopter school. Why 2: There was more latitude with teachers supplementing the curriculum with outside resources, without looking into components Skyline offered that could fully support students scoring one or two grade levels below. Why 3: During SY23, our school did not have a dedicated interventionist to provide targeted Tier II and Tier III interventions to students. Why 4: More professional learning for teachers centered on using Skyline to provide focus support for students two or more grade levels below expectations. Why 5: Teachers will implement new learning from these professional development sessions fully utilizing all Skyline materials to reduce the percentages of students two or more grade levels below.

Resources:

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

Indicators of a Quality CIWP: Root Cause Analysis

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

Return to Top Theory of Action

What is your Theory of Action?

If we....

If we provide teaching training on Skyline literacy and Foundational Skills that include supports of differentiated instructional plans, activities that timely and relevant, an approach of sequential and systematic teaching of phonics and fluency skills, daily routines that allow for decoding through word sorts, fluency reading and opportunities for encoding through dictation and spelling assessments,



Indicators of a Quality CIWP: Theory of Action

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

Resources:

then we see....

students who have acquired the necessary foundational skills to read and write with accuracy and fluency, students' ability to make the connection between sounds of language and written language, students creating predictable relationships between the sounds of written language and the symbols/spellings that represent those sounds,



which leads to...

an increase of fluent readers who can bridge word recognition and comprehension which leads to the ultimate goal of reading, as measured by at/above on Star 360 & i-Ready (Reading: 33.01% to 50%; Math: 40.67% to 50%).



[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

ILT

Dates for Progress Monitoring Check Ins

Q1	9/22/23	Q3	3/6/23
Q2	12/6/23	Q4	5/8/23

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Analyze school-wide assessment data to develop cohesive yet differentiated lesson plans (emphasis on the literacy block) that give students at each level equitable access to the curriculum (Skyline).	ILT, administration	beginning August 16 2023 - ongoing	In Progress
Action Step 1	Provide logistics for what literacy block should look like.	Instructional Coach	August 16 2023	Completed
Action Step 2	Have teachers self-identify their strengths and challenges in fully implementing the Literacy Block in support of students one-two grade levels below expectations;	grade level teachers, instructional coach and administrators	August 16 2023	Completed
Action Step 3	Analyze and adjust instruction based on BOY data (Star 360 and i-Ready); develop and implement Small Group Instructional Action Plans based on student assessment data; continue to engage in Cycles of Learning	grade level teachers, instructional coach and administrators	September 15 2023	In Progress
Action Step 4	Observe whole and small group literacy instruction (specifically during the word work block) and provide actionable feedback to teachers on efficacy of instruction; begin coaching cycles with observed teachers (as part of Cycles of Learning)	grade level teachers, instructional coach and administrators	Sept 18 - November 17 2023	Not Started
Action Step 5	Utilize a data analysis protocol to review MOY data adjust instruction accordingly to provide Tier I supports; continuing to engage in Cycles of Learning; providing feedback to teachers on efficacy of instruction	grade level teachers, instructional coach and administrators	beginning Jan 9 2024	Not Started
Implementation Milestone 2	Professional learning for teachers (using Skyline curriculum) to provide tiered supports for all students in ELA and math;	grade level teachers, instructional coach and administrators	beginning August 2023	In Progress
Action Step 1	Professional learning for teachers to identify shifts in educational strategies to support students' equitable access to the Skyline curriculum.	ILT and Instructional Coach	August 16 2023	Completed
Action Step 2	Professional learning for teachers to enhance teachers' knowledge of the Skyline curriculum to ensure they provide equitable access for all students to engage in Cycles of Learning; check on efficacy of previous professional learning based on small group instruction look-fors and student intervention growth/progress	ILT and Instructional Coach	Oct 27 2023	Not Started
Action Step 3	Professional learning for teachers to enhance teachers' knowledge of the Skyline curriculum to ensure they provide equitable access for all students to engage in Cycles of Learning; adjusting instruction to implement Small Group Instructional Action Plans; determine efficacy of small group instruction and interventions using BHT feedback and progress of MTSS interventions	ILT and Instructional Coach	Dec 22 2023	Not Started
Action Step 4	Professional learning for teachers to enhance teachers' knowledge of the Skyline curriculum to ensure they provide equitable access for all students to engage in Cycles of Learning; using efficacy of MTSS interventions, MOY student surveys and assessment data to continue implementation of Instructional Action Plans (MOY to EOY)	ILT and Instructional Coach	Apr 1 2024	Not Started
Action Step 5	Professional learning for teachers to enhance teachers' knowledge of the Skyline curriculum to ensure they provide equitable access for all students to engage in Cycles of Learning; Reflection on implementation of Small Group Instructional Action Plans (MOY to EOY) and planning for SY25 using EOY student surveys and student assessment data	ILT and Instructional Coach	June 7 2024	Not Started

