

## 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
Jennifer Dixon	Principal	jdkixon@cps.edu
Stephen Caropreso	AP	spcaropreso@cps.edu
Renee Robinson	Inclusive & Supportive Learning Lead	rarobinson1@cps.edu
Krista Wahlstrom	Curriculum & Instruction Lead	kflaminio@cps.edu
Madeleine Lekas	Postsecondary Lead	mmlekas@cps.edu
Tracy Caronia	Inclusive & Supportive Learning Lead	tcaronia@cps.edu
Nicole Kirchmer	Teacher Leader	ansalerno@cps.edu
Deirdre Asnis	LSC Member	deirdreasnis@gmail.com
Stef Coleman	Parent	stefcoleman@northrivercommission.org
Tammy Johnston	Teacher Leader	tjohnston@cps.edu
Nancy Gomez	Teacher Leader	nmgomez@cps.edu
	Select Role	

## Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date	
Team & Schedule	5/30/23	5/30/23	
Reflection: Curriculum & Instruction (Instructional Core)	9/1/23	9/1/23	
Reflection: Inclusive & Supportive Learning (Instructional Core)	9/1/23	9/1/23	9/1/23
Reflection: Connectedness & Wellbeing	9/1/23	9/1/23	9/1/23
Reflection: Postsecondary Success	9/1/23	9/1/23	9/1/23
Reflection: Partnerships & Engagement	9/1/23	9/1/23	9/1/23
Priorities	9/1/23	9/1/23	9/1/23
Root Cause	9/1/23	9/1/23	9/1/23
Theory of Acton	9/7/23	9/7/23	9/7/23
Implementation Plans	9/7/23	9/7/23	9/7/23
Goals	9/7/23	9/7/23	9/7/23
Fund Compliance	9/7/23	9/7/23	9/7/23
Parent & Family Plan	9/7/23	9/7/23	9/7/23
Approval	9/14/23	9/14/23	

## 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	Thursday, October 5, 2023
Quarter 2	Thursday, November 2, 2023
Quarter 3	Thursday, January 18, 2024
Quarter 4	Thursday, April 18, 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](#)

[Return to Top](#)

**Curriculum & Instruction**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<a href="#">CPS High Quality Curriculum Rubrics</a>	<p>Students demonstrate high levels of engagement, particularly with sports and after school programs. We are in compliance with signage throughout the building that demonstrates inclusive practice. We have a robust set of SEL approaches, including Calm Classroom and Second Step. The Palmer Pledge allows students to have a mantra that supports inclusivity and cultural responsiveness. Teachers have collaborated to developed literature based and culturally responsive unit plans following understanding by design. These units reflect the shifts found in the Common Core State Standards. Special education teachers are able to collaborate with general education teachers as a result of our organized and aligned curriculum. We utilize Foundations, Heggarty Phonemic Awareness, and Lexia to support Foundational Skills Instruction. In math, we have K-8th Grade alignment through the use of the GoMath curriculum. Unit plans incorporate culturally responsive texts that allow for students to explore their own identity and the identity of others. Our unit plans start with the standards and allow for the exploration of essential questions. From those essential questions, our educators are free to adopt and differentiate instruction to meet student needs. We have newly incorporated an Anti Bias curriculum through the ADL, as well as a new social studies curriculum (My World). Palmer participates in the Student Voice program, as well as hosting a Student Council at the local level. Our MTSS program allows students with an area of deficit to receive a targeted intervention supported by research. Data is used throughout professional learning and in grade level meetings.</p> <p><b>What is the feedback from your stakeholders?</b></p> <p>Data is used through BHT (the strengths and difficulties questionnaire), as well as at grade level teams through the use of iReady, ANET, and Star360. This feedback was provided by educators. Feedback from students was collected during our Shadow a Student Day, a powerful practice to collect student voice. In reviewing empathy interview data, we found that students very much enjoy projects and group activities. This was true more frequently in the upper grades. Students reported that teachers value their opinion and they greatly enjoy our school's incorporation of technology, as well as the texts we have selected. Students reported enjoying learning about the cultures of others. Students themselves report having access to books that represent different cultures. Parents are interested in having conversations around the homework policy and developing it collaboratively. This has been brought up anecdotally and formally in Local School Council Meetings. Student-teacher trust remains an area to explore further, based on a review of Five Essentials Data, which is reflective of student voice.</p> <p><b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b></p> <p>With regard to improvement, we would like to see more of our educators leading professional learning throughout the school. While we have strong grade level teams that are monitoring both classroom and grade level student performance, the ILT could improve in the structures used to address whole school areas of growth. For improvement, the team would like to work on balanced assessment systems and strengthening these practices throughout the school. This may require an inventory of assessment systems being used currently in the school to create more consistent practices (those assessments that occur daily through formative measures, specifically). We would like to explore further the concept of evidence based assessment and build up our practice.</p>	<a href="#">iAR (Math)</a> <a href="#">iAR (English)</a> Rigor Walk Data (School Level Data) <a href="#">PSAT (EBRW)</a> <a href="#">PSAT (Math)</a> <a href="#">STAR (Reading)</a> <a href="#">STAR (Math)</a> <a href="#">iReady (Reading)</a> <a href="#">iReady (Math)</a> <a href="#">Cultivate</a> <a href="#">Grades</a> <a href="#">ACCESS</a> <a href="#">TS Gold</a> <a href="#">Interim Assessment Data</a>
Yes	<a href="#">Rigor Walk Rubric</a> <a href="#">Teacher Team Learning Cycle Protocols</a> <a href="#">Quality Indicators of Specially Designed Instruction</a>		
Yes	<a href="#">Powerful Practices Rubric</a> <a href="#">Learning Conditions</a>		
Yes	<a href="#">Continuum of ILT Effectiveness</a> <a href="#">Distributed Leadership</a>		
Yes	<a href="#">Customized Balanced Assessment Plan</a> <a href="#">ES Assessment Plan Development Guide</a> <a href="#">HS Assessment Plan Development</a>		
Partially	<a href="#">Assessment for Learning Reference Document</a>		

