

## 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
Stephen Fabiyi	Principal	stfabiyi1@cps.edu
Jessica Fitzgerald	AP	jfitzgerald3@cps.edu
Sheronda Edwards	Curriculum & Instruction Lead	sgerman-edwards@cps.edu
Janice Howarah	Teacher Leader	jhowarah@cps.edu
Shontiese Nicholson	Partnerships & Engagement Lead	snicholson3@cps.edu
Jonathan Somerfield	Teacher Leader	jmsomerfield@cps.edu
Mikal Clay	Connectedness & Wellbeing Lead	mclay12@cps.edu
Valerie Bryant	Postsecondary Lead	vbryant2@cps.edu
Mark Shaffer	Connectedness & Wellbeing Lead	
Desiree Borders	Parent	
Carmilthea Meeks	Parent	
	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	7/17/23	7/19/23
Reflection: Curriculum & Instruction (Instructional Core)	7/24/23	7/28/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/24/23	7/28/23
Reflection: Connectedness & Wellbeing	7/24/23	7/28/23
Reflection: Postsecondary Success	7/24/23	7/28/23
Reflection: Partnerships & Engagement	7/24/23	7/28/23
Priorities	7/24/23	7/28/23
Root Cause	7/31/23	8/4/23
Theory of Acton	7/31/23	8/4/23
Implementation Plans	7/31/23	8/11/23
Goals	8/1/23	8/11/23
Fund Compliance	9/4/23	9/8/23
Parent & Family Plan	9/4/23	9/8/23
Approval	9/11/23	9/13/23

## SY24 Progress Monitoring Schedule

Indicate the SY24 dates when your CIWP team will hold progress monitoring check-ins.  
As a reference, these dates will auto-populate in your implementation plans.

### CIWP Progress Monitoring Meeting Dates 📅

Quarter 1	9/12/2023
Quarter 2	11/14/2023
Quarter 3	2/6/2024
Quarter 4	5/14/2024

### 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

<p>Yes</p>	<p>All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</p>	<p><a href="#">CPS High Quality Curriculum Rubrics</a></p>	<p>Resources are aligned for students to engage in high quality grade level instruction, however consistent implementation is an area of improvement. Staff and community are invested in the connectedness of well being of students and their inner core. The ILT is in the position to lead and the staff is receptive. There is still room for growth when it comes to practice data. Rigor Walk EOY data shows that 87% of classrooms visited had aligned student objectives and tasks, 75% of classrooms were at taxonomy level of comprehension or lower, and only 37% of classrooms had students utilizing academic vocabulary. STAR360 data shows that 53% of 3rd-8th grade students require urgent interventions and 23% require interventions. IAR literacy data shows that 50% of students tested did not meet expectations and 30% of students tested partially met expectations. IAR Math data shows that 59% of students tested did not meet expectations and 30% of students tested partially met expectations.</p> <p><b>What is the feedback from your stakeholders?</b></p> <p>Curriculum and instruction will guide the vision of closing the gaps in our academic growth. 90% of parents surveyed believed that their students needed more support to access the grade level curriculum and student tasks. 100% of middle schoolers surveyed stated that small group instruction helped their understanding of the objectives and lesson (in literacy and math). 85% of students agreed that they needed more practice with grade level tasks.</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> <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>Partially</p>	<p>Students experience grade-level, standards-aligned instruction.</p>	<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>		
<p>Yes</p>	<p>Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.</p>	<p><a href="#">Powerful Practices Rubric</a></p> <p><a href="#">Learning Conditions</a></p>		
<p>Yes</p>	<p>The ILT leads instructional improvement through distributed leadership.</p>	<p><a href="#">Continuum of ILT Effectiveness</a></p> <p><a href="#">Distributed Leadership</a></p>		

				<a href="#">ACCESS</a>
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.	<a href="#">Customized Balanced Assessment Plan</a> <a href="#">ES Assessment Plan Development Guide</a> <a href="#">HS Assessment Plan Development</a>		<a href="#">TS Gold</a>  <a href="#">Interim Assessment Data</a>
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	<a href="#">Assessment for Learning Reference Document</a>	<p><b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b></p> <p>The alignment of all resources are helpful to our staff. Teachers are bought in with implementing the selected curriculum. When necessary shifts need to take place, we shift in order to meet the needs of the students. In example was the shift back to Eureka. </p>	
<p><b>What student-centered problems have surfaced during this reflection?</b>                  If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>Students need a clear and frequent snapshot of their progress and performance. Students do not actively engage in research based recommended grade level content. </p>				

[Return to Top](#) **Inclusive & Supportive Learning Environment**


Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
	<a href="#">MTSS Integrity Memo</a>	It is essential that the MTSS team reaches it's full potential by having the necessary meetings, a robust menu of interventions along with opportunities to support staff members with capturing student progress as a result of 	Unit/Lesson Inventory for Language Objectives (School Level Data)

Partially	implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	<a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a>
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	<a href="#">MTSS Integrity Memo</a>
Partially	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>
Partially	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>
Partially	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>
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.	


interventions. Current MTSS data shows that 35% of tested are in need of tier 3 math interventions and 22% of students are in need tier 2 interventions. In literacy, 29% of students tested are in need of tier 3 reading interventions and 17% are in need of tier 2 interventions.

