

## 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 
Principal K. Purkett	Principal	kmpurkett@cps.edu
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## Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date 	Planned Completion Date 
Team & Schedule	5/31/23	5/31/23
Reflection: Curriculum & Instruction (Instructional Core)	6/8/23	6/26/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/8/23	6/8/23
Reflection: Connectedness & Wellbeing	6/8/23	6/19/23
Reflection: Postsecondary Success	6/8/23	6/26/23
Reflection: Partnerships & Engagement	6/8/23	6/26/23
Priorities	6/22/23	6/28/23
Root Cause	6/24/23	6/29/23
Theory of Acton	7/6/23	7/13/23
Implementation Plans	7/6/23	7/13/23
Goals	7/20/2023	7/27/2023
Fund Compliance	7/27/2023	8/17/2023
Parent & Family Plan	7/6/2023	8/17/2023
Approval	8/9/23	8/24/23

## 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	10/27/2023
Quarter 2	1/11/2024
Quarter 3	3/29/2024
Quarter 4	6/13/2024

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

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

**Resources** 

[Reflection on Foundations Protocol](#)

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**Curriculum & Instruction**

**Using the associated references, is this practice consistently implemented?**

**References**

**What are the takeaways after the review of metrics?**

**Metrics**

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	<a href="#">CPS High Quality Curriculum Rubrics</a>	<p>Reflective of SY 2022-2023 IAR data, 54% of students did not meet or partially met test expectations in Language Conventions; 55% of students did not meet or partially met in Written Expression components of the test. 48% of students did not meet or partially met test expectation in areas of Reading Informational Text; 51% did not meet or partially met the expectations of Literary Text and 45% of students did not meet or partially met the expectations for Vocabulary. IReady EOY data informs that grades K-2 scored 68% proficient or above, 28% of students scored one level below grade level and 4% of students scored two grade levels below grade level. Envision Mathematics is implemented daily for Mathematics instruction grades 2-5. Skyline Curriculum is implemented daily for Mathematics instruction grades 6-8. Skyline Curriculum is implemented daily for classroom instruction by the Science teacher grades 6-8. Skyline Materials includes text, learning kits and multimedia involving various levels of support that adapt to the needs of students. School Administrators participate in Rigor Walks with Network 12 Instructional Support Leaders visiting classrooms to corroborate the implementation of grade level and standard aligned instruction in classrooms Quarterly engaging the Rigor Walk Rubric.</p> <p>Cycle of professional development opportunity led by school administration and Instructional Leadership Team provided to address partial, no evidence and disagree/strongly disagree components. Leading Educators provides bi-monthly coaching and professional development to school leaders and Instructional Leadership Team members with focus on Instructional implementation of Productive Struggle. Reflective of the CPS Customized Balanced Assessment Recommendations, Horace Mann School engages in Skyline Common Unit Assessments Grades 1-8, Benchmark/Diagnostic and Progress Monitoring Assessments three times a year, BOY, MOY and EOY- I-Ready Assessments grades K-2 Star 360 grades 3-8 *CheckPoint Assessment Platform, EL Screeners, Illinois Assessment of Readiness, Illinois Science Assessment, REACH Performance Tasks, Algebra Exit Exam and Kindergarten Individual Development Survey are utilized by the school.</p>	<p><a href="#">iAR (Math)</a></p> <p><a href="#">iAR (English)</a></p> <p>Rigor Walk Data (School Level Data)</p> <p><a href="#">PSAT (EBRW)</a></p> <p><a href="#">PSAT (Math)</a></p> <p><a href="#">STAR (Reading)</a></p>
Partially	Students experience grade-level, standards-aligned instruction.	<p><a href="#">Rigor Walk Rubric</a></p> <p><a href="#">Teacher Team Learning Cycle Protocols</a></p> <p><a href="#">Quality Indicators Of Specially Designed Instruction</a></p>		
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.	<p><a href="#">Powerful Practices Rubric</a></p> <p><a href="#">Learning Conditions</a></p>		
Yes	The ILT leads instructional improvement through distributed leadership.	<p><a href="#">Continuum of ILT Effectiveness</a></p> <p><a href="#">Distributed Leadership</a></p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>Stakeholders surmise that exposing students to Skyline Mathematics curriculum in grade 5 will support student progression with the curriculum. Developing an assessment plan for grades 3-8 that aligns to the Skyline Intrin Assessment will assist in gaining a better understanding of academic needs. Revisiting the structure of classroom assessments and instruction will prepare students for the Illinois Assessment of Readiness grades 3-8.</p>	<p><a href="#">STAR (Math)</a></p> <p><a href="#">iReady (Reading)</a></p> <p><a href="#">iReady (Math)</a></p> <p><a href="#">Cultivate</a></p> <p><a href="#">Grades</a></p> <p><a href="#">ACCESS</a></p> <p><a href="#">TS Gold</a></p> <p><a href="#">Interim Assessment Data</a></p>
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.	<p><a href="#">Customized Balanced Assessment Plan</a></p> <p><a href="#">ES Assessment Plan Development Guide</a></p> <p><a href="#">HS Assessment Plan Development</a></p>		
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	<a href="#">Assessment for Learning Reference Document</a>		
<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>				