**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.

Generally, students in the primary grade levels struggle with math more than reading, while the reverse is true in the upper grades. This student centered problem is evidenced by our iReady and Star360 Data. Additionally, we have found a student centered problem surfacing around peer to peer interactions that, while not pervasively negative at all, could always be improved upon based on a review of our Five Essentials Data, as well as our student empathy interviews.

[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
Yes	<a href="#">MTSS Integrity Memo</a> <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a>	<p>There is an MTSS team comprised of our interventionists in consultation with our related service providers and homeroom teachers. The Problem Solving Process includes the use of a universal screener, parents are notified of intervention placement and are allowed the opportunity to opt out. We have a specific research-based curriculum aligned to any potential student area of deficit that may arise as a result of data analysis. Our MTSS team takes the lead on fully documenting interventions in Branching Minds. Based on information in Dashboard, 49% of DL students are in LRE1, 39% in LRE2, and LRE3 is 10% which demonstrates that the majority of students are being serviced in an inclusion setting, while taking into account our two Cluster Programs.</p> <p><b>What is the feedback from your stakeholders?</b></p> <p>Our Case Manager ensures that we following the schedule for IEPs and parents are informed throughout the process. This is reported based on the perspective of special education teachers.</p>	<a href="#">Unit/Lesson Inventory for Language Objectives (School Level Data)</a> <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a> <a href="#">ACCESS</a> <a href="#">MTSS Academic Tier Movement</a> <a href="#">Annual Evaluation of Compliance (ODLSS)</a> <a href="#">Quality Indicators of Specially Designed Curriculum</a> <a href="#">EL Program Review Tool</a>
Yes	<a href="#">MTSS Integrity Memo</a>		
Yes	<a href="#">LRE Dashboard Page</a>		

Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	<a href="#">IDEA Procedural Manual</a>
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.	

teachers. Our IEP Evaluation Compliance Summary is at 100% based on a review of data in SSM. Anecdotal evidence from teachers suggests that they would like more assistance supporting our Newcomer Students. EL students, anecdotally would like more teacher supports in the classroom.

**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?**

While these have been purchased, we would like more access for students when it comes to texts in native language. While we have the ability to translate in Spanish, we do need to prioritize the purchasing of Arabic Keyboards, as well as increasing student access to novels in native lanugauge. Professional Learning efforts have focused on translanguaging, and more recently professional texts have been purchased for teachers and there is a plan for review and implementation of the strategies appropriate to addressing student need. While our unit plans are strong as evidenced by a checklist review of UbD practices, it would be worth the time to refresh the language objectives found within the unit plans.

**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 are struggling with finding independent books to read at their level that area high interest and low readability as evidenced by anecdotal evidence, reading conferences with students, and empathy interview data. Based on Shadow a Student Day, and interviews with ELs, we have found that students demonstrate lower levels of confidence and willingness to take risks in class, demonstrating a need to focus on growth mindset instruction and supports.