On staff, we have 1 staff member trained on restorative practices. YTD attendance for SY23 was 89.3%, with 34% of students identified as chronic absenteeism. In regards to behavior, Metcalfe documented 90 misconducts in SY23 with 39% falling with groups 5 and 6

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

90% of parents surveyed believed that their students needed more support to access the grade level curriculum and student tasks. 100% of middle schoolers surveyed stated that small group instruction helped their understanding of the objectives and lesson (in literacy and math). 85% of students agreed that they needed more practice with grade level tasks. 


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

The largest GAP that exist would be the differentiated implementation of intervention amongst the tiers and documenting them. Efforts that have taken place would be the merger of the MTSS and BHT Team. The BHT team have already experienced success with meeting and designing interventions for students. It is the goal for the MTSS team to use this framework the BHT practices and build from there 

- [MTSS Continuum](#)
- [Roots Survey](#)
- [ACCESS](#)
- [MTSS Academic Tier Movement](#)
- [Annual Evaluation of Compliance \(ODLSS\)](#)
- [Quality Indicators of Specially Designed Curriculum](#)
- [EL Program Review Tool](#)

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

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

Students need to receive different levels of intervention across multiple tiers. Specifically Tier 2 and Tier 3 interventions. Universal strategies from Tier 1 may be present but need strengthening. Students are not in receipt of a variety of tiered intervention on a frequent basis. 

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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

<p>Yes <input type="radio"/></p>	<p>Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.</p>	<p><a href="#">BHT Key Component Assessment</a></p> <p><a href="#">SEL Teaming Structure</a></p>
<p>Yes <input type="radio"/></p>	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>	

The area of most growth centers around the SEL focus of healing and therapy. The areas of growth come along with creation of individual plans as it relates to each student's individual need. Current MTSS data shows that 35% of tested are in need of tier 3 math interventions and 22% of students are in need tier 2 interventions. In literacy, 29% of students tested are in need of tier 3 reading interventions and 17% are in need of tier 2 interventions.

On staff, we have 1 staff member trained on restorative practices. YTD attendance for SY23 was 89.3%, with 34% of students identified as chronic absenteeism. In regards to behavior, Metcalfe documented 90 misconducts in SY23 with 39% falling with groups 5 and 6



- [% of Students receiving Tier 2/3 interventions meeting targets](#)
- [Reduction in OSS per 100](#)
- [Reduction in repeated disruptive behaviors \(4-6 SCC\)](#)
- [Access to OST](#)
- [Increase Average Daily Attendance](#)
- [Increased Attendance for Chronically Absent Students](#)

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 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.

Students could benefit from various forms of re-entry plans from attendance and other areas such as grief, loss and student expectations. Students are missing instruction when they are not present and engaged.

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

90% of parents/community members surveyed believe their students need mental health/social emotional groups and academic groups in school. 100% of stakeholders shared that they lack outside resources in the community and would like the school to provide more after school programming.

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

The partnership with Sustainable Community Schools allows for OST programming to be conducted on a weekly basis to cover a large percentage of the student body

[Reconnected by 20th Day, Reconnected after 8 out of 10 days absent](#)

[Cultivate \(Belonging & Identity\)](#)

Staff trained on alternatives to exclusionary discipline (School Level Data)

[Enrichment Program Participation: Enrollment & Attendance](#)

[Student Voice Infrastructure](#)

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



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**

<p>Yes</p>	<p>An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).</p>	<p><a href="#">College and Career Competency Curriculum (C4)</a></p>
<p>Yes</p>	<p>Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).</p>	<p><a href="#">Individualized Learning Plans</a></p>
<p>Yes</p>	<p>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).</p>	<p><a href="#">Work Based Learning Toolkit</a></p>
<p>N/A</p>	<p>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).</p>	
	<p>Industry Recognized Certification Attainment is</p>	<p><a href="#">ECCE Certification List</a></p>

100% of SY23 8th grade students graduated on time without the need of summer school. On track rates are trending up, with significant increases from SY22 at 26% to 32% in SY23. With continued action planning and proper supports in place, this trend is expected to continue on its growth track. 📌