**What student-centered problems have surfaced during this reflection?**

Lack of opportunity for student agency and engagement and collaboration.  
Students lack access to consistent implementation of high quality instructional delivery.

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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	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.	<a href="#">MTSS Integrity Memo</a>  <a href="#">MTSS Continuum</a>  <a href="#">Roots Survey</a>	Reflective of the Chicago Public Schools MTSS Memo, both a school MTSS Lead and Interventionist are established. An Equity based MTSS Leadership team is established and meets bi-weekly. The Branching Minds Platform is utilized by teachers, grades 1-8 to manage the MTSS framework implementation. Data retrieved from STAR 360 assessment grades 3-8 and I-Ready grades K-2 are utilized for progress monitoring.	Unit/Lesson Inventory for Language Objectives (School Level Data)  <a href="#">MTSS Continuum</a>  <a href="#">Roots Survey</a>  <a href="#">ACCESS</a>  <a href="#">MTSS Academic Tier Movement</a>  <a href="#">Annual Evaluation of Compliance (ODLSS)</a>  <a href="#">Quality Indicators of Specially Designed Curriculum</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="#">EL Program Review Tool</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>  Our school needs more designated time and or staff to address the instructional needs of Tier II and Tier III students. We must work on increasing the daily attendance of Tier II and Tier III students. Support parents in understanding the MTSS process. Seek out external partners and programs to support Tier II and Tier III students.	<a href="#">Quality Indicators of Specially Designed Curriculum</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>		
No	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	<a href="#">EL Placement Recommendation Tool ES</a>  <a href="#">EL Placement Recommendation Tool HS</a>	<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>  Attendance Incentives are capturing students who routinely come to school/ receive MTSS interventions. We have developed and implemented intervention plans in Branching Minds consistency/fidelity with the plan must be addressed.	
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.			

**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.

Attendance/Tardiness. Social Emotional/Behavioral needs. Preparedness (proper rest, supplies, transportation and safety, etc.)

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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
Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	<a href="#">BHT Key Component Assessment</a>  <a href="#">SEL Teaming Structure</a>	Our school has an established administrator to oversee our multi-tiered system of support. Our school recognizes the importance of social, emotional and behavioral support in helping students to achieve academically. Our school has structures in place for Tier 1 school-wide supports (e.g., school-wide expectations) that promote a positive and safe learning climate. Our school has in place a classroom-based SEL curriculum that teaches social and emotional skills to all students, Second Step. Our school has procedures for communicating to school staff regarding the status of referrals and students referred. Our school has a menu of interventions that addresses students' Tier II needs (e.g., anger, trauma, behavior) such as Peace Circles, One-On-One counseling sessions, parent conference. Our school considers restorative practices as part of the standard discipline response protocol.	% of Students receiving Tier 2/3 interventions meeting targets  <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>
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula. Skidline integrated SEL			