[Return to Top](#)

**Connectedness & Wellbeing**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<a href="#">BHT Key Component Assessment</a>  <a href="#">SEL Teaming Structure</a>	We have a BHT and a CCT that are strong and established. There are several team members that represent a range of areas of expertise. There are meeting minutes to document each meeting, as well as participate in district wide PLCs on the subject. We have Second Step, Calm Classroom, and a new Anti Bias Curriculum through the Anti Defamation Leage. We also supplement our SEL approaches through the Teach Kindness Program through Illinois Stand for Children. We are a Restorative Practices Leadership Team and there is a Google Form teachers use to request restorative conversations, peace circles, and talking circles. Our Success Bound curriculum also include a focus on SEL, and our unit plans often include the Illinois SEL standards. Several targeted classrooms have access to a tiered approach to SEL called Bouncy (an electronic therapy dog). We have community partnerships including Between Friends and Resilience. We also have robust Tier II and Tier III SEL supports for students and an award winning counselor.	<a href="#">% of Students receiving Tier 2/3 interventions meeting targets</a>  <a href="#">Reduction in OSS per 100</a>  <a href="#">Reduction in repeated disruptive behaviors (4-6 SCC)</a>  <a href="#">Access to OST</a>  <a href="#">Increase Average Daily Attendance</a>  <a href="#">Increased Attendance for Chronically Absent Students</a>  <a href="#">Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</a>
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	<b>What is the feedback from your stakeholders?</b> Teachers report enjoying talking circles and based on data collected through our Google Survey, there are scheduled quite frequently in classrooms. The data (based on frequency) demonstrates that teachers feel comfortable requesting supports. Anecdotally, partners report having conversations with teachers around our approach to self regulation in the classroom, of which we offer them several programs. The counselor reports that students request talking circles and restorative conversations, demonstrating student awareness of the approaches. In total, 47 students were referred to our BHT for services in the 22-23 school year. Five Essentials Data demonstrates that students reported a decline in student safety (48% to 37% feeling safe), which is worth further exploration.	<a href="#">Cultivate (Belonging &amp; Identity)</a>  Staff trained on alternatives to exclusionary discipline (School Level Data)  <a href="#">Enrichment Program Participation: Enrollment &amp; Attendance</a>  <a href="#">Student Voice Infrastructure</a>  <a href="#">Reduction in number of students with dropout codes at EOY</a>
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.

We want to continue our efforts to support students in our GSA, as well as a focus on whole school equity efforts, as these students may experience marginalization. Based on available SDQ data from students referred to the BHT, we notice that students demonstrate dysregulation and attention spans. Additionally, a student centered problem exists as evidenced by our Shadow a Student Day that building social skills on the playground (during less structured times) continues to be a need. Based on Aspen Incident Report Data, we do see that students more often struggle with gaining support around cyber bullying.

**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 have implemented a new Anti Bias Curriculum, and we have two teachers leaders who are focused on refined use of the Teach Kindness Program through Illinois Stand for Children. We are strengthening our supports for students within the LGBTQ community through our partnerhsip with the Human Rights Campaign and our local GSA. This support includes a parent workshop to provide ideas and a safe place for discussion.

[Return to Top](#)

## Postsecondary Success

Postsecondary only applies to schools serving 6th grade and up. If your school does not serve any grades within 6th-12th grade, please skip the Postsecondary reflection.

**Using the associated references, is this practice consistently implemented?** (If your school does not serve any grade level listed, please select N/A)

### References

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

### Metrics

Yes	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).	<a href="#">College and Career Competency Curriculum (C4)</a>
Partially	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	<a href="#">Individualized Learning Plans</a>
Yes	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	<a href="#">Work Based Learning Toolkit</a>
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).	
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	<a href="#">ECCE Certification List</a>
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	<a href="#">PLT Assessment Rubric</a>
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	<a href="#">Alumni Support Initiative One Pager</a>

Palmer hosts a well attended Career Day and partners with Junior Achievement. We fully implement Success Bound through co-teaching efforts between our counselor and middle school teachers. We would like to work on strengthening exposure to post secondary pathways through college visits. Our counselor follows up with all middle school students to provide support as they explore options beyond the elementary school experience.

**What is the feedback from your stakeholders?**  
Our counselor reports that students enjoy Success Bound and students are able to communicate with a GPA is, as well as what it means to be on track. She conducts individual conferences with students in 8th grade to support them in the high school process. Teacher anecdotal evidence suggestions that students are seeking input from the counselor regarding high school options. Our counselor is currently planning a high school fair.