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

100% of stakeholders surveyed supported the high school and college trips (2 high school trips, 2 college trips) middle school engaged in. 80% of stakeholders agreed that they want an expanded algebra course offering. 📌

- [Graduation Rate](#)
- [Program Inquiry: Programs/participation/attainment rates of % of ECCC](#)
- [3 - 8 On Track](#)
- [Learn, Plan, Succeed](#)
- [% of KPIs Completed \(12th Grade\)](#)
- [College Enrollment and Persistence Rate](#)
- [9th and 10th Grade On Track](#)
- [Cultivate \(Relevance to the Future\)](#)
- Freshmen Connection Programs Offered (School Level Data)



N/A	Industry recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	
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>

**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?**

High SPI index students are prioritized during outreach efforts. 100% of students needing tier 3 interventions have scheduled family meetings to identify needed supports and possible barriers that need to be addressed. 📝

**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.

Problems experienced by a majority of students is a lack of access to communications when posted in google classroom. 📝

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Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<a href="#">Spectrum of Inclusive Partnerships</a>	Communication still remains an area of growth. As communication evolves and differs from parent to parent, we still seek ways to do this effectively. 📝	<a href="#">Cultivate</a> <a href="#">5 Essentials Parent Participation Rate</a>

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Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	<a href="#">Reimagining With Community Toolkit</a>
Partially	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	<a href="#">Student Voice Infrastructure Rubric</a>

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

70% of stakeholders surveyed provided feedback that requested an active PAC, a variety of communication strategies, and bi-weekly classroom newsletters sent home instead of posted online. 📝

[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.

Student voice is a challenge. Although students typically buy-in due to our healing centered environment, the mission and vision around leadership will rely on escalation of student voice 📝

**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 are consistently conducting events to get parents engaged and involved but would like to shift from 1 off events to a cadence of activities and communication that keep 📝

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parents involved.

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Yes	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
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.

What are the takeaways after the review of metrics?

Resources are aligned for students to engage in high quality grade level instruction, however consistent implementation is an area of improvement. Staff and community are invested in the connectedness of well being of students and their inner core. The ILT is in the position to lead and the staff is receptive. There is still room for growth when it comes to practice data. Rigor Walk EOY data shows that 87% of classrooms visited had aligned student objectives and tasks, 75% of classrooms were at taxonomy level of comprehension or lower, and only 37% of classrooms had students utilizing academic vocabulary. STAR360 data shows that 53% of 3rd-8th grade students require urgent interventions and 23% require interventions. IAR literacy data shows that 50% of students tested did not meet expectations and 30% of students tested partially met expectations. IAR Math data shows that 59% of students tested did not meet expectations and 30% of students tested partially met expectations.

What is the feedback from your stakeholders?

Curriculum and instruction will guide the vision of closing the gaps in our academic growth. 90% of parents surveyed believed that their students needed more support to access the grade level curriculum and student tasks. 100% of middle schoolers surveyed stated that small group instruction helped their understanding of the objectives and lesson (in literacy and math). 85% of students agreed that they needed more practice with grade level tasks.

What student-centered problems have surfaced during this reflection?

Students need a clear and frequent snapshot of their progress and performance. Students do not actively engage in research based recommended grade level content.

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?

The alignment of all resources are helpful to our staff. Teachers are bought in with implementing the selected curriculum. When necessary shifts need to take place, we shift in order to meet the needs of the students. In example was the shift back to Eureka.

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

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### Determine Priorities

Resources: 

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

[Determine Priorities Protocol](#)

Students...

do not actively engage in research based grade level content



**Indicators of a Quality CIWP: Determine Priorities**

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.

Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).

For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.

Priorities are determined by impact on students' daily experiences.

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### Root Cause

Resources: 

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

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

As adults in the building, we...

are continuing developing our capacity and best practices surrounding our curriculum (Skyline, Heggerty, Foundations, Eureka).



**Indicators of a Quality CIWP: Root Cause Analysis**

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.

The root cause is based on evidence found when examining the student-centered problem.

Root causes are specific statements about adult practice.

Root causes are within the school's control.

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### Theory of Action

**What is your Theory of Action?**

If we....

Resources: 

effectively design engaging instructional strategies and student learning experiences

then we see....

students actively engaged in the learning process

which leads to...

the achievement of individualized student needs.

