#### **CIWP Team & Schedules** Resources 💋 CIWP Team Guidance 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). Name Role Email <u>é</u> Stacy Gray Principal slgray1@cps.edu Paula Rice-Irvin AP perice-irvin@cps.edu Rhea Thomas Curriculum & Instruction Lead rmnewman3@cps.edu Sheena Wright Inclusive & Supportive Learning Lead slbirgans-wr@cps.edu Elizabeth Paige Teacher Leader epaige@cps.edu Elaina Godbolt LSC Member egodbolt@gmail.com egodbolt@gmail.com Connectedness & Wellbeing Lead Kathleen Darling Community Member (LSC) Yvonne Tuck yvonnetuck@att.net Pachanea Watson School Support Staff Lead pwatson6@cps.edu Select Role Select Role 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 5/14/23 5/14/23 Reflection: Curriculum & Instruction (Instructional Core) 6/8/23 6/8/23 7/13/23 Reflection: Inclusive & Supportive Learning (Instructional Core) 7/13/23 7/13/23 7/13/23 Reflection: Connectedness & Wellbeing 7/19/23 7/19/23 Reflection: Postsecondary Success Reflection: Partnerships & Engagement 7/19/23 7/19/23 Priorities 7/27/23 7/27/23 Root Cause 8/1/23 8/1/23 Theory of Acton 8/1/23 8/1/23 Implementation Plans 8/15/23 8/15/23 8/23/23 8/23/23 Gools Fund Compliance 8/25/23 8/25/23 Parent & Family Plan 8/25/23 8/25/23 Approval 8/30/23 8/30/23

#### 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 💰

0	0	0	
Quarter 1	11/15/23		
Quarter 2	1/24/24		
Quarter 3	4/3/24		
Quarter 4	5/29/24		

Inclusive & Supportive Learning

Connectedness & Wellbeing

Postsecondary Partnerships & Engagement

Resources 💋

Reflection on Foundations Protocol

#### 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.

Return to

## **Curriculum & Instruction**

Using the associated references, is this practice consistently References What are the takeaways after the review of metrics? Metrics implemented? CPS High Quality The takeaways the teams surfaced as a result of the review of IAR (Math) Curriculum the metrics were as follows. Rubrics All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally Areas of strenath: Yes IAR (English) \*students have access to high quality curricular materials that responsive. are aligned to the standards and are culturally relevant Rigor Walk Data (School Level Data) \*we implement and utilize a balanced assessment system that informs decision making \*benchmark and interim assessments were used to guide small group instruction Rigor Walk Rubric PSAT (EBRW) Growth areas: Teacher Team \*our ILT needs to strength its approach to distributive Learning Cycle Protocols PSAT (Math) leadership Students experience grade-level, standards-aligned \*improving how teachers ensure students know and Yes understand the learning targets \*involving students in assessing, tracking, and setting goals instruction Quality Indicators Of for their learning STAR (Reading) \*involving students in communicating about their learning Specially Designed \*improving small group instruction in mathematics Powerful Practices Rubric What is the feedback from your stakeholders? STAR (Math) Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage Participants believe our EOY data was strong but had areas for improvement. They specifically were concerned about the research-based, culturally responsive powerful practices Yes Learning Conditions iReady (Reading) to ensure the learning environment meets the number of K-2 students who scored early on grade level on conditions that are needed for students to learn. end of year assessments, opposed to mid or above grade level, considering they all students receive instruction 1 grade iReady (Math) level above. As a result, the need is to surface the possible learning gaps that are hindering students from achieving at the highest levels. We are especially concerned about student Continuum of ILT Cultivote Effectiveness performance in mathematics. The ILT leads instructional improvement through Distributed No <u>Grades</u> distributed leadership. .eadership ACCESS Customized TS Gold Assessment Plan School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide ES Assessment <u>Plan</u> <u>Development</u> <u>Guide</u> Yes Interim Assessment actionable evidence to inform decision-making, and monitor progress towards end of year goals. HS Assessment <u>Plan</u> Development Assessment for What, if any, related improvement efforts are in progress? What is Learnina the impact? Do any of your efforts address barriers/obstacles for our Reference student groups furthest from opportunity? Improvement efforts that are in progress are moving key grade levels to the Skyline curriuculum for both reading and Evidence-based assessment for learning practices are Partially enacted daily in every classroom. mathematics. All teachers in grades K-5 will implement the Skyline foundaitonal skills units of study. In addition, our instructional coach/interventionist has sources a research based intervention curriculum that will be used for mothemotics What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP. Student problems were around learning conditions. According to Spring SY23 Cultivate Prioritized Learning Conditions survey, prioritized learning condition 1 was student voice. Students did not have strong responses to the following statements: \*This teacher asks for our input about what we want to learn. \*I have the opportunity to make choices in this class.

\*In this class, my ideas are taken seriously.

\*This teacher responds to student suggestions to make our class better.

Jump to... Curriculum & Instruction

<u>Return to</u>

Inclusive & Supportive Learning

Connectedness & Wellbeing

Postsecondary Part

These areas statements should be addressed and infused in planning process.

This teacher responds to stateme suggestions to make our class octer

# Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently References What are the takeaways after the review of metrics? Metrics implemented? The takeaways the teams surfaced as a result of the review of Unit/Lesson MTSS Integrity the metrics were as follows. Inventory for 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. Memo Language Objectives Areas of strength (School Level Data) \*students receive instruction in their Least Restrictive Yes MTSS Continuum Environment as indicated by their IEP \*all students have MTSS Continuum access to student-centered enrichment and out-of-school-time programming Roots Survey Roots Survey \*IEPs are written in a timely manner MTSS Integrity Growth areas: ACCESS \*our team needs to strengthen and streamline the way we School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo. create, implement, and progress monitor academic MTSS Academic Tier intervention plans in the CPS Branching Minds platform \*there needs to be stronger collaboration between all general No Movement education teachers and the teacher of diverse learners Annual Evaluation of Compliance (ODLSS) \*family engagement in the MTSS process Quality Indicators of LRE Dashboard Page What is the feedback from your stakeholders? Specially Designed Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Curriculum Yes Diverse Learners in the least restrictive environment as Participants believe MTSS interventions were strong. The EL Program Review indicated by their IEP. area of growth is around progress monitoring and recording interventions in Branching Minds with fidelity. We need to think of ways to include families in the MTSS process. We need to develop a system outside of Branching Minds to track implementation and progress monitoring. **IDEA Procedural** Manua Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with Yes fidelity EL Placement Recommendation Tool ES What, if any, related improvement efforts are in progress? What is English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I <u>EL Placement</u> <u>Recommendation</u> Tool HS Yes the impact? Do any of your efforts address barriers/obstacles for our instructional services. student groups furthest from opportunity? Our team needs to strengthen and streamline the way we create, implement, and progress monitor academic intervention plans in the CPS Branching Minds platform. We also need stronger collaboration between all general education teachers and the teacher of diverse learners. Last, family engagement in the MTSS process. There are language objectives (that demonstrate HOW Yes 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. During this reflection we determined that we need to focus on the strong creation, implementation, and progress monitoring of academic intervention plans in the Branching Mind's platform that is consistent with the expectations of the MTSS Integrity Memo.