Yes	including SEL curricula, Skyline integrated SEL instruction, and restorative practices.				<a href="#">Increase Average Daily Attendance</a>
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.		<b>What is the feedback from your stakeholders?</b> Stakeholders surmise the need for school has a process for monitoring and tracking student progress in interventions assigned by the behavioral health team. Our stakeholders recognize the need to develop partnerships with community agencies to provide on-site behavioral health and/or social supports through a formal agreement (e.g. linkage agreement, no-cost agreement, task order) in alignment with District policies. Our stakeholders recognize the need for an administrator to support the implementation of community partner on-site service delivery by coordinating logistics ensuring community partner access to see students (e.g. space, scheduling).		<a href="#">Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</a> <a href="#">Cultivate (Belonging &amp; Identity)</a> Staff trained on alternatives to exclusionary discipline (School Level Data) <a href="#">Enrichment Program Participation: Enrollment &amp; Attendance</a>
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.				<a href="#">Student Voice Infrastructure</a> <a href="#">Reduction in number of students with dropout codes at EOY</a>
<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>			
	Repeat offenders exhibiting failure to manage emotions and behaviors throughout the school day. Supports for students with mild/severe mental issues needs are not adequately supported.		We utilize our school Counselor and Social Worker to teach students how to manage their emotions and behaviors. Restorative Practices (document the effectiveness of our efforts); possibly Branching Minds.		

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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	<a href="#">College and Career Competency Curriculum (C4)</a>	Our school has an established administrator to oversee our multi-tiered system of support. Our school recognizes the importance of social, emotional and behavioral support in helping students to achieve academically. Our school has structures in place for Tier 1 school-wide supports (e.g., school-wide expectations) that promote a positive and safe learning climate. Our school has in place a classroom-based SEL curriculum that teaches social and emotional skills to all students, Second Step. Our school has procedures for communicating to school staff regarding the status of referrals and students referred. Our school has a menu of interventions that addresses students' Tier II needs (e.g., anger, trauma, behavior) such as Peace Circles, One-On-One counseling sessions, parent conference. Our school considers restorative practices as part of the standard discipline response protocol.	 <a href="#">Graduation Rate</a> <a href="#">Program Inquiry: Programs/participation/attendance rates of % of ECCC</a> <a href="#">3 - 8 On Track</a>
Partially	<a href="#">Individualized Learning Plans</a>	Students grades 6-8 are introduced to Naviance and the ways in which it can help them in making the most of middle school and planning for life beyond high school, including: self-discovery, academic planning, and career and college exploration. Grades 8 students are introduced to setting meaningful goals. This activity is intended to emphasize the importance of grades, attendance, self monitoring toward success, and asking for help when needed. *Grade 7 and Grade 8 students will learn about high school programs in Chicago, research their options for high school based on fit and match, and build a list of favorite high schools. During this process, students are encouraged to take a moment to reflect on what matters most to them when thinking about the high school they will attend and consider how the high school will prepare students to succeed in life after graduation. * Grade 8 students use GoCPS to explore and apply to nearly every CPS school and program through one online platform. As a part of this activity, students will find answers to questions about the high school application and selection process. They will also learn about options for accepting and declining an offer. *Career Fair organized for grades PreK-8 *High School Fair organized for students grades 6-8.	<a href="#">Learn, Plan, Succeed</a> <a href="#">% of KPIs Completed (12th Grade)</a> <a href="#">College Enrollment and Persistence Rate</a>
	<a href="#">Work Based Learning Toolkit</a>	<b>What is the feedback from your stakeholders?</b>	<a href="#">9th and 10th Grade On Track</a>
	Work Based Learning activities are planned and		

Yes	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th). <a href="#">ECCE Certification List</a>
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). <a href="#">PLT Assessment Rubric</a>
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). <a href="#">Alumni Support Initiative One Pager</a>

A monitoring system to ensure that all students are developing Individual Learning Plans with fidelity must be implemented. A strategic, intentional plan must be implemented to ensure that all classrooms are utilizing the Second Step curriculum regularly.

**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?**

Engaging consistently in reflection and monitoring systems to enhance supports for students and school community; making necessary changes when needed. Identifying resources and supports that aid in the progression of our goals.

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

Freshmen Connection Programs Offered (School Level Data)

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

Time for completion of Success Bound lessons is needed. Ensuring that student Individual Learning Plans are completed. Reflective of the 5 Essential Surveys, students suggest that teachers do not treat them with respect, students do not feel safe with teachers, students do not feel comfortable with teachers.

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Using the associated references, is this practice consistently implemented?	References
Yes	<a href="#">Spectrum of Inclusive Partnerships</a>
Yes	<a href="#">Reimagining With Community Toolkit</a>
Yes	<a href="#">Student Voice Infrastructure Rubric</a>

**What are the takeaways after the review of metrics?**

Active Parent Advisory Council engages in authentic and collaborative experiences and; recognizes and prioritizes communities' and cultures' solutions and ideas. Active Local School Council exists in which monthly meetings involve the participation of both community and school families. Monthly community Chicago Alternative Policing Strategy BEAT (CAPS) meetings occur on school campus in which community members are active and present.