**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.

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Resources:

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

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

**Team/Individual Responsible for Implementation Plan**

ILT

**Dates for Progress Monitoring Check Ins**

Q1	9/12/2023	Q3	2/6/2024
Q2	11/14/2023	Q4	5/14/2024

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	Create Planning Sessions where teachers collaborate on lessons and activities	Admin	Q1	<span style="background-color: #2e8b57; color: white; padding: 2px 10px; border-radius: 10px;">Completed</span>

<b>Action Step 1</b>	Produce a GLC Calendar that includes teacher exhibition of engaging practices	Admin	Q1	Completed
<b>Action Step 2</b>	Teachers provide feedback through LASW	Team Leads	Q1	Completed
<b>Action Step 3</b>	Teacher created literacy/math environment expectations	Admin	Q1	Completed
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	Peer Observation	ILT	Q2	In Progress
<b>Action Step 1</b>	Provide staff members with the feedback tools for instruction	Team Leads	Q1	Completed
<b>Action Step 2</b>	Create a schedule for Grade Level Peer Observation and Feedback	Admin	Q1	In Progress
<b>Action Step 3</b>	Create a schedule for Grade Band Peer Observation and Feedback	Admin	Q2	Not Started
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>	Teacher have access to all of the necessary suggested District Curriculum	Admin	Q1	Completed
<b>Action Step 1</b>	Materials distributed Week 0	Admin	Week 0	Completed
<b>Action Step 2</b>	Teachers given time to organize and plan prior to week 1	Admin	Week 0	Completed
<b>Action Step 3</b>	Teachers were provided PD to support district recommended curriculum	Admin, Team Leads	Week 0	Completed
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>	Continued Professional Development on curriculum	ILT	Q1	In Progress
<b>Action Step 1</b>	Survey Staff of PD needs for curriculum	Somerfield	Q1	Completed
<b>Action Step 2</b>	Create PL Calendar for Skyline Literacy	Admin	Q1	Completed
<b>Action Step 3</b>	Create PL Calendar for Eureka	Hill	Q1	In Progress
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

**SY25-SY26 Implementation Milestones**

**SY25 Anticipated Milestones**

*[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?] In SY25 we will begin the school year with the creation of a PD calendar based on the needs assessment/ survey completed by teachers. This will allow ongoing, relevant PD to build teacher capacity.*





**SY26 Anticipated Milestones**

*[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?] SY26 we will have a strong distributive leadership plan in place for Teacher Leaders to support grade band specific needs to continue growing teachers.*



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## 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)	Numerical Targets [Optional]			
				Baseline	SY24	SY25	SY26
Students will engage in complex text and complete grade level tasks increasing the percentage of students meeting and exceeding on the IAR	Yes	IAR (English)	Overall	8	17	29	35
			Select Group or Overall				
Students will engage in Daily Math Cumulative reviews to build growth in each strand of Math resulting in the ability complete multi-step math tasks	Yes	IAR (Math)	Overall	1	8	16	25

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>	Curriculum & Instruction				
Reflection	Root Cause	Implementation Plan	yes		IAR (MATH)	Select Group or Overall				
ability complete multi-step math tasks that will increase the percentage of students meeting and exceeding on the IAR										

### Practice Goals

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

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

	SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Classroom observation data will show 90% of classrooms implementing adopted curriculum with fidelity.	All teachers will attend district wide professional development to build teacher capacity.	Classroom observation data will show 95% of classrooms implementing adopted curriculum with fidelity and best practices.
C&I:2 Students experience grade-level, standards-aligned instruction.	GLC will focus on learning cycle to improve tier one instruction	classroom observations will show increase of rigor in core subjects	classroom observations will show increase of rigor in noncore subjects
Select a Practice			

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### SY24 Progress Monitoring

Resources: 🚀

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

**Performance Goals**

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Students will engage in complex text and complete grade level tasks increasing the percentage of students meeting and exceeding on the IAR	IAR (English)	Overall	8	17	<span>On Track</span>	<span>Select Status</span>	<span>Select Status</span>	<span>Select Status</span>
		<i>Select Group or Overall</i>			<span>Select Status</span>	<span>Select Status</span>	<span>Select Status</span>	<span>Select Status</span>
Students will engage in Daily Math Cumulative reviews to build growth in each strand of Math resulting in the ability complete multi-step math tasks that will increase the percentage of students meeting and exceeding on the IAR	IAR (Math)	Overall	1	8	<span>On Track</span>	<span>Select Status</span>	<span>Select Status</span>	<span>Select Status</span>
		<i>Select Group or Overall</i>			<span>Select Status</span>	<span>Select Status</span>	<span>Select Status</span>	<span>Select Status</span>