<u>eturn to</u>

#### **Connectedness & Wellbeing**

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

The takeaways the teams surfaced as a result of the review of the metrics were as follows.

<u>BHT Key</u> <u>Component</u> <u>Assessment</u>

Universal teamina structures are in place to support

Areas of strength: \*we have rich student-centered enrichment and



Yes	Curriculum & Instruction Inclusive & Supportive L	earning	Connectedness & Wellbeing Postsecondary Partnerships	<u>s &amp; Engagement</u>
	student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	<u>SEL Teaming</u> <u>Structure</u>	out-of-school-time programs at the school "there is access to supplemental academic support during the course of the school day and available after school "universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team "we do not have problems with absenteeism	Reduction in OSS per 100 Reduction in
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		Growth areas: *Implementation of the Skyline Integrated SEL component *provide professional development for restorative practices	Access to OST Increase Average Daily Attendance
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		What is the feedback from your stakeholders? Stakeholders believe we will benefit from going through the process of learning how to use restorative practices. They also believe we need to ensure the Skyline SEL components are implemented with fidelity.	Reconnected by 20th Day, Reconnected ofter 8 out of 10 days absent Cultivate (Belonging & Identity)
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.			Enrichment Program Participation; Enrollment & Attendance Student Voice Infrastructure
<b>V</b> If this Found	<b>What student-centered problems have surfaced during this refle</b> ation is later chosen as a priority, these are problems the school m CIWP.	c <b>tion?</b> ay address in this	What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?	
We need to st	trengthen our supports for SEL.	1	The staff witll begin professional development learn restorative practices. We have also started the process of integrating Conscious Discipline into our school community.	
			Calm Classroom is used to allow children a chance to center themselves and start the school day in a positive frame.	
<u>Return to</u> <u>Top</u>		ostseconda	themselves and start the school day in a positive frame.	
Τορ	ndary only applies to schools serving 6th grade and up		themselves and start the school day in a positive frame. <b>ry Success</b> bases not serve any grades within 6th-12th grade, please skip the	
Τορ Postseco Using t	ndary only applies to schools serving 6th grade and up	o. If your school a	themselves and start the school day in a positive frame. <b>ry Success</b> bases not serve any grades within 6th-12th grade, please skip the	Metrics
Τορ Postseco Using t	ndary only applies to schools serving 6th grade and up Post <b>he associated references, is this practice consistently</b> sd? (If your school does not serve any grade level listed, please	o. If your school a secondary reflect	themselves and start the school day in a positive frame. <b>ry Success</b> boes not serve any grades within 6th-12th grade, please skip the tion.	Metrics         Graduation Rate       Program Inquiry: Programs/participati on/Attainment rates of % of ECCC       3-8 On Track

Partially       implemented overlepset of development of	d along a continui o career explorati t experiences usir e courses (under A v aligned with a stu an goals and help;	s are planned and um beginning with career on and ending with career ng the WBL Toolkit Advanced Coursework) are udents Individualized s advance a career	<u>Work Based</u> <u>Learning Toolkit</u>	Stakeholders would like a bet what the Success Bound cur addition, stakeholders were r Learning activities offered or	e the ILPs are re-visited by students	9th and 10th Grade       On Track       Cultivate (Relevance       to the Future)       Freshmen Connect       Programs Offered
N/A Learning Plan pathway (?th-' Industry Reco- backward map (?th-12th). N/A There is an ad- that meets at intentionally p postsecondar additional sup	aligned with a stu an goals and help:	udent's Individualized 🤇				(School Level Data)
N/A (9th-12th). There is an activation of the transformation of tr						
that meets at N/A intentionally postsecondar additional sup		tion Attainment is ents' career pathway goals	ECCE Certification List			
	at least 2 times a n / plan for postseco	ondary, review elop implementation for	<u>PLT Assessment</u> <u>Rubric</u>	the impact? Do any of your e student groups fi The school counselor ottend	vement efforts are in progress? What is efforts address barriers/obstacles for our furthest from opportunity? ded professional development to	
N/A extended-day Alumni Suppo	ay pay "Alumni Coo	s alumni have access to an ordinator" through the ng both the summer and	<u>Alumni Support</u> I <u>nitiative One</u> Pager	the staff. Career Day gave st about a wide range of career beneficial to survey students	with sharing the information with vitudents an opportunity to learn ers. Moving forward it would be	
What student-cen this Foundation is later chos	g (12th-Alumni).	nave surfaced during this refle		4		

#### <u>Return to</u> <u>Тор</u>

## Partnership & Engagement

Usi	ng the associated references, is this practice consistently implemented?	References
Yes	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 Portnerships
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	<u>Reimagining With</u> <u>Community</u> <u>Toolkit</u>
Partial	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)	<u>Student Voice</u> Infrastructure <u>Rubric</u>

eferences	What are the takeaways after the review of metrics?	Metrics
trum of isive herships herships headining With munity kit	The takeaways the teams surfaced as a result of the review of the metrics were as follows. Areas of strength: "the school is consistent with disseminating information to families "there are many opportunities for parents to come to the school for showcases of student work and learning Growth areas: "provide opportunities for collaboration with voting and consensus building regarding school-based decisions. "provide opportunities for involvement through the offering of workshops related to school based concerns and interests	Cultivate 5 Essentials Parent Participation Rate 55: Supportive Environment Level of parent/community group engagement
ent Voice structure ic	What is the feedback from your stakeholders?	(LSC, PAC, BAC, PTA, etc.) (School Level Data) Formal and informal family and community feedback received locally. (School Level Data)
	What is the feedback from your stakeholders?	
	Parents appreciate the modes and frequency of school to family communication. however they desire to be more	

Jump	o to <u>Curriculum &amp; Instruc</u>	tion Inclusive & Supportive Learning	<u>Co</u>	nnectedness & Wellbeing	Postsecondary		ips & Engagement
	а Стичр.			involved in the education pro school parents participate in offeriengs less frequently tha students. Student voice need making discourse.	cess. Intermediate an family focaused scho n the families of prime	d middle ol ary	
lf thi		blems have surfaced during this reflection? riority, these are problems the school may address in thi CIWP.	s	What, if any, related improve the impact? Do any of your ef student groups fu		obstacles for o	
Stude	ent voice is not heard in the aca	demic and culture/climate decisions that are made	. 📥	A student council was elected not have a clear plan of actio		hey did 🥻	<u>4</u>