Implementation Milestone 3	Progress monitor efficacy of MTSS interventions using research-based timely interventions; engage in coaching of teachers to implement interventions for tiered supports	ILT	September 2023	In Progress
Action Step 1	Analyze BOY student assessment data to determine students needing Tier II and Tier III interventions	grade level leads	beginning September 2023	In Progress
Action Step 2	Professional development for MTSS Leads at Network 3 office	MTSS Leads	September 11, 2023	Completed
Action Step 3	MTSS Leads will facilitate data conversations during GLTs to develop lists of students who will receive Tier II and Tier III interventions	MTSS Leads	September 13, 2023	In Progress
Action Step 4	MTSS Leads/Team will share lists of students who will receive Tier II and Tier III interventions which will be housed in Branching Minds	MTSS Leads/Team	beginning September 20, 2023	Select Status
Action Step 5	MTSS Leads and Team will monitor efficacy of interventions as evidenced by information input into Branching Minds	MTSS Leads/Team	beginning September 27, 2023 - ongoing for SY24	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	As SY25 will be our 3rd year as a Skyline adopter school, we expect that there will be no students who score two grade levels below for ELA or Math as measured by i-Ready, Star 360 or IAR.	
SY26 Anticipated Milestones	As SY26 will be our 4th year as a Skyline adopter school, we expect that there will be no students who score one grade level below for ELA or Math as measured by i-Ready, Star 360 or IAR.	

[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
K-2: Student assessment results will show reduction of students one or two grade levels below in reading and math (BOY to MOY to EOY)	Yes	iReady (Reading)	Overall	OGLB ELA 48 OGLB MATH 64			
			Overall	TGLB ELA 11 TGLB MATH 8			
3-8: Student assessment results will show reduction of students in urgent intervention or intervention from BOY to MOY and MOY to EOY.	Yes	STAR (Reading)	Overall	UI ELA 26.79 UI Math 24.88			
			Overall	Intervention ELA 24.88 Intervention Math 18.66			

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Teachers quarterly professional learning sessions will assist teachers with finding resources and materials within Skyline which they will use to implement differentiated instruction that gives students one or two grade levels below equitable access to the Skyline curriculum.		

<input type="text" value="Select a Practice"/>			
<input type="text" value="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
K-2: Student assessment results will show reduction of students one or two grade levels below in reading and math (BOY to MOY to EOY)	iReady (Reading)	Overall	OGLB ELA 48 OGLB MATH 64		<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>
		Overall	TGLB ELA 11 TGLB MATH 8		<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>
3-8: Student assessment results will show reduction of students in urgent intervention or intervention from BOY to MOY and MOY to EOY.	STAR (Reading)	Overall	UI ELA 26.79 UI Math 24.88		<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>
		Overall	Intervention ELA 24.88 Intervention Math 18.66		<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Teachers quarterly professional learning sessions will assist teachers with finding resources and materials within Skyline which they will use to implement differentiated instruction that gives students one or two grade levels below equitable access to the Skyline curriculum.	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>
<input type="text" value="Select a Practice"/>		<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>
<input type="text" value="Select a Practice"/>		<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.
Partially	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).

What are the takeaways after the review of metrics?

Currently we have formal and informal connections with parents through events hosted by the school such as open house, report card pickup, classroom communication (newsletters, emails, and text message), and assemblies. We have connections with community partners such as Ravinia Music Festival, Trinity Galewood Church, and Chicago Park District (Amundsen Park). We need to identify ways to make stronger connections. This will include engaging with school families, school committees, and community members/partners. This can be done via surveys, interviews, and conversations with staff, parents, community members, and other community partners. We need to ensure that we are all consistently including families, school committees, and community members' voices throughout the school.

What is the feedback from your stakeholders?

Teachers are in favor of creating opportunities to connect with parents through various engagement events. For example moms and muffins and parent literacy night, are just two successful events conducted this year that allowed parents to come into the school and connect with students and teachers. We would like to create more opportunities for parents to be involved in the school community and will continue to solicit ideas from them. Teachers would also like to leverage parent volunteers for events pertaining to academic related pursuits as well such as tutoring and mentoring, hosting extracurricular clubs, etc.

What student-centered problems have surfaced during this reflection?

As we continue our partnership with Trinity Galewood Church, we realize that our partnership would be strengthened by including 5th-6th grade students in community-school projects and activities sponsored by the church. We can leverage our partnership with the church to provide SEL and academic support to our rising and current middle school students, navigating through high school, college and career exploration using the Success Bound tool (aligned to the Skyline curriculum).