**Practice Goals**

**Progress Monitoring**

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Classroom observation data will show 90% of classrooms implementing adopted curriculum with fidelity.	<span>Limited Progress</span>	<span>Select Status</span>	<span>Select Status</span>	<span>Select Status</span>
C&I:2 Students experience grade-level, standards-aligned instruction.	GLC will focus on learning cycle to improve tier one instruction	<span>On Track</span>	<span>Select Status</span>	<span>Select Status</span>	<span>Select Status</span>
<i>Select a Practice</i>		<span>Select Status</span>	<span>Select Status</span>	<span>Select Status</span>	<span>Select Status</span>

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

The area of most growth centers around the SEL focus of healing and therapy. The areas of growth come along with creation of individual plans as it relates to each student's individual need. Current MTSS data shows that 35% of tested are in need of tier 3 math interventions and 22% of students are in need tier 2 interventions. In literacy, 29% of students tested are in need of tier 3 reading interventions and 17% are in need of tier 2 interventions.

On staff, we have 1 staff member trained on restorative practices. YTD attendance for SY23 was 89.3%, with 34% of students identified as chronic absenteeism. In regards to behavior, Metcalfe documented 90 misconducts in SY23 with 39% falling with groups 5 and 6

What is the feedback from your stakeholders?

90% of parents/community members surveyed believe their students need mental health/social emotional groups and academic groups in school. 100% of stakeholders shared that they lack outside resources in the community and would like the school to provide more after school programming.

What student-centered problems have surfaced during this reflection?

Students could benefit from various forms of re-entry plans from attendance and other areas such as grief, loss and student expectations. Students are missing instruction when they are not present and engaged.

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?

The partnership with Sustainable Community Schools allows for OST programming to be conducted on a weekly basis to cover a large percentage of the student body

[Jump to...](#)  
[Reflection](#)

[Priority](#)  
[Root Cause](#)

[TOA](#)  
[Implementation Plan](#)

[Goal Setting](#)

[Progress](#)  
[Monitoring](#)

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

## Connectedness & Wellbeing

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### Determine Priorities

Resources: 

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

[Determine Priorities Protocol](#)

Students...

Students are not receiving a variety research-based interventions on a frequent, consistent basis.



#### Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.

Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).

For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.

Priorities are determined by impact on students' daily experiences.

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### Root Cause

Resources: 

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

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

As adults in the building, we...

need to build the capacity of staff to build an effective menu of interventions that includes best practices for tier 2 and 3 supports.



#### Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.

The root cause is based on evidence found when examining the student-centered problem.

Root causes are specific statements about adult practice.

Root causes are within the school's control.

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### Theory of Action

**What is your Theory of Action?**

If we....

Resources: 

## Connectedness & Wellbeing

build the capacity of staff to implement multi-tiered interventions



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

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

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

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

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

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

then we see....

students receiving effective supports



which leads to...

closing of achievement gaps amongst student



## 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**

MTSS/BHT

**Dates for Progress Monitoring Check Ins**

Q1	9/12/2023	Q3	2/6/2024
Q2	11/14/2023	Q4	5/14/2024

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	GLC Structure inclusive MTSS Action Items	MTSS/BHT	Q1	Completed

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>	Connectedness & Wellbeing	
<a href="#">Reflection</a>	<a href="#">Root Cause</a>	<a href="#">Implementation Plan</a>					
<b>Action Step 1</b>	Craft GLC Framework				Admin	Q1	Completed
<b>Action Step 2</b>	Build Calendar of Dates				Admin	Q1	Completed
<b>Action Step 3</b>	Plan learning cycle stage of each meeting				Admin	Q1	Completed
<b>Action Step 4</b>	Identify teacher learning objective						Completed
<b>Action Step 5</b>	Determine student artifacts						Completed
<b>Implementation Milestone 2</b>	Professional Development for district provided intervention frameworks				Admin/Interventionist	Q1	In Progress
<b>Action Step 1</b>	List of intervention				Interventionist	Q1	In Progress
<b>Action Step 2</b>	Survey of needed training interventions				Interventionist	Q1	In Progress
<b>Action Step 3</b>	PD Calendar				Admin	Q1	In Progress
<b>Action Step 4</b>							Select Status
<b>Action Step 5</b>							Select Status
<b>Implementation Milestone 3</b>	Menu of Interventions				BHT/ILT	Q2	Not Started
<b>Action Step 1</b>	Create the menu				MTSS	Q1	Not Started
<b>Action Step 2</b>	Present the menu to staff				MTSS	Q1	Not Started
<b>Action Step 3</b>	Finalize Interventions Menu				MTSS	Q1	Not Started
<b>Action Step 4</b>							Select Status
<b>Action Step 5</b>							Select Status
<b>Implementation Milestone 4</b>							Select Status
<b>Action Step 1</b>							Select Status
<b>Action Step 2</b>							Select Status
<b>Action Step 3</b>							Select Status
<b>Action Step 4</b>							Select Status
<b>Action Step 5</b>							Select Status

**SY25-SY26 Implementation Milestones**

**SY25 Anticipated Milestones**

[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?] In SY25 we will continue to provide support and PD for teachers focused on MTSS best practices. We will begin peer observations that prioritize intervention planning and implementation.