Jump to <u>Reflection</u>	<u>Priority</u> <u>Root Cause</u>	TOA Implement	<u>Goal Setting</u> ation Plan	<u>Progress</u> <u>Monitoring</u>	Select the Priority Foundation to pull over your Reflections here =>		Inclusive & Supportive Learning Environment			
Reflection on Foundation										
Using the	associated d	locuments, i	s this practice	consistently	implemented?		What are the takeaways after the review of metrics?			
Yes	strong team solving proc	iing, systems cess to inform	and structures, a	nd implemente nily engageme	ork that includes ation of the problem nt consistent with	Areas of strep *students rec *all students	eve instruction in their Least Restrictive Environment as indicated by their IEP have access to student-centered enrichment and out-of-school-time			
No	interventior	plans in the	lement, and prog Branching Minds Integrity Memo.			Growth areas	ien in a timely manner :			
Yes	continually	improving ac	ion in their Least cess to support [ s indicated by th	)iverse Learne	vironment. Staff is rs in the least	monitor acad *there needs teacher of di	eds to strengthen and streamline the way we create, implement, and progress Jemic intervention plans in the CPS Branching Minds platform to be stronger collaboration between all general education teachers and the verse learners gement in the MTSS process			
Yes			re receiving timely nd implemented v		IEPs, which are		What is the feedback from your stakeholders?			
Yes			ced with the appr imize required Ti			monitoring a ways to inclu	believe MTSS interventions were strong. The area of growth is around progress nd recording interventions in Branching Minds with fidelity. We need to think of de families in the MTSS process. We need to develop a system outside of inds to track implementation and progress monitoring.			
Yes		nguage obje ge) across the	ctives (that demo content.	nstrate HOW s	tudents will					
During this ref	flection we d on, and prog nds platform	etermined t ress monito	ns have surfaced hat we need to ring of academ sistent with the	focus on the ic interventic	strong creation, on plans in the	efforts Our team new monitor acad stronger collu learners. Las	y, related improvement efforts are in progress? What is the impact? Do any of our address barriers/obstacles for our student groups furthest from opportunity? eds to strengthen and streamline the way we create, implement, and progress lemic intervention plans in the CPS Branching Minds platform. We also need aboration between all general education teachers and the teacher of diverse t, family engagement in the MTSS process.			
<u>neturn to rop</u>							Resources: 🗭			
	is the Studer	nt-Centered	Problem that yo	ur school will	l address in this Prio	ority?	Determine Priorities Protocol			
Students lack of academic growth and engagement due to inconsistent progress monitoring the Multi-Tiered System of Supports (MTSS) framework.						within 🔥	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 Ca	use				
v	What is the <b>I</b>	Root Cause	of the identifi	ed Student-O	Centered Problem?		Resources: 💋			
a fragmented timely and tar	t the irreguld understand geted interv	arity in track ing of indivi entions. Thi	dual learning n s misalignment	eeds, hinderi between the	s intervention tiers ng our ability to pr intended support of diminishes studen	ovide	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.			

	Priority TOA Goal Setting Progress Root Couse Implementation Plan Monitoring Dull over your Ref only undermines the effectiveness of MTSS out also <del>omministics stade</del> ad active participation.	flections here => The root problem. Root cau	cause is based on evidence found wi	
Return to Top	The	eory of Action		
	What is your Theory of Action?			
	dy platform and provide PD to staff on how to create and implement si tion that aligns to individual student data	E Theory o	ors of a Quality CIWP: Theory of A f Action is grounded in research or e f Action is an impactful strategy that	vidence based practices.
then we see consistency w	ith implementation of effective small group instruction	in the Go Theory o staff/stu All major	als section, in order to achieve the g f Action is written as an "If we (x, y, a dent practices), which results in (goo	nd/or z strategy), then we see (desired ils)" tion (people, time, money, materials) are
which leads to 95% of McDad	o Je students falling within the at or above category on end of year asse	essments. 🔥		
Return to Top	Implement	ation Plan		
	Indicators of a Quality CIWP: Implementation Planning Implementation Plan Milestones, collectively, are comprehensive to impleme milestones and action steps per milestone should be impactful and feasible Implementation Plan identifies team/person responsible for implementation used to report progress of implementation. Implementation Plan development engages the stakeholders closest to the Action steps reflect a comprehensive set of specific actions which are releved Action steps are inclusive of stakeholder groups and priority student group Action steps have relevant owners identified and achievable timelines.	e. n management, monitoring priority, even if they are not ant to the strategy for at lea	frequency, scheduled progress check already represented by members of	s with CIWP Team, and data
	Team/Individual Responsible for Implementation Plan 🔥		<b>Dates for Progress Mor</b> Q1 11/15/23 Q2 1/24/24	Aitoring Check Ins
	SY24 Implementation Milestones & Action Steps 🖉	S Who 🖄	By When 📥	Progress Monitoring
Implementation Milestone 1	Preparation and Training	ILT, IReady vendor	May 2025	Select Status
Action Step 1	Conduct initial professional development sessions for all staff members to introduce them to the i-Ready and Branching Minds platform.	ILT, IReady vendor	August 2024	Select Status
Action Step 2	Train staff on navigating the platforms, accessing student data, and interpreting assessment results.	d ILT, IReady vendor	August 2024	Select Status
	Provide targeted professional development workshops focusing on a	cre	October 2024	
Action Step 3 Action Step 4	Offer sessions that demonstrate best practices for tailoring instruction to student needs, setting goals, and using data-driven insights.	ILT	Novemember 2024	Select Status Select Status
-	instruction to student needs, setting goals, and using data-driven	ILT	Novemember 2024 on going	Select Status
Action Step 4	instruction to student needs, setting goals, and using data-driven insights. Provide ongoing PD to help teachers refine their small group			Select Status Select Status

Jump to Reflection	Priority         TOA         Goal Setting         Progress         Select the Priority I           Root Cause         Implementation Plan         Monitoring         pull over your Reflection		Inclusive & Supportive Le	earning Environment			
Action Step 2 Action Step 3 Action Step 4 Action Step 5	Conduct regular check-ins and coaching sessions to address challen. Schedule regular data review meetings where teachers analyze stude		on going on going	Select Stotus Select Stotus Select Stotus Select Stotus			
Implementation Milestone 3	Assessment and Analysis: Mid Year	ILT and MTSS team	February 2025	Select Status			
Action Step 1	Analyze mid-year assessment results to determine progress towards the 95% target.	ILT and MTSS team	February 2025	Select Status			
Action Step 2	Identify trends and areas for improvement in small group instruction implementation.	ILT and MTSS team	February 2025	Select Status			
Action Step 3	Implement targeted interventions for students who are not on track to meet the 95% goal.	ILT and MTSS team	February 2025	Select Status			
Action Step 4	Provide additional training and support for teachers as needed based on mid-year assessment analysis.	ILT and MTSS team	February 2025	Select Status			
Action Step 5				Select Status			
Implementation Milestone 4	End-of-Year Assessment Analysis and Reflection	ILT and MTSS team	May 2025	Select Status			
Action Step 1	Analyze end-of-year assessment results to determine the percentage of students in the "at or above" category.	ILT and MTSS team	May 2025	Select Status			
Action Step 2	Compare results to the 95% target and identify factors contributing to successes or challenges.	ILT and MTSS team	May 2025	Select Status			
Action Step 3	Conduct a thorough review of the implementation process, identifying successes, challenges, and lessons learned.	ILT and MTSS team	May 2025	Select Status			
Action Step 4	Use insights from the reflection to refine the small group instruction approach and professional development for the following year	ILT and MTSS team	May 2025	Select Status			
Action Step 5				Select Status			
SY25-SY26 Implementation Milestones							
SY25 Anticipated	Enhanced Differentiation						
Milestones	By the end of SY25 , 80% of teachers will consistently utilize i-Ready do This milestone indicates the successful integration of data-driven dea						
SY26 Anticipated Milestones	Consistent Growth Trends By the end of SY 25 , there will be a consistent upward trend in the percentage of students falling within the "at or above" category on end-of-year assessments. This milestone demonstrates the sustainability of academic growth and achievement improvements.						