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

Increase parent involvement in PAC meetings. We must identify ways to support parents in efforts of increasing participation.

**Metrics**

[Cultivate](#)

[5 Essentials Parent Participation Rate](#)

[5E: Involved Families](#)

[5E: Supportive Environment](#)

Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)

Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)

Formal and informal family and community feedback received locally. (School Level Data)

**What student-centered problems have surfaced during this reflection?**

If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

Families may feel intimidated by the school due to personal prior relationships and experiences.



**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?**

Increase parent involvement in PAC meetings; being intentional and creative in engaging parents.



Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of metrics?

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.
Yes	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

Reflective of SY 2022-2023 IAR data, 54% of students did not meet or partially met test expectations in Language Conventions; 55% of students did not meet or partially met in Written Expression components of the test. 48% of students did not meet or partially met test expectation in areas of Reading Informational Text; 51% did not meet or partially met the expectations of Literary Text and 45% of students did not meet or partially met the expectations for Vocabulary. IReady EOY data informs that grades K-2 scored 68% proficient or above, 28% of students scored one level below grade level and 4% of students scored two grade levels below grade level.

Envision Mathematics is implemented daily for Mathematics instruction grades 2-5. Skyline Curriculum is implemented daily for Mathematics instruction grades 6-8. Skyline Curriculum is implemented daily for classroom instruction by the Science teacher grades 6-8. Skyline Materials includes text, learning kits and multimedia involving various levels of support that adapt to the needs of students. School Administrators participate in Rigor Walks with Network 12 Instructional Support Leaders visiting classrooms to corroborate the implementation of grade level and standard aligned instruction in classrooms Quarterly engaging the Rigor Walk Rubric.

Cycle of professional development opportunity led by school administration and Instructional Leadership Team provided to address partial, no evidence and disagree/strongly disagree components. Leading Educators provides bi-monthly coaching and professional development to school leaders and Instructional Leadership Team members with focus on Instructional implementation of Productive Struggle. Reflective of the CPS Customized Balanced Assessment Recommendations, Horace Mann School engages in Skyline Common Unit Assessments Grades 1-8, Benchmark/Diagnostic and Progress Monitoring Assessments three times a year, BOY, MOY and EOY- I-Ready Assessments grades K-2 Star 360 grades 3-8 \*CheckPoint Assessment Platform, EL Screeners, Illinois Assessment of Readiness, Illinois Science Assessment, REACH Performance Tasks, Algebra Exit Exam and Kindergarten Individual Development Survey are utilized by the school.

What is the feedback from your stakeholders?

Stakeholders surmise that exposing students to Skyline Mathematics curriculum in grade 5 will support student progression with the curriculum. Developing an assessment plan for grades 3-8 that aligns to the Skyline Intrim Assessment will assist in gaining a better understanding of academic needs. Revisiting the structure of classroom assessments and instruction will prepare students for the Illinois Assessment of Readiness grades 3-8.

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?

What student-centered problems have surfaced during this reflection? Lack of opportunity for student agency and engagement and collaboration. Students lack access to consistent implementation of high quality instructional delivery.

Weekly Grade Level meetings will foster intentional time to focus on classroom instruction and delivery. Routine Learning Walks/ Rigor Walks delivered by school Administration, Instructional Leadership Team and school Network will provide timely feedback on execution of instruction.

Return to Top Determine Priorities

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

Resources: 

Students...

Students struggle with foundational skills, problem solving, writing about math/critical thinking skills, multi-step problems. In addition, students are struggling with reading comprehension, phonological awareness and fluency.

[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?

Resources: 

As adults in the building, we...

As adults in the building we facilitate observation feedback focusing on reflection and growth. Provide professional learning opportunities to include peer observations and instructional planning.



[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 build teacher capacity focused on intentional planning, curriculum based instructional delivery, and monitoring through targeted professional development, internal walkthroughs, and grade level team meetings...

**then we see....**  
Standards aligned instruction, aligned high quality tasks, and consistent checks for student understanding.

**which leads to...**  
Increase in students moving towards proficiency as demonstrated in IAR and I-Ready. A decrease in students needing Tier 2 supports.