Jump to...  
[Reflection](#)

[Priority](#)  
[Root Cause](#)

[TOA](#)

[Goal Setting](#)

[Progress](#)  
[Monitoring](#)

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

## Connectedness & Wellbeing

**SY26**  
**Anticipated**  
**Milestones**

[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?] In SY26 we will continue to modify our MTSS menu of interventions using student data to assess effectiveness of interventions to meet the needs of all learners.



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## 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
ILT will create GLC Framework that includes learning cycle for MTSS in order to increase teacher implementation and progress monitoring of tier 2 and 3 interventions with fidelity	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall	math: 80 students tier 2, 117 tier 3 ELA: 72 students tier 2, 113 tier 3			
			Select Group or Overall				

Jump to... <a href="#">Reflection</a>	<a href="#">Priority</a> Root Cause	<a href="#">TOA</a> Implementation Plan	<a href="#">Goal Setting</a> Implementation Plan	<a href="#">Progress</a> Monitoring	Select the Priority Foundation to pull over your Reflections here =>	Connectedness & Wellbeing			
Metcalfe will create a menu of interventions that include tier 2 and 3 research based interventions that aligns schoolwide strategies and builds teacher capacity in order to close the achievement gap.	Yes		MTSS Academic Tier Movement	Overall	math: 80 students tier 2, 117 tier 3 ELA: 72 students tier 2, 113 tier 3				
				Select Group or Overall					

### Practice Goals

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

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

	SY24	SY25	SY26
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	100% of tier 2/3 students have intervention plans in Branching Minds.	100% of teachers utilize MTSS Menu Of Interventions in order to implement best practices.	Increased movement through academic tiers to close the achievement gap.
Select a Practice			
Select a Practice			

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
ILT will create GLC Framework that includes learning cycle for MTSS in order to increase teacher implementation and progress monitoring of tier 2 and 3 interventions with fidelity	% of Students receiving Tier 2/3 interventions meeting targets	Overall	math: 80 students tier 2, 117 tier 3 ELA: 72 students tier 2, 113 tier 3		On Track	Select Status	Select Status	Select Status
		Select Group or Overall			Limited Progress	Select Status	Select Status	Select Status
Metcalf will create a menu of interventions that include tier 2 and 3 research based interventions that aligns schoolwide strategies and builds teacher capacity in order to close the achievement gap.	MTSS Academic Tier Movement	Overall	math: 80 students tier 2, 117 tier 3 ELA: 72 students tier 2, 113 tier 3		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

**Practice Goals**

**Progress Monitoring**

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	100% of tier 2/3 students have intervention plans in Branching Minds.	On Track	Select Status	Select Status	Select Status
Select a Practice		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 =>

## Connectedness & Wellbeing

Select a Practice

Select Status

Select Status

Select Status

Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

The area of most growth centers around the SEL focus of healing and therapy. The areas of growth come along with creation of individual plans as it relates to each student's individual need. Current MTSS data shows that 35% of tested are in need of tier 3 math interventions and 22% of students are in need tier 2 interventions. In literacy, 29% of students tested are in need of tier 3 reading interventions and 17% are in need of tier 2 interventions.

On staff, we have 1 staff member trained on restorative practices. YTD attendance for SY23 was 89.3%, with 34% of students identified as chronic absenteeism. In regards to behavior, Metcalfe documented 90 misconducts in SY23 with 39% falling with groups 5 and 6

What is the feedback from your stakeholders?

90% of parents/community members surveyed believe their students need mental health/social emotional groups and academic groups in school. 100% of stakeholders shared that they lack outside resources in the community and would like the school to provide more after school programming.

What student-centered problems have surfaced during this reflection?

Students could benefit from various forms of re-entry plans from attendance and other areas such as grief, loss and student expectations. Students are missing instruction when they are not present and engaged.

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?

The partnership with Sustainable Community Schools allows for OST programming to be conducted on a weekly basis to cover a large percentage of the student body

[Jump to...](#)  
[Reflection](#)

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

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## Determine Priorities

Resources: 

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

[Determine Priorities Protocol](#)

Students...

are missing instruction due to a lack of connectedness to the school's core values.



**Indicators of a Quality CIWP: Determine Priorities**

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.

Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).

For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.

Priorities are determined by impact on students' daily experiences.

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## Root Cause

Resources: 

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

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

As adults in the building, we...

need to prioritize informing students and community of our core values.