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?

Improve school committees: PAC and BAC.

Return to Top Determine Priorities

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

Students...
 for SY24, 5th and 6th grade students will be more fully included in activities and projects sponsored by community partners such as Trinity Galewood Church, Urban Initiatives, Communities In Schools, etc.



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 need to utilize, be intentional, and increase awareness of the already secured partnerships.



Resources:

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

Indicators of a Quality CIWP: Root Cause Analysis

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

Return to Top Theory of Action

What is your Theory of Action?

If we...
 create authentic engagement and collaboration with community partners to support students;



Resources:

Indicators of a Quality CIWP: Theory of Action

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

then we see....

students and community partners developing positive relationships within school and outside in the community...



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

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

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

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

which leads to...

an increase in student relationships with their community and teacher knowledge of how to leverage school partnerships will be evident in the 5 Essentials data with an increase in School Connectedness from 48 neutral to 60 strong; Human & Social Resources in the Community from 56 (Neutral) to 70 (Strong). This will also increase our attendance data from 94 - 96% which will ultimately lead to an increase in our on track data.



[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

ILT: Instructional Leadership Plan

Dates for Progress Monitoring Check Ins

Q1 9/22/23

Q3 3/6/23

Q2 12/6/23

Q4 5/8/23

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Professional Development that raises awareness about the partnerships available for utilization and their potential impact on SEL data (as measured by the 5 Essentials surveys)	ILT Members	September 22, 2023	In Progress
Action Step 1	Inform ILT of current partnerships; determine which 5Essentials and Cultivate data points are or can be impacted by these partnerships; identify quantifiable metrics these partnerships will impact for SY24	ILT Members	September 22, 2023	Not Started
Action Step 2	Identify quantifiable metrics from 5Essentials and Cultivate surveys that can be positively impacted by current partnerships; brainstorm future partnerships (community, faith-based, city-wide, cultural, etc.) that can positively impact identified metrics	ILT Members	September 20, 2023	Not Started
Action Step 3	Create a slide presentation showing the relationship between current and future partnerships and identified key metrics on 5Essentials and Cultivate surveys; slides will message the importance of fully utilizing the partnerships with fidelity and how our data can be improved	ILT Members	October 4, 2023	Not Started
Action Step 4	Encourage full participation of staff to support the partnerships through direct usage and/or supporting through providing interventions/enrichment opportunities for students during intervention/enrichment blocks as part of the instructional day	ILT Members	October 4, 2023	Not Started
Action Step 5		ILT Members		Not Started
Implementation Milestone 2	Progress monitor partnership utilization as evidenced by on-track data (analyzed every 5 weeks)	ILT Members	September 2023	In Progress
Action Step 1	Determine efficacy of partnerships through improvements to attendance and on-track data (3rd-8th)	ILT Members	Beginning September 2023	In Progress
Action Step 2	Analyze on-track data schoolwide to cross-check students recommended for Tier II and Tier III interventions; align students scheduled to receive Tier II and Tier III interventions to partnerships with similar deliverables;	ILT Members	September 23 - June 2024	Not Started
Action Step 3	Continuously cross-check efficacy of partnerships with students receiving Tier II and Tier III interventions, e.g. students who have been recommended for SEL interventions and have low attendance would be placed in Tier III interventions provided by Trinity Galewood Church	ILT Members	September 2023 - June 2024	Not Started
Action Step 4		ILT Members	ongoing: Q2 - Q4	Not Started
Action Step 5		ILT Members	ongoing: Q2 - Q4	Not Started
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

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones We anticipate increasing the number of community partnerships (by 20% end of SY24) that we can use to leverage our student interest to increase their attendance at projects/activities. 📌

SY26 Anticipated Milestones We anticipate increasing the number of community partnerships (by 20% from end of SY25) that we can use to leverage our student interest to increase their attendance at projects/activities. 📌

[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
Teachers will be able to fully benefit from utilizing secured partnerships by knowing the partnerships that are available, and be more intentional with the usage of these partnerships.	Yes	5E: Supportive Environment	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
<i>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.</i>	60% of 5th and 6th grade students participation in student interest community partnerships will build an increase in relationships with their community.	80% of 5th and 6th grade students participation in student interest community partnerships will an build an increase in relationships with their community.	100% of 5th and 6th grade students participation in student interest community partnerships will have an increase in relationships with their community.
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

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

Partnership & Engagement

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Teachers will be able to fully benefit from utilizing secured partnerships by knowing the partnerships that are available, and be more intentional with the usage of these partnerships.	5E: Supportive Environment	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&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.	60% of 5th and 6th grade students participation in student interest community partnerships will build an increase in relationships with their community.	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.



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