**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 implementing School Links this year, which takes over where Naviance left off. This is used for Career Exploration, Post Secondary Planning, and Individual Learning Plans. We continue to focus on Career Day, Junior Achievement, Success Bound, and our counselor's individual student conferences and support around high school related goals.

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

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

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

Based on student empathy interviews, we found that students are struggling with motivation and diversity of planning when it comes to future career aspirations. This may be due to lack of exposure. Empathy interview experiences also demonstrated a student struggle with understanding and being motivated by the purpose of school.

[Return to Top](#)

## Partnership & Engagement

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

### References

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

### Metrics

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.	<a href="#">Spectrum of Inclusive Partnerships</a>
Yes	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>

We have several family engagement structures including Friends of Palmer, Parent Advisory Council, Bilingual Advisory Committee, and the Local School Council. We host several parent events through all four of these parent organizations. Our school also hosts several family events, including Career Day, Family Reading Night, STEAM Night, Fine Arts Program, Musical, as well as inviting families to come and see special student exhibitions of learning. We also host the Winter Program, which showcases student creativity, along with our Art Show.

<a href="#">Cultivate</a>
<a href="#">5 Essentials Parent Participation Rate</a>
<a href="#">5E: Involved Families</a>
<a href="#">5E: Supportive Environment</a>
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)
Yes	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles &amp; CIWP).</p> <p><a href="#">Student Voice Infrastructure Rubric</a></p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>New from last year, our Art Show and Musical were very well attended, including our Friends of Palmer Family Movie Night, which hosted several parents and community members. BAC and PAC are well attended as evidenced by attendance records. The ESL class is also relied upon by parents learning English as a Second Language. Parents attend Field Trips with classes, as well as attend special exhibitions of learning.</p>	Formal and informal family and community feedback received locally. (School Level Data)
	<p><b>What student-centered problems have surfaced during this reflection?</b></p> <p>If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>	<p><b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b></p>	
	<p>Anecdotally we notice that students whose families may not engage in programs as frequently, particularly those with an equity focus, experience more trouble forming supportive relationships with peers.</p>	<p>We are continuing our work with an equity focus and working with the Human Rights Campaign on parent workshops focused on allyship for those in the LGBTQ community. Our LSC is also looking to form sub committees around local homework policy, parents are also interested in exploring different models of gifted education.</p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	Students experience grade-level, standards-aligned instruction.
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.
Yes	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

Students demonstrate high levels of engagement, particularly with sports and after school programs. We are in compliance with signage throughout the building that demonstrates inclusive practice. We have a robust set of SEL approaches, including Calm Classroom and Second Step. The Palmer Pledge allows students to have a mantra that supports inclusivity and cultural responsiveness. Teachers have collaborated to develop literature based and culturally responsive unit plans following understanding by design. These units reflect the shifts found in the Common Core State Standards. Special education teachers are able to collaborate with general education teachers as a result of our organized and aligned curriculum. We utilize Foundations, Heggarty Phonemic Awareness, and Lexia to support Foundational Skills Instruction. In math, we have K-8th Grade alignment through the use of the GoMath curriculum. Unit plans incorporate culturally responsive texts that allow for students to explore their own identity and the identity of others. Our unit plans start with the standards and allow for the exploration of essential questions. From those essential questions, our educators are free to adapt and differentiate instruction to meet student needs. We have newly incorporated an Anti Bias curriculum through the ADL, as well as a new social studies curriculum (My World). Palmer participates in the Student Voice program, as well as hosting a Student Council at the local level. Our MTSS program allows students with an area of deficit to receive a targeted intervention supported by research. Data is used throughout professional learning and in grade level meetings.

What is the feedback from your stakeholders?

Data is used through BHT (the strengths and difficulties questionnaire), as well as at grade level teams through the use of iReady, ANET, and Star360. This feedback was provided by educators. Feedback from students was collected during our Shadow a Student Day, a powerful practice to collect student voice. In reviewing empathy interview data, we found that students very much enjoy projects and group activities. This was true more frequently in the upper grades. Students reported that teachers value their opinion and they greatly enjoy our school's incorporation of technology, as well as the texts we have selected. Students reported enjoying learning about the cultures of others. Students themselves report having access to books that represent different cultures. Parents are interested in having conversations around the homework policy and developing it collaboratively. This has been brought up anecdotally and formally in Local School Council Meetings. Student-teacher trust remains an area to explore further, based on a review of Five Essentials Data, which is reflective of student voice.

What student-centered problems have surfaced during this reflection?