**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.

[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 10/27/2023 Q3 3/29/2024  
Q2 1/11/2024 Q4 6/13/2024

**SY24 Implementation Milestones & Action Steps** **Who** **By When** **Progress Monitoring**

<b>Implementation Milestone 1</b>	<b>80% of teachers engaging in Backwards planning with core curriculum and create an informal assessment</b>	Teachers	6-1-23	In Progress
<b>Action Step 1</b>	Teachers will Locate/Review Core Curriculum Scope and Sequence	ILT Members	7-18-23	Completed
<b>Action Step 2</b>	ILT will review/analyze Summative Assessment in Checkpoint	ILT Members	7-18-23	Completed
<b>Action Step 3</b>	ILT will model how to create an Informal Assessment for Unit 1	ILT Members/Teachers	7-20-23	Completed
<b>Action Step 4</b>	Teachers will share their informal assessments for unit one in team meetings and discuss considerations for instructional planning	Teachers	9-5-23	In Progress
<b>Action Step 5</b>	ILT members conduct rigorwalks to observe, collect and analyze data to determine trends and next steps	ILT	9-21-23	Completed
<b>Implementation Milestone 2</b>	<b>75% of teachers will analyze informal data and create a plan to advance learners</b>	Teachers	9-13-23	In Progress
<b>Action Step 1</b>	ILT will provide and model a structure for analyzing informal data	ILT Members	9-25-23	In Progress
<b>Action Step 2</b>	Teachers will analyze informal data in GLT meetings and discuss next steps to advance the learner	ILT Members	10-5-23	In Progress
<b>Action Step 3</b>	Teachers will implement best practice strategies to advance the learner and present student work to discuss progress	ILT Members	10-19-23	In Progress
<b>Action Step 4</b>	Teachers will share their end of unit summative assessment progress and next steps	Teachers	11-2-23	Select Status
<b>Action Step 5</b>	ILT members conduct rigorwalks to observe, collect and analyze data to determine trends and next steps	ILT Members	11-6-23	Select Status
<b>Implementation Milestone 3</b>	<b>70% of teachers will use a system to track student evidence toward the learning target</b>	Teachers	Weekly	Select Status
<b>Action Step 1</b>	PD provider provides PD focused on tracking student evidence towards the learning target	Administration	11-13-23	Select Status
<b>Action Step 2</b>	Teacher leader models how to track student evidence towards the learning target in team meeting	Teacher Leader	11-27-23	Select Status
<b>Action Step 3</b>	Admin set schedules for peer observations focused on tracking student evidence towards the learning target	Administration	12-04-23	Select Status
<b>Action Step 4</b>	Admin set schedules for peer observations focused on tracking student evidence towards the learning target	Administration	12-18-23	Select Status
<b>Action Step 5</b>	Teachers share their reflections from peer observations and next steps	Teachers	01-08-24	Select Status
<b>Implementation Milestone 4</b>	<b>70% of teachers implement best practice instructional delivery</b>	Teachers	3-22-24	Select Status
<b>Action Step 1</b>	<b>Action Step 1</b> ILT members conduct rigorwalks to observe, collect and analyze data	ILT Members	01-16-24	Select Status



Jump to... Reflection	Priority Root Cause	TOA Implementation Plan	Goal Setting Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>			Curriculum & Instruction
Action Step 2	Action Step 2	PD provider will provide PD based upon trend data focused on instructional delivery		PD Partner	01-30-23		Select Status
Action Step 3	Action Step 3	Lead teacher will be selected to model best practice instruction in GLT meetings		ILT Members	02-06-23		Select Status
Action Step 4	Action Step 4	Teachers will select a date to model a component of the core curriculum focused on best practice strategies		ILT Members	02-13-23		Select Status
Action Step 5	Action Step 5	ILT members conduct rigorwalks to observe, collect and analyze data		ILT Members	02-26-23		Select Status

### SY25-SY26 Implementation Milestones

<b>SY25 Anticipated Milestones</b>	90% of teachers engaging in Backwards planning with core curriculum and create an informal assessment. 85% of teachers will analyze informal data and create a plan to advance learners. 80% of teachers will use a system to track student evidence toward the learning target . 80% of teachers implement best practice instructional delivery.	
<b>SY26 Anticipated Milestones</b>	100% of teachers engaging in Backwards planning with core curriculum and create an informal assessment. 95% of teachers will analyze informal data a	