Return to Top

### **Goal Setting**

#### Resources: 💋 Indicators of a Quality CIWP: Goal Setting IL-EMPOWER Goal Requirements Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data). For CIWP goals to fulfill IL-EMPOWER requirements, please 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 torgets -Schools designated as Targeted Support identify the student groups named in the designation within the goals above and any other IL-EMPOWER goals 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.

### **Performance Goals**

					Numerica	l Targets [Opti	onal]  🖄
Specify the Goal 🛛 🔏	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 📥	SY24	SY25	SY26
100% of teachers will consistently utilize Math student data from the	Vas	iReady (Math)	Overall	0%	50%	75%	100%

Jump to         Priority         TOA           Reflection         Root Cause         Implemented	Goal Setting	Progress Monitoring	Select the Priority Foundation pull over your Reflections here - ткедоу (мат)		e & Suppo	ortive Lea	rning Env	rironment
i-Ready platform to differentiate instruction within their small groups.				Select Group or Overall				
100% of teachers will consistently utilize Reading student data from the			iReady (Readina)	Overall	0%	50%	75%	100%
i-Ready platform to differentiate instruction within their small groups.	Yes		ikeuoy (keuoing)	Select Group or Overall				
Practice Goals         Identify the Foundations Practice(s) most aligned to your practice goal and identify how you will measure progress towards this goal.         Your practice goals.       Specify your practice goal and identify how you will measure progress towards this goal.         Your practice goals.       SY24       SY25								
		SY24 Ensure that there is alignment with programming with the expectations of incorporating evidence-based practice and tiered interventions. Progress Monitoring:Regularly review student performance data within the Branchin Minds platform. Monitor the frequency effectiveness of differentiated instruct based on data-driven insights. Analyze student engagement levels with tailore interventions		3125			3126	
I&S:2 School teams create, implemen progress monitor academic interven plans in the Branching Minds platfor consistent with the expectations of th Integrity Memo.	t, and tion m he MTSS	programming in the MTSS II incorporating and tiered int Monitoring:Re performance Minds platfor effectiveness based on dat student enga	here is alignment with a with the expectations outlin ntegrity Memo, including a evidence-based practices terventions. Progress egularly review student data within the Branching rm. Monitor the frequency an of differentiated instruction is-driven insights. Analyze agement levels with tailored	Sustainable Growth Trajec Monitoring: Continuously percentage of students fa the "at or above" category end-of-year assessments. trends in student growth a assessment cycles to ensu	track the lling within on Analyze over multiple	Communicati Reflection, an Monitoring: N outcomes of n meetings and using the plat adjustments i based on coll Assess the im development and implement	on and Collad d Improvement fonitor the free collaborative I parent commission form. Track the made to inter aborative dec pact of profe- on teachers' of	nt Progress equency and team nunication ne number of ventions cisions. ssional confidence
progress monitor academic interven plans in the Branching Minds platfor consistent with the expectations of th	t, and tion m he MTSS	programming in the MTSS II incorporating and tiered int Monitoring:Re performance Minds platfor effectiveness based on dat student enga	here is alignment with a with the expectations outlin ntegrity Memo, including a evidence-based practices terventions. Progress egularly review student data within the Branching rm. Monitor the frequency an of differentiated instruction is-driven insights. Analyze agement levels with tailored	Sustainable Growth Trajec Monitoring: Continuously percentage of students fa the "at or above" category end-of-year assessments. trends in student growth a assessment cycles to ensu	track the lling within on Analyze over multiple	Reflection, an Monitoring: M outcomes of meetings and using the plat adjustments based on coll Assess the im development	on and Collad d Improvement fonitor the free collaborative I parent commission form. Track the made to inter aborative dec pact of profe- on teachers' of	nt Progress equency and team nunication ne number of ventions cisions. ssional confidence

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 a Practice

Return to Top

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
100% of teachers will consistently utilize Math student data from the	iReady (Math)	Overall	0%	50%	Select Status	Select Status	Select Status	Select Status
i-Ready platform to differentiate instruction within their small groups.	inedby (Math)	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
100% of teachers will consistently utilize Reading student data from the	iReady (Reading)	Overall	0%	50%	Select Status	Select Status	Select Status	Select Status
i-Ready platform to differentiate instruction within their small groups.	inedby (kedbing)	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Practice Goals				Progress N	lonitoring	
Identified Pract	ices	SY24			Quarter 1	Quarter 2	Quarter 3	Quarter 4

SY24 Progress Monitoring

8

	Select the Priority Foundation to oull over your Reflections here =>	Inclusiv	e & Suppo	rtive Leaı	ning Envi	ironment
I&S:2 School teams create, implement, and progress monitor tie academic intervention plans in the Branching Minds platform rev consistent with the expectations of the MTSS Integrity Memo. Of ins	nsure that there is alignment wi ne expectations outlined in the including incorporating evidence ered interventions. Progress Mo eview student performance date linds platform. Monitor the freq f differentiated instruction base sights. Analyze student engage interventions	MTSS Integrity Memo, e-based practices and initoring:Regularly a within the Branching uency and effectiveness ed on data-driven	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