**Indicators of a Quality CIWP: Root Cause Analysis**

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.

The root cause is based on evidence found when examining the student-centered problem.

Root causes are specific statements about adult practice.

Root causes are within the school's control.

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## Theory of Action

**What is your Theory of Action?**

If we....

Resources: 

involve students and the families in the creation and implementation of our instruction

then we see....

student's actively receiving and engaging in culturally relevant material

which leads to...

student agency in work and achievement

**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/YIS/BHT

**Dates for Progress Monitoring Check Ins**

Q1 9/12/2023      Q3 2/6/2024

Q2 11/14/2023      Q4 5/14/2024

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	Increase attendance rate	Attendance team	Q1	In Progress




Jump to... [Priority](#) [TOA](#) [Goal Setting](#) [Progress Monitoring](#) Select the Priority Foundation to pull over your Reflections here =>

## Connectedness & Wellbeing

<b>Action Step 1</b>	Create Attendance Incentives	ILT	Q1	In Progress
<b>Action Step 2</b>	Teachers will have biweekly communication with families	Admin	Q1	In Progress
<b>Action Step 3</b>	Morning Wake-Up Calls	Students	Q1	Completed
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 2</b>	Student consistently receive ample instruction time	BHT	Q2	Completed
<b>Action Step 1</b>	Create a school wide behavior matrix	Admin	Q1	Completed
<b>Action Step 2</b>	Create attendance incentives	ILT	Q1	Completed
<b>Action Step 3</b>	Utilize a youth intervention specialist	Admin	Q1	Completed
<b>Action Step 4</b>	Implementation of PBIS	Admin	Q1	In Progress
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>	Fully functioning PAC that leads Family Fridays focused on Metcalfe core values	Culture/Climate	Q2	In Progress
<b>Action Step 1</b>	PAC leaders	Admin	Q1	Completed
<b>Action Step 2</b>	PAC calendar creation with core value topics	PAC with culture/climate team	Q2	In Progress
<b>Action Step 3</b>	Family friday planning and implementation	culture climate team	Q3	Not Started
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

### SY25-SY26 Implementation Milestones

**SY25 Anticipated Milestones** *[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?] In SY25 we will work toward student leaders to join stakeholder discussions and planning of curriculum and instruction implementation* 

Jump to...  
Reflection

Priority  
Root Cause

TOA  
Implementation Plan

Goal Setting

Progress  
Monitoring

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

## Connectedness & Wellbeing

**SY26 Anticipated Milestones**

[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?] With feedback from all stakeholders, Metcalfe will continue to fully engage parents, students, teachers, and community members to increase family engagement, mental health resources and awareness, and culturally relevant instruction



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## 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
Increased feeling of connectedness for families through use of Family Fridays, family meetings, and communication in order to see an increase in attendance and family engagement in school goals	Yes	Increase Average Daily Attendance	Overall	SY23 88.2%			
			Select Group or Overall				
			Select Group or Overall				
	Select Answer	Select Metric					

<a href="#">Jump to...</a>	<a href="#">Priority</a>	<a href="#">TOA</a>	<a href="#">Goal Setting</a>	<a href="#">Progress Monitoring</a>	<a href="#">Select the Priority Foundation to pull over your Reflections here =&gt;</a>	<b>Connectedness &amp; Wellbeing</b>			
<a href="#">Reflection</a>	<a href="#">Root Cause</a>	<a href="#">Implementation Plan</a>	<a href="#">Select Answer</a>	<a href="#">Select Metric</a>	<a href="#">Select Group or Overall</a>				

### 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
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Metcalfe will have a fully functional PAC that supports family engagement initiatives	Parent volunteers will increase by 15%	PAC will create and plan family engagement strategies and Metcalfe will have a functioning parent volunteer program.
<a href="#">Select a Practice</a>			
<a href="#">Select a Practice</a>			

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
Increased feeling of connectedness for families through use of Family Fridays, family meetings, and communication in order to see an increase in attendance and family engagement in school goals	Increase Average Daily Attendance	Overall	SY23 88.2%		<span>On Track</span>	<span>Select Status</span>	<span>Select Status</span>	<span>Select Status</span>
		Select Group or Overall			<span>Select Status</span>	<span>Select Status</span>	<span>Select Status</span>	<span>Select Status</span>
	Select Metric	Select Group or Overall			<span>Select Status</span>	<span>Select Status</span>	<span>Select Status</span>	<span>Select Status</span>
	Select Metric	Select Group or Overall			<span>Select Status</span>	<span>Select Status</span>	<span>Select Status</span>	<span>Select Status</span>