## 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
Increase the earning of grades B or higher for Tier 2 Reading students	Yes <input type="checkbox"/>	Grades	Overall <input type="text"/>	43%	50%	60%	70%
			Overall <input type="text"/>				
Decrease the number of students in Urgent Intervention status from STAR Benchmark Movement	Yes <input type="checkbox"/>	IAR (English)	Overall <input type="text"/>	85%	70%	60%	40%
			Overall <input type="text"/>				

### Practice Goals

#### Identify the Foundations Practice(s) most aligned to your practice goals.

#### Specify your practice goal and identify how you will measure progress towards this goal.

	SY24	SY25	SY26
C&I:2 Students experience grade-level, standards-aligned instruction.	All teachers are observed as effectively implementing high quality core curriculum through Rigorwalk Rubric	All eachers are utilizing instructional materials to implement and adjust instruction, including differentiating based on student needs.	All teachers are utilizing instructional materials to implement and adjust instruction, including differentiating based on student needs.
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Teachers uses formative assessment during instruction to monitor progress and to check for student understanding of the learning objectives. Students can explain the criteria by which their wor will be assessed; Some of them engaged in self-or peer-assessment. Teacher provides acurate and specific feedback to individuals and groups of students to advance learning.	Most teachers fully integrate formative assessments into instruction, and uses it to monitor progress, and to check for understanding for individual students. Student can explain, and there is some evidence that they contribtued to, the criteria by which their work will be assessed. Students self and peer assess to monitor their progress. Teacher and students provide individualized feedback that is accurate, specific, and advances learning.	All teachers fully integrate formative assessments into instruction, and uses it to monitor progress, and to check for understanding for individual students. Students can explain, and there is some evidence that they contributed to, the criteria by which their work will be assessed. Students self and peer assess to monitor their progress. Teacher and provide individualized feedback that is accurate, specific, and advances learning.
C&I:2 Students experience grade-level, standards-aligned instruction.	Most students experience grade-level, standards-aligned instruction.	Most students experience grade-level, standards-aligned instruction.	All students experience grade-level, standards-aligned instruction.

[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
Increase the earning of grades B or higher for Tier 2 Reading students	Grades	Overall	43%	50%	Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status
Decrease the number of students in Urgent Intervention status from STAR Benchmark Movement	IAR (English)	Overall	85%	70%	Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status

**Practice Goals**

**Progress Monitoring**

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	All teachers are observed as effectively implementing high quality core curriculum through Rigorwalk Rubric	Select Status	Select Status	Select Status	Select Status
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	Teachers uses formative assessment during instruction to monitor progress and to check for student understanding of the learning objectives. Students can explain the criteria by which their wor will be assessed; Some of them engaged in self-or peer-assessment. Teacher provides acurate and specific feedback to individuals and groups of students to advance learning.	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Most students experience grade-level, standards-aligned instruction.	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.
Partially	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?

Our school has an established administrator to oversee our multi-tiered system of support. Our school recognizes the importance of social, emotional and behavioral support in helping students to achieve academically. Our school has structures in place for Tier 1 school-wide supports (e.g., school-wide expectations) that promote a positive and safe learning climate. Our school has in place a classroom-based SEL curriculum that teaches social and emotional skills to all students, Second Step. Our school has procedures for communicating to school staff regarding the status of referrals and students referred. Our school has a menu of interventions that addresses students' Tier II needs (e.g., anger, trauma, behavior) such as Peace Circles, One-On-One counseling sessions, parent conference. Our school considers restorative practices as part of the standard discipline response protocol.

What is the feedback from your stakeholders?

Stakeholders surmise the need for school has a process for monitoring and tracking student progress in interventions assigned by the behavioral health team. Our stakeholders recognize the need to develop partnerships with community agencies to provide on-site behavioral health and/or social supports through a formal agreement (e.g. linkage agreement, no-cost agreement, task order) in alignment with District policies. Our stakeholders recognize the need for an administrator to support the implementation of community partner on-site service delivery by coordinating logistics ensuring community partner access to see students (e.g. space, scheduling).

What student-centered problems have surfaced during this reflection?

Repeat offenders exhibiting failure to manage emotions and behaviors throughout the school day. Supports for students with mild/severe mental issues needs are not adequately supported.

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

We utilize our school Counselor and Social Worker to teach students how to manage their emotions and behaviors. Restorative Practices (document the effectiveness of our efforts); possibly Branching Minds.