Jump to Reflection	Priority Root Cause	TOA Implement	Goal Setting tation Plan	Progress Monitoring	Select the Priority I pull over your Refle		Partnership & Engagement
					Reflecti	on on Found	dation
Using the	associated d	ocuments,	is this practice	consistently	implemented?		What are the takeaways after the review of metrics?
Yes	committees,	and commu nd help stude	osters relationship nity members. Fa ents and families	mily and comm	iunity assets are	Areas of strer *the school is *there are ma	s consistent with disseminating information to families any opportunities for parents to come to the school for showcases of student work
Yes			nmunication with ative ways for stak		ommunity members articipate.	and learning Growth areas *provide oppo school-based	x ortunities for collaboration with voting and consensus building regarding
Partially	partnership	s in decision at all levels ar	dent voice infrast making and cent nd efforts of conti	ers student pe	rspective and		ortunities for involvement through the offering of workshops related to school rns and interests
						desire to be r participate in	What is the feedback from your stakeholders? eciate the modes and frequency of school to family communication, however they more involved in the education process. Intermediate and middle school parents n family focaused school offeriengs less frequently than the families of primary udent voice needs to be amplified in the decision making discourse.
		-	ms have surfaced	Ũ	reflection? ecisions that are	ac	related improvement efforts are in progress? What is the impact? Do any of our efforts ddress barriers/obstacles for our student groups furthest from opportunity? uncil was elected last school year but they did not have a clear plan of action.
Return to Top					Determine P	Priorities	
What Students	is the Studen	t-Centered	Problem that yo	ur school will	address in this Prio	ority?	Resources: 💋
	: being hearc	d in academ	ic and cultural/	'climate decis	sions.	٢	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 Ca	use	
V	What is the l	Root Cause	of the identifie	ed Student-C	Centered Problem?	2 2	Resources: 💋
	traditional h	ierarchy wh	ere decisions ar taff members. Ti		ominantly by ne exclusion of stud	dent 🔏	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.
In addition, ad	dults in the b	uilding mig	ht not fully und	erstand the i	mportance of		The root cause is based on evidence found when examining the student-centered problem.

lump to leflection	Root Cause Implementation	<u>n Plan</u> <u>Monitoring</u>	pull over your Refl	Foundation to lections here =>		Partnership & Engageme
vare of thep	student perspectives into de ositive impact that involving te decisions.				specific statements about adult within the school's control.	: practice.
ming from s	the building might be resista tudents. The resistance can ing processes.					
<u>turn to Τορ</u>			Th	eory of Action		
	What is ye	our Theory of Action?	?			
we						Resources: 🜠
	es for students to advocate f nt voice surveys that have be				Quality CIWP: Theory of Acti	
				Theory of Action	is an impactful strategy that co	punters the associated root cause.
ien we see				Theories of action the Goals section	on explicitly aim to improve the e n, in order to achieve the goals	experiences of student groups, identified for selected metrics.
uth-adult po	artnership in decision makin	g at all levels			i is written as an "If we (x, y, and actices), which results in (goals	/or z strategy), then we see (desired "
				All major resourd considered to wr	ces necessary for implementatic rite a feasible Theory of Action.	n (people, time, money, materials) are
tink landa k						
n <mark>ich leads ta</mark> n increase in	o student voice in the areas o	f academics and cultur	re and climate.	A		
turn to Top			Implementa	tion Plan		
<del>turn to Τορ</del>	milestones and action steps p Implementation Plan identifies used to report progress of imp Implementation Plan developm	es, collectively, are compri er milestane should be im team/person responsible idementation. Thent engages the stakeho iensive set of specific acti akeholder groups and pr ters identified and achiev	ning ehensive to implemen pactful and feasible e for implementation Iders closest to the p ons which are releva iority student group: vable timelines.	nting their respective Theories of A management, monitoring frequen priority, even if they are not already nt to the strategy for at least 1 year	cy, scheduled progress checks w y represented by members of th	vith CIWP Team, and data e CIWP team.
<u>eturn to Top</u>	Implementation Plan Milestone milestones and action steps p Implementation Plan identifies used to report progress of imp Implementation Plan developm Action steps reflect a compreh Action steps are inclusive of st Action steps have relevant own	es, collectively, are compri er milestone should be im team/person responsible idementation. Thent engages the stakeho iensive set of specific acti akeholder groups and pr ters identified and achiev <b>onsible for Implement</b>	ning ehensive to implemen pactful and feasible e for implementation Iders closest to the p ons which are releva iority student group: vable timelines.	nting their respective Theories of A management, monitoring frequen priority, even if they are not already nt to the strategy for at least 1 year	y represented by members of the rout.	a goals. The number of with CIWP Team, and data e CIWP team. nitoring Check Ins Q3 4/3/24
<del>eturn to Τορ</del>	Implementation Plan Milestone milestones and action steps p Implementation Plan identifies used to report progress of imp Implementation Plan developm Action steps reflect a compreh Action steps are inclusive of st Action steps have relevant own <b>Team/Individual Respo</b> The ILT and Climate and Cu	es, collectively, are compri er milestone should be im team/person responsible idementation. Thent engages the stakeho iensive set of specific acti akeholder groups and pr ters identified and achiev <b>onsible for Implement</b>	ning ehensive to implemen pactful and feasible e for implementation Iders closest to the p ons which are releva iority student groups rable timelines.	nting their respective Theories of A management, monitoring frequen priority, even if they are not already nt to the strategy for at least 1 years	cy, scheduled progress checks v y represented by members of th r out. <b>Dates for Progress Mo</b>	goals. The number of with CIWP Team, and data © CIWP team. <b>nitoring Check Ins</b>
<u>turn to Τορ</u>	Implementation Plan Milestone milestones and action steps p Implementation Plan identifies used to report progress of imp Implementation Plan developm Action steps reflect a compreh Action steps are inclusive of st Action steps have relevant own <b>Team/Individual Respo</b> The ILT and Climate and Cu	es, collectively, are compri- er milestone should be im team/person responsible lementation. enent engages the stakeho iensive set of specific acti akeholder groups and pr hers identified and achiev <b>onsible for Implement:</b> alture Team	Ining ehensive to implement pactful and feasible e for implementation alders closest to the p ions which are relevation iority student groups vable timelines. Ation Plan 🖄	nting their respective Theories of A management, monitoring frequen priority, even if they are not already nt to the strategy for at least 1 years.	icy, scheduled progress checks w y represented by members of the r out. Dates for Progress Mo Q1 11/15/23 Q2 1/24/24 By When 🖄	a goals. The number of with CIWP Team, and data e CIWP team. nitoring Check Ins Q3 4/3/24 Q4 5/29/24
plementation	Implementation Plan Milestone milestones and action steps p Implementation Plan identifies used to report progress of imp Action steps reflect a compreh Action steps are inclusive of st Action steps have relevant own <b>Team/Individual Respo</b> The ILT and Climate and Cu <b>SY24 Implementation</b> The ILT and ClWP teams will collaboratively develop stuc community.	es, collectively, are compri- er milestone should be im team/person responsible idementation. The state of specific acti- akeholder groups and pr ters identified and achiev onsible for Implements ulture Team on Milestones & Action t establish the foundat dent voice surveys into the consisting of school an and execute this init	Ining ehensive to implement pactful and feasible e for implementation ilders closest to the p ons which are relevation iority student groups rable timelines. Ation Plan A Steps A ion and the school staff, students, iative.	The spective Theories of A management, monitoring frequen priority, even if they are not already int to the strategy for at least 1 years who <u>who</u> ILT, Climate and Culture, and student council coordinator	Dates for Progress checks w r out. Dates for Progress Mo Q1 11/15/23 Q2 1/24/24 By When ▲ October 2023 October 2023	e goals. The number of vith CIWP Team, and data e CIWP team. nitoring Check Ins Q3 4/3/24 Q4 5/29/24 Progress Monitoring
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olementation estone 1 ion Step 1 ion Step 2 ion Step 3	Implementation Plan Milestone milestones and action steps p Implementation Plan identifies used to report progress of ing Action steps reflect a compreh Action steps are inclusive of st Action steps have relevant own <b>Team/Individual Respo</b> The ILT and Climate and Cu <b>SY24 Implementatio</b> The ILT and ClWP teams will collaboratively develop stu- community. Form a dedicated committe and possibly parents to plo Clearly define the objective project. Identify key stakeholders at the initiative. Organize brainstorming se administrators, and other r topics and questions.	es, collectively, are comprar r milestone should be im team/person responsible idementation. The stakeholder groups and pr mers identified and achiev <b>onsible for Implements</b> <b>uture Team</b> <b>on Milestones &amp; Action</b> <b>L establish the foundat</b> <b>dent voice surveys into</b> an and execute this init s, scope, and intended and secure their buy-in of ssions involving studer relevant parties to dete	ning ehensive to implement pactful and feasible e for implementation iders closest to the p ons which are releva- iority student groups rable timelines. ation Plan Steps ion and the school staff, students, iative. outcomes of the and support for hts, teachers, remine the survey	Who Monoral Culture, and student council coordinator	Incy, scheduled progress checks we prepresented by members of the rout. Dates for Progress Mo Q1 11/15/23 Q2 1/24/24 By When ▲ October 2023 October 2023 October 2023 October 2023	i gools. The number of with CIWP Teom, and data e CIWP teom.
plementation lestone 1 cion Step 1 cion Step 2	Implementation Plan Milestone milestones and action steps p Implementation Plan identifies used to report progress of inp Action steps reflect a compreh Action steps are inclusive of st Action steps have relevant own <b>Team/Individual Respo</b> The ILT and Climate and Cu <b>SY24 Implementatio</b> The ILT and ClWP teams will collaboratively develop stu- community. Form a dedicated committe and possibly parents to pla Clearly define the objective project. Identify key stakeholders and the initiative. Organize brainstorming se administrators, and other r	es, collectively, are compra- er milestone should be im team/person responsible idementation. The ent engages the stakeho iensive set of specific acti- akeholder groups and pri- ners identified and achiev <b>onsible for Implement:</b> <b>Juture Team</b> <b>In Milestones &amp; Action</b> I establish the foundat dent voice surveys into the econsisting of school an and execute this init s, scope, and intended and secure their buy-in a ssions involving studer relevant parties to dete	Ining ehensive to implement pactful and feasible e for implementation ilders closest to the p ons which are releva- iority student groups vable timelines. Ation Plan Steps ion and the school staff, students, iative. outcomes of the and support for ints, teachers, irmine the survey vey questions that re, and climate.	Who Monoral Culture, and student council coordinator	In the second se	is goals. The number of with CIWP Team, and data e CIWP team.