**Practice Goals**

**Progress Monitoring**

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Metcalfe will have a fully functional PAC that supports family engagement initiatives	<span>On Track</span>	<span>Select Status</span>	<span>Select Status</span>	<span>Select Status</span>
Select a Practice		<span>Select Status</span>	<span>Select Status</span>	<span>Select Status</span>	<span>Select Status</span>
Select a Practice		<span>Select Status</span>	<span>Select Status</span>	<span>Select Status</span>	<span>Select Status</span>

If Checked:

Complete  
IL-Empower  
Section below



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

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

If Checked:

No action needed



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

## IL-Empower

### IL-EMPOWER GRANT ASSURANCES

*By checking the boxes below, you indicate that your school understands and complies with each of the grant assurances listed.*



The purpose of the IL-Empower grant funds, authorized under Title I, Part A, Section 1003 School Improvement of the Elementary and Secondary Education Act, is to support local education agencies (LEAs), via the Statewide System of Technical Assistance and Support (IL-EMPOWER) to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities. The goal is to provide all children significant opportunity to receive a fair, equitable, and high-quality education by providing adequate resources to substantially raise the achievement of students in lowest and underperforming schools, as defined by the Illinois State Board of Education (ISBE).



The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status.



Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:

- q) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
- b) Contracting for professional services from State-Approved Learning Partners
- c) Conducting school-level needs assessments
- d) Analyzing data
- e) Identifying resource inequities
- f) Researching and implementing evidence-based interventions
- g) Purchasing standards-aligned curriculum and materials
- h) Purchasing and administering local assessments for progress monitoring



Supplement, not supplant is in effect. Schools and LEAs shall use IL-Empower grant funds only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.



Schools designated for comprehensive or targeted support can expect four years of continuation funding from the initial summative designation. Improvement status defines the up-to four-year term that runs concurrently with the IL-EMPOWER grant program. Status and funding begin with an initial summative designation of comprehensive or targeted and continue through the remaining part of the first year in the planning phase of the grant and are followed by three consecutive years of implementation. School Improvement funding is awarded concurrently with improvement status. Improvement status and grant funding continue concurrently for up to four years regardless of positive changes in annual summative designations because IL-EMPOWER is structured to support local efforts with scaffolded support of sufficient size and longevity to improve outcomes for students and exit improvement status within a four-year grant term.



School Improvement Reports (SIR) are due on a triannual basis.



Schools in comprehensive improvement status must work with a State-Approved Learning Partner to address areas identified in the respective school improvement plans. Schools in targeted improvement status may or may not elect to work with a State-Approved Learning Partner. Approved Learning Partners are contracted by ISBE and are authorized to provide direct professional learning services in evidence-based practices to LEAs and comprehensive and targeted schools. Only vendors selected for an executed contract with ISBE may provide services to IL-Empower districts and schools (both comprehensive and targeted) using Title I, Part A, Section 1003 School Improvement funds, and likewise only those subcontractors included in either the executed contract or subsequent written approval by ISBE may provide services to IL-EMPOWER districts and schools.



As a grant recipient, you may be required to participate in program evaluation activities, site monitoring visits, and audit protocols.

As part of annual grant application and amendment processes, you may be asked to submit additional information regarding budget requests and alignment of budget allocations to CIWP.

**IL-EMPOWER SMART GOALS**

*Of the goals developed earlier in this CIWP, please choose at least 2, and up to 3, that will be your focus areas for IL-Empower. These goals should be in alignment with your ISBE designation and reference specific student groups, as applicable. As part of the annual grant application and amendment processes, please be prepared to outline how your IL-Empower grant budgets will support the chosen goal(s).*

**IL-Empower Goals Must have a Numerical Target**

Select a Goal Below

**Required Math Goal**

**IAR (Math): Students will engage in Daily Math Cumulative reviews to build growth in each strand of Math resulting in the ability complete multi-step math tasks that will increase the percentage of students meeting and exceeding on the IAR**

**Required Reading Goal**

**IAR (English): Students will engage in complex text and complete grade level tasks increasing the percentage of students meeting and exceeding on the IAR**

**Optional Goal**

Select a Goal

Student Groups	Baseline	SY24	SY25	SY26
Overall	1	8	16	25
Select Group or Overall				
Overall	8	17	29	35
Select Group or Overall				

## Parent and Family Plan

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



### **Our school is a Title I school operating a Schoolwide Program**

This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.

If Checked:  
No action needed



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

### **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.*

*Early Literacy Support, Math Intervention, Written Communication, Reading Stamina, Complex Text, Academic Vocabulary, Student Discourse, Small Group Instruction, Foundational Literacy Skills  
Foundational Math Skills*



*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