Return to Top Determine Priorities

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

Students...  
 Students have documented infractions in Aspen that reflect Group 4 offenses that include fighting and intimidation/bullying. Students have not participated in routine Social Emotional Learning practices that provide tools that restore and rebuild behaviors.



[Determine Priorities Protocol](#)

Resources:

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 must build better connections with students with a foundation of mutual respect, trust and care. We must implement tools necessary to reform and restore behaviors.



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

Resources:

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 build capacity around the implementation and monitoring of school-wide SEL supportive tools with fidelity, such as Second Step and Live School



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

Resources:

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

then we see....

Staff and students implementing strategies that de-escalate negative behaviors and promote positive restorative practices.



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

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

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

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

which leads to...

Which leads to a decrease in behavior infractions, strengthened teacher-student relationships and a school-wide culture of care and concern for others.



[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

Principal Karon Purkett, Tamika L. Romayne, Discipline Team, BHT Team

### Dates for Progress Monitoring Check Ins

Q1 10/27/2023

Q3 3/29/2024

Q2 1/11/2024

Q4 6/13/2024

### SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

<b>Implementation Milestone 1</b>	80% of our school has structures in place for Tier 1 classroom supports (e.g. shared agreements, healing centered practices) that promote a positive classroom environment.	Principal Karon Purkett	7/2023	Completed
<b>Action Step 1</b>	Discipline Team and BHT Team defined with Roles and Responsibilities	ILT	8/2023	Completed
<b>Action Step 2</b>	Communicate with staff expectations and responsibilities of Discipline Team and BHT	Discipline Team, BHT Team, ILT	8/2023	Completed
<b>Action Step 3</b>	Classroom Management Reflection and Commitments Created	Classroom Teachers and Homeroom Students	8/2023	Completed
<b>Action Step 4</b>	Calm Corners/ Zen Zones established and Classroom Commitments posted	Classroom Teachers and Homeroom Students	8/2023	In Progress
<b>Action Step 5</b>	Classroom Management Reflection and Commitments Revisited	Classroom Teachers and Homeroom Students	9/2023	In Progress
<b>Implementation Milestone 2</b>	Our school has a process for monitoring and tracking student progress in interventions assigned by the behavioral health team.	Discipline Team, BHT Team	9/2023	Completed
<b>Action Step 1</b>	Creation of Tier 1 Discipline Tracker/Document	Discipline Team	9/2023	Completed
<b>Action Step 2</b>	Live Schools Training for staff	Counselor Alec Cohen	9/2023	Completed
<b>Action Step 3</b>	Second Step Training for staff	Counselor Alec Cohen	9/2023	Completed
<b>Action Step 4</b>	Tier 1 Discipline Tracker/Document Training for Staff	Discipline Team	9/2023	Completed
<b>Action Step 5</b>	Classroom Implementation of Second Step Curriculum Observed and Supported by BHT	BHT Team	9/2023	In Progress
<b>Implementation Milestone 3</b>	100% of our school has in place a classroom-based SEL curriculum that teaches social and emotional skills to all students, (e.g., Sanford Harmony, Second Step, PATHS, advisory curriculum).	Discipline Team, BHT, ILT	9/2023	In Progress
<b>Action Step 1</b>	Launch of the Tier 1 Discipline Tracker/Document	Discipline Team	9/2023	Completed
<b>Action Step 2</b>	Launch of Live Schools Platform	Discipline Team, BHT	9/2023	Completed
<b>Action Step 3</b>	Second Step Implementation in classrooms Pre K-8	Counselor Alec Cohen	9/2023	In Progress
<b>Action Step 4</b>	Classroom Management Reflection and Commitments Revisited	Classroom Teachers and Homeroom Students	10/2023	In Progress
<b>Action Step 5</b>	Monitor the Implementation of Tools to Monitor Behaviors	Discipline Team, BHT, ILT	10/2023	In Progress
<b>Implementation Milestone 4</b>	Our school has dedicated time to provide teachers and school staff with ongoing professional development on strategies that address students' social, emotional and behavioral needs.	ILT	11/2023	Not Started
<b>Action Step 1</b>	Mosaic Experience Introduction to Staff	ILT	12/2023	Not Started
<b>Action Step 2</b>	Cycle of Professional Development opportunities with Mosaic Experience	ILT	01/2024	Not Started
<b>Action Step 3</b>	Classroom Management Reflection and Commitments Revisited	Classroom Teachers and Homeroom Students	01/2024	Not Started
<b>Action Step 4</b>	Teachers participate in Classroom Management Professional Development provided by ILT	ILT	01/2024	Not Started
<b>Action Step 5</b>				Select Status

### SY25-SY26 Implementation Milestones

<b>SY25 Anticipated Milestones</b>	Behavioral Health Team and Climate and Culture Team/Discipline Team has been established and functioning. Our school has adapted to structures in Tier 1 school-wide supports (e.g. school-wide expectations) that promote a positive and safe learning climate. Bi-Weekly data meetings occur with	
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BHT/CCT to identify trends and opportunity for improvement.