Jump to Reflection		ty Foundation to effections here =>		Partnership & Engagement
Action Step 1	Determine the frequency and timing of the surveys (e.g., once per semester, end of the year).	ILT, Climate and Culture, and student council coordinator	December 2023	Select Status
Action Step 2	Choose appropriate survey distribution methods (online platforms paper forms) to ensure maximum participation.	ILT, Climate and Culture, and student council coordinator	December 2023	Select Status
Action Step 3	Promote the surveys through various channels, such as school newsletters and morning announcements.	ILT, Climate and Culture, and student council coordinator	December 2023	Select Status
Action Step 4	Gather and analyze the survey data to identify trends, patterns, ar areas of concern.	d ILT, Climate and Culture, and student council coordinator	December 2023	Select Status
Action Step 5	Share the survey results with all stakeholders, emphasizing transparency and accountability. Organize feedback sessions or focus groups to interpret the data and generate actionable insigh	ILT, Climate and Culture, and student council coordinator :S.	December 2023	Select Status
Implementation Milestone 3	Youth and adults partner to make decisions that will increase student voice in academics and school culture.	ILT, Climate and Culture, and student council coordinator	February 2024	Select Status
Action Step 1	Establish regular meetings that involve both students and adults t discuss survey results and collaboratively address concerns.	ILT, Climate and Culture, and student council coordinator	February 2024	Select Status
Action Step 2	Implement a system to track decisions made based on student ing and hold stakeholders accountable for their commitments.		February 2024	Select Status
Action Step 3	Work with school leadership to integrate student suggestions into the school community.	ILT, Climate and Culture, and student council coordinator	February 2024	Select Status
Action Step 4	Support student-led initiatives aimed at improving school culture, such as student-led events and community-building activities.	ILT, Climate and Culture, and student council coordinator	February 2024	Select Status
Action Step 5				Select Status
Implementation Milestone 4	On-going evaluation and improvement	ILT, Climate and Culture, and student council coordinator	on-going	Select Status
Action Step 1	Continuously assess the effectiveness of the student's advocacy efforts and the impact of student voice in decision-making.	ILT, Climate and Culture, and student council coordinator	on-going	Select Status
Action Step 2	Solicit feedback from students, staff, and parents on the process and outcomes.	ILT, Climate and Culture, and student council coordinator	on-going	Select Status
Action Step 3	Use the feedback to refine and enhance the student council's activities and the implementation of student voice surveys.	ILT, Climate and Culture, and student council coordinator	on-going	Select Status
Action Step 4 Action Step 5				Select Status Select Status
	SV25.SV	6 Implementation Milestones		
SY25 Anticipated Milestones	We will continue to develop, administer, analyze, and implement stu make adjustments as necessary. The goal is to create a sustainab	dent based surveys. We will also	closely monitor the effectiv	eness of the system and 🛛 🔏
SY26 Anticipated Milestones	We will continue to develop, administer, analyze, and implement stu make adjustments as necessary.	dent based surveys. We will also	closely monitor the effectiv	eness of the system and 🛛 🔏

rn to Top				Goal Settin	ıg				
						Resources:	\$		
	Indicators o	f a Quality	CIWP: Goal Setting			IL	-EMPOWER C	oal Requiremen	its
			actice Goals & Performance Goals n ble baselines and trend data).	eflecting end-of-year c	putcomes (numerical targets are optional	For CIWP goals ensure the follow	wing:		<i>,</i> ,
	Practice Goals	s, and at lea	ast 1 Performance Goal per priority, o	can be frequently mon	itored (reported 3X/year or more).	-The CIWP includ -The CIWP includ			
	Goals seek to	address pr	iorities and opportunity gaps by em	bracing the principles	s of <u>Targeted Universalism</u> .	-The goals within	n the reading,	math, and any	other
			s the team(s) responsible for meetin and unique school contexts.	ng the goals that the g	oals are ambitious and attainable based	IL-EMPOWER go -Schools design student groups	ated as Targe	ted Support ide	entify the
	Goals are revi	ewed and a	djusted with most-current data sou	rces, including MOY a	nd EOY.	above and any			unin the goals
	Schools desig	nated as C	omprehensive or Targeted Support	by ISBE meet specified	IL-EMPOWER goal requirements.				
				Perform	nance Goals				
							Numerical	Targets [Opt	ional]  🖄
Specify	y the Goal 🥻	<u> </u>	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 📥	SY24	SY25	SY26