**SY26 Anticipated Milestones**  
 Behavioral Health Team and Climate and Culture Team/Discipline Team has been established and fully functioning. Our school is implementing structures in Tier 1 school-wide supports (e.g. school-wide expectations) that promote a positive and safe learning climate. Bi-Weekly data meetings occur with BHT/CCT to identify trends and opportunity for improvement.



[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
Decrease the number of disruptive behaviors (4-6 SCC)	Yes	Reduction in repeated disruptive behaviors (4-6 SCC)	Overall	38 incidents	20 incidents	15 incidents	10 incidents
			Select Group or Overall				
Increase student-teacher trust and academic personalism	Yes	Cultivate	Overall	24 Weak	Neutral	Strong	Strong
			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:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Behavioral Health Team and Climate and Culture Team has been established. Our school has developed structures in Tier 1 school-wide supports (e.g. school-wide expectations) that promote a positive and safe learning climate. Bi-Weekly data meetings occur with BHT/CCT to identify trends and opportunity for improvement.	Behavioral Health Team and Climate and Culture Team has been established and functioning. Our school has adapted to structures in Tier 1 school-wide supports (e.g. school-wide expectations) that promote a positive and safe learning climate. Bi-Weekly data meetings occur with BHT/CCT to identify trends and opportunity for improvement.	Behavioral Health Team and Climate and Culture Team has been established and fully functioning. Our school is implementing structures in Tier 1 school-wide supports (e.g. school-wide expectations) that promote a positive and safe learning climate. Bi-Weekly data meetings occur with BHT/CCT to identify trends and opportunity for improvement.
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Our school has in place Tier 1 classroom supports (Agreements and Commitments, Calm Corners/ZenZones) in all classrooms. Our school has in place a classroom-based SEL curriculum (Second Step) that teaches social and emotional skills to all students. Bi-Weekly data meetings occur with BHT/CCT to identify trends and opportunity for improvement.	Our school has in place Tier 1 classroom supports (Agreements and Commitments, Calm Corners/ZenZones) in all classrooms. Our school has in place a classroom-based SEL curriculum (Second Step) that teaches social and emotional skills to all students. Bi-Weekly data meetings occur with BHT/CCT to identify trends and opportunity for improvement.	Our school has in place Tier 1 classroom supports (Agreements and Commitments, Calm Corners/ZenZones) in all classrooms. Our school has in place a classroom-based SEL curriculum (Second Step) that teaches social and emotional skills to all students. Bi-Weekly data meetings occur with BHT/CCT to identify trends and opportunity for improvement.
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
Decrease the number of disruptive behaviors (4-6 SCC)	Reduction in repeated disruptive behaviors (4-6 SCC)	Overall	38 incidents	20 incidents	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Increase student-teacher trust and academic personalism	Cultivate	Overall	24 Weak	Neutral	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

**Practice Goals**

**Progress Monitoring**

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Behavioral Health Team and Climate and Culture Team has been established. Our school has developed structures in Tier 1 school-wide supports (e.g. school-wide expectations) that promote a positive and safe learning climate. Bi-Weekly data meetings occur with BHT/CCT to identify trends and opportunity for improvement.	Select Status	Select Status	Select Status	Select Status
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Our school has in place Tier 1 classroom supports (Agreements and Commitments, Calm Corners/ZenZones) in all classrooms. Our school has in place a classroom-based SEL curriculum (Second Step) that teaches social and emotional skills to all students. Bi-Weekly data meetings occur with BHT/CCT to identify trends and opportunity for improvement.	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.

This year the PAC will focus on the connectedness and wellbeing of parents and students and how it impact student academic outcomes. Funds will be used to hire vendors for parent workshops, compensate teacher presenters, purchase materials for trainings, and items/furniture needed for the parent room. 

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