Jump to <u>Reflection</u>	Priority TOA Root Cause Implementa	Goal Setting Progress	Select the Priority Foundatio pull over your Reflections her			Partners	hip & Eng	gagement
	implement collaborative surveys and establish	Yes	Other	Overall	0%	50%	75%	100%
	ctures that highlight and 6 student voice.	Yes	Other	Select Group or Overall				
progress of th	ystem to track the ne established goals. ew the effectiveness of	Yes	Other	Overall	0%	50%	75%	100%
	oice survey efforts and eded to align to current %	ies	Other	Select Group or Overall				

#### **Practice Goals**

Identify the Foundations Practice(s) most aligned to	Specify your practice goal	and identify how you will measure progress	towards this goal. <u>⁄</u>
your practice goals. 🖄	SY24	SY25	<b>SY26</b>
P&E:3 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).	The goal is to regularly infuse student voice in both the academic and culture and climate of the school. Progress will be measured based on the responses students to implementation surveys. Currently, students do not believe they have a say in what they learn or how evidence of learning is demonstrated.	The goal is to regularly infuse student voice in both the academic and culture and climate of the school. Progress will be measured based on the responses students to implementation surveys. Currently, students do not believe they have a say in what they learn or how evidence of learning is demonstrated.	The goal is to regularly infuse student voice in both the academic and culture and climate of the school. Progress will be measured based on the responses students to implementation surveys. Currently, students do not believe they have a say in what they learn or how evidence of learning is demonstrated.
Select a Practice			
Select a Practice			

<u>Return to Тор</u>		SY24 Progress Monitoring						
			Resources:	<i>S</i>				
	above. C	e the goals for this Theory of Action that v IWP Teams will use this section to progres a quarterly basis.						
		Performance Goals		-				
Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Develop and implement collaborative student voice surveys and establish	Other	Overall	0%	50%	Select Status	Select Status	Select Status	Select Status
effective structures that highlight and empower 100% student voice.	Other	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Establish a system to track the progress of the established goals. Regularly review the effectiveness of	Other	Overall	0%	50%	Select Status	Select Status	Select Status	Select Status
the student voice survey efforts and adjust as needed to align to current needs. of 100%	Other	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Practice Goals				Progress N	lonitoring	
Identified Pract	ices	SY24	4		Quarter 1	<b>Ouarter</b> 2	Quarter 3	Quarter 4

Jump to         Priority         TOA         Goal Setting         Progress           Reflection         Root Cause         Implementation Plan         Monitoring	Select the Priority Foundation to pull over your Reflections here =>	_	Partners	ship & Eng	gagement
P&E:3 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).	The goal is to regularly infuse student voice in both the academic and culture and climate of the school. Progress will be measured based on the responses students to implementation surveys. Currently, students do not believe they have a say in what they learn or how evidence of learning is demonstrated.	Select Status	Select Stotus	Select Stotus	Select Stotus
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Jump to Reflection	Priority         TOA         Goal Setting         Progress         Select the Priorit           Root Cause         Implementation Plan         Monitoring         Select the Priorit	flections here =>	Connectedness & Wellbeing
	Reflecti	on on Found	ation
Using the	associated documents, is this practice consistently implemented?		What are the takeaways after the review of metrics?
	Universal teaming structures are in place to support student	The takeawa	ys the teams surfaced as a result of the review of the metrics were as follows.
Yes	connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.		n student-centered enrichment and out-of-school-time programs at the school ess to supplemental academic support during the course of the school day and
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	including a E *we do not h	aming structures are in place to support student connectedness and wellbeing, Behavioral Health Team and Climate and Culture Team ave problems with absenteeism
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 studen interests and needs.	*provide pro	s: tion of the Skyline Integrated SEL component fessional development for restorative practices
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		What is the feedback from your stakeholders?
		Stakeholders	s believe we will benefit from going through the process of learning how to use
			ractices. They also believe we need to ensure the Skyline SEL components are I with fidelity.
What	student-centered problems have surfaced during this reflection?		ny, related improvement efforts are in progress? What is the impact? Do any of our s address barriers/obstacles for our student groups furthest from opportunity?
We need to sti	rengthen our supports for SEL.	started the p	l begin professional development learn restorative practices. We have also brocess of integrating Conscious Discipline into our school community. Calm used to allow children a chance to center themselves and start the school day in ame.
Return to Top	Determine	Priorities	
			Resources: 💋
What Students	is the Student-Centered Problem that your school will address in this Pr	riority?	Determine Priorities Protocol
are lacking en	notional intelligence and connectedness which leads to diminished st increased stress levels, and compromised overall academic success.	udent 🔏	Indicators of a Quality CIWP: Determine Priorities Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core. Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative). For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation. Priorities are determined by impact on students' daily experiences.
Return to Top	Root	Cause	
	What is the Root Cause of the identified Student-Centered Problem		Resources: 💋
As adults in	the building, we		
inadvertently connectednes	perpetuated the student-centered problem of inadequate social-emo ss and well-being by focusing primarily on academic outcomes and ne velopment of students.		Indicators of a Quality CIWP: Root Cause Analysis Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.

ump to eflection		over your Refle	Foundation to ctions here =>		Connectedness & Wellb
			The root caus problem.	se is based on evidence found w	hen examining the student-centered
				are specific statements about ac	Jult practice.
			Root causes o	are within the school's control.	
<u>eturn to Top</u>		Theo	ry of Action		
	What is your Theory of Action?				
f we					Resources: 💋
	ssional development on Conscious Discipline, Sanford Har actices, create systems and structures that support the us			f a Quality CIWP: Theory of A	ction
nd strategie:	5		Theory of Act	ion is grounded in research or e	vidence based practices.
			Theory of Act	ion is an impactful strategy that	counters the associated root cause.
hen we see			Theories of a in the Goals s	ction explicitly aim to improve th ection, in order to achieve the g	e experiences of student groups, iden oals for selected metrics.
	plementation of strategies and skills aligned to student new	eds	💉 Theory of Act	, ,	nd/or z strategy), then we see (desire
			All major reso	urces necessary for implemento	, ation (people, time, money, materials) a
			considered to	write a feasible Theory of Actio	II.
<b>/hich leads t</b> o nprovement	o in their connecteness and social emotional wellbeing.		<u>A</u>		
oturn to Too	Tre	nnlomontat	ion Plan		
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Jump to Reflection	Priority TOA Goal Setting Progress Select the Priority Root Cause Implementation Plan Monitoring pull over your Refi			Connectedness & Wellbeing				
Action Step 1	Develop a framework for integrating Conscious Discipline, Sanford Harmony, and Restorative Practices seamlessly into the existing curriculum.	Climate and culture team	ongoing	Select Status				
Action Step 2	Align each curriculum's principles with relevant subjects and learning objectives.	Climate and culture team	ongoing	Select Status				
Action Step 3	Form peer support networks or learning communities where educators can share experiences, insights, and best practices related to implementing the curricula.	Climate and culture team	May 205	Select Status				
Action Step 4				Select Status				
Action Step 5				Select Status				
Implementation Milestone 3	Curriculum Integration and Consistent Implementation	Climate and culture team	ongoing	Select Status				
Action Step 1	Develop a framework for integrating Conscious Discipline, Sanford Harmony, and Restorative Practices seamlessly into the existing curriculum.	Climate and culture team	October 2025	Select Status				
Action Step 2	Form peer support networks or learning communities where educators can share experiences, insights, and best practices related to implementing the curricula.	Climate and culture team	May 2025	Select Status				
Action Step 3	Set clear expectations for the consistent use of strategies and skills from the curricula in daily interactions with students.	Climate and culture team	October 2024	Select Status				
Action Step 4				Select Status				
Action Step 5				Select Status				
Implementation Milestone 4	Data Analysis and Continuous Improvement	Climate and culture team	ongoing	Select Status				
Action Step 1	Establish a system for collecting data on student social-emotional wellbeing and connectedness.	Climate and culture team	October 2024	Select Status				
Action Step 2	Utilize assessment tools, surveys, and observations to gather meaningful insights.	Climate and culture team	ongoing	Select Status				
Action Step 3	Identify trends, patterns, and areas for improvement.	Climate and culture team	ongoing	Select Status				
Action Step 4	Based on data analysis provide ongoing professional development to address specific areas of improvement	Climate and culture team	ongoing	Select Status				
Action Step 5	Encourage educators to engage in reflective practices, such as regular check-ins and self-assessment, to refine their implementation of the curricula and strategies.	Climate and culture team	ongoing	Select Status				
	SY25-SY26 Implementation Milestones							

SY25 Anticipated Milestones	Sustained Strategy Utilization At the end of SY 25, 100% of educators will consistently incorporate strategies from the curricula into their daily interactions. This milestone demonstrates the establishment of a culture of practice adoption.	
SY26 Anticipated Milestones	Positive Student Feedback By the end of SY 26, student feedback surveys will show a 15% increase in students reporting improved feelings of connectedness and social-emotional well-being. This milestone reflects the early impact of the strategies on students' perceptions.	

	Resources: 💋						
Indicators of a Quality CIWP: Goal Setting					IL-EMPOWER Goal Requirements		
Each priority has both Practice Goals 8 optional and based on on applicable b			outcomes (numerical targets are	For CIWP goals to fulfill IL-EMPOWER requirement ensure the following:			
Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).				-The CIWP includes a reading Performance goal -The CIWP includes a math Performance goal			
Goals seek to address priorities and op	oportunity gaps by en	nbracing the principle	es of <u>Targeted Universalism</u> .	-The goals within the reading, math, and any other			
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.				IL-EMPOWER goals include numerical targets -Schools designated as Targeted Support identify the student groups named in the designation within the c			
based on anticipated strategies and u	nique school contexts	š.					
based on anticipated strategies and u Goals are reviewed and adjusted with n	•		and EOY.		named in the d	esignation withir	
1 0	nost-current data sou	irces, including MOY o		student groups	named in the d	esignation withir	
Goals are reviewed and adjusted with n	nost-current data sou	rces, including MOY o by ISBE meet specifie		student groups	named in the d	lesignation withir VER goals	n the g
Goals are reviewed and adjusted with n	nost-current data sou	rces, including MOY o by ISBE meet specifie	d IL-EMPOWER goal requirements.	student groups	named in the d	esignation withir	n the g

Jump to Reflection	<u>Priority</u> <u>Root Cause</u>	<u>TOA</u> Implemento	<u>Goal Setting</u> ation Plan	Progress Monitoring	Select the Priority Foundatio pull over your Reflections her			Connecte	edness & V	Wellbeing
	tudent-led init		Yes		Other	Overall	0%	50%	75%	100%
and advocac well-being fo	cy for social-er r 100%.	notional	res		Other	Select Group or Overall				
Conscious Di	all educators i iscipline, Sanfo id Restorative	ord	Yes		Other	Overall	0%	50%	75%	100%
interactions.	om activities ar Consistently la Istmets as nee	ook at data	Tes		Other	Select Group or Overall				

#### **Practice Goals**

Identify the Foundations Practice(s) most aligned to	Specify your practice goal and identify how you will measure progress towards this goal. 🖄						
your practice goals. 🙇	SY24	SY25	SY26				
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Student Engagement and Early Impact. Action Steps: Foster student engagement and participation in healing-centered activities and discussions. Progress Monitoring: Collect data on student participation and attitudes toward healing-centered practices through surveys and reflective journals.	Impact on Student Well-Being Action Steps: Continuously assess changes in student well-being and connectedness, comparing data to Year 1. Progress Monitoring: Administer follow-up surveys and analyze disciplinary data to measure improvements in emotional regulation and behavior.	Sustainable Implementation Action Steps: Ensure the integration of healing-centered supports is sustained across classrooms and grade levels. Progress Monitoring: Conduct spot-check classroom observations and review ongoing assessment data to ensure consistent implementation.				
Select a Practice							
Select a Practice							

Return to Top         SY24 Progress Monitoring									
	_		Resour	ces: 💋					
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	Metri	c Student G	roups (Select 1-2) Baseli	ne SY	24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Establish a student-led initiative that promotes awareness, understanding,	Other	Overall	0%	5	0%	Select Status	Select Status	Select Status	Select Status
and advocacy for social-emotional vell-being for 100%.	Other	Select Group	o or Overall			Select Status	Select Status	Select Status	Select Status
nsure that all educators integrate anscious Discipline, Sanford Iarmony, and Restorative Practices	Other	Overall	0%	5	0%	Select Status	Select Status	Select Status	Select Status

Jump to         Priority         TOA         Goal Setting         Progress           Reflection         Root Cause         Implementation Plan         Monitoring	Select the Priority Foundation to pull over your Reflections here =>		Connecte	edness & V	Vellbeing	
into classroom activities and interactions. Consistently look at data to make adjustmets as needed	Select Group or Overall	Select Status	Select Status	Select Status	Select Status	
		Progress Monitoring				
Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4	
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	Student Engagement and Early Impact. Action Ste Foster student engagement and participation in healing-centered activities and discussions. Progr Monitoring: Collect data on student participation attitudes toward healing-centered practices throu surveys and reflective journals.	ress Select and Status	Select Status	Select Stotus	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	l Famil	ly Plan
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If Checked:

 $\checkmark$ 

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

If Checked:

No action needed

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.

1

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