Generally, students in the primary grade levels struggle with math more than reading, while the reverse is true in the upper grades. This student centered problem is evidenced by our iReady and Star360 Data. Additionally, we have found a student centered problem surfacing around peer to peer interactions that, while not pervasively negative at all, could always be improved upon based on a review of our Five Essentials Data, as well as our student empathy interviews.

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?

With regard to improvement, we would like to see more of our educators leading professional learning throughout the school. While we have strong grade level teams that are monitoring both classroom and grade level student performance, the ILT could improve in the structures used to address whole school areas of growth. For improvement, the team would like to work on balanced assessment systems and strengthening these practices throughout the school. This may require an inventory of assessment systems being used currently in the school to create more consistent practices (those assessments that occur daily through formative measures, specifically). We would like to explore further the concept of evidence based assessment and build up our practice.

Return to Top Determine Priorities

Resources:

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

Students... have demonstrated a deficit with regard to engagement and interest in reading. We have also noticed an issue centered around reading growth and stamina, specifically within our iReady and Star360 data sets. Speed and accuracy also is a demonstrated student areas of growth, as evidenced by a sample of our MTSS screeners with students hovering around the 50th Percentile as measured by fluency assessments.

[Determine Priorities Protocol](#)

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

Return to Top Root Cause

Resources:

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

As adults in the building, we... are not engaging our students in collaborative grouping as frequently in the upper grades as is present in the lower grades. This is also the case for project based learning, which has not been solidified across the school as an implemented practice. Independent reading structures are not currently sufficient for our struggling readers. Classroom libraries are being used sporadically and need to be supplemented with equity focused texts (Language, culture, gender, and sexual orientation). Finally, reading workshop practices should be strengthened as a structure that supports in class differentiation.

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

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

Return to Top Theory of Action

What is your Theory of Action?

If we... engage our students (particularly those in the upper grades) with collaborative groups, project based learning, independent reading practices, and reading workshops. For P-2, if we establish a quarterly meeting schedule to allow time for these educators to me...

Resources:

**Indicators of a Quality CIWP: Theory of Action**  
 Theory of Action is grounded in research or evidence based practices. Theory of Action is an impactful strategy that counters the associated root cause.

then we see... classrooms using small groups, instruction that builds upon student curiosities, and teachers leveraging classroom libraries for independent reading... For P-2, we will see educators sharing instructional practices, planning and implementing aligned, standards-based lessons across this grade level...

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

which leads to... increases in student engagement and interest, the development of more confident readers, as well as an increase in student performance on standardized reading measures. For P-2, will lead to using more consistent instructional practices and a more cohesive curriculum to attain our annual literacy and math goals.

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** 🏠  
Instructional Leadership Team

**Dates for Progress Monitoring Check Ins**  
Q1 [Thursday, October 5, 2023](#) Q3 [Thursday, January 18, 2024](#)  
Q2 [Thursday, November 2, 2023](#) Q4 [Thursday, April 18, 2024](#)

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
<b>Implementation Milestone 1</b>	Implementation of Collaborative Groups and Project Based Learning that supports students curiosities about the world through experiential learning.	Classroom Teachers	June 2024	<a href="#">Select Status</a>
<b>Action Step 1</b>	Schedule 3 Grade Level Meetings to Review PD content	Jennifer Dixon	October 2023	<a href="#">Select Status</a>
<b>Action Step 2</b>	Plan Grade Level Meeting Content	Renee Robinson and Nancy Gomez	November 2023	<a href="#">Select Status</a>
<b>Action Step 3</b>	Design Implementation Checklist	ILT	November 2023	<a href="#">Select Status</a>
<b>Action Step 4</b>	Finish 3 Grade Level Meetings and Begin Teacher Implementation	Classroom Teachers	January 2024	<a href="#">Select Status</a>
<b>Action Step 5</b>	Conduct Fidelity Check Walk through with Checklist and Provide Checklist Feedback to Teachers	Jennifer Dixon and Stephen Caropreso	April 2024	<a href="#">Select Status</a>
<b>Implementation Milestone 2</b>	Build up Independent Reading Practices and reinvest in Classroom Libraries	Classroom Teachers	June 2025	<a href="#">Select Status</a>
<b>Action Step 1</b>	Conduct an Interest Inventory of all students to better understand student interest in self selected texts (differentiated interest inventories with data summarizing by Ms. Wahlstrom)	Krista Wahlstrom	February 2024	<a href="#">Select Status</a>
<b>Action Step 2</b>	Review Summary Report for Interest Inventories and in ILT, start to build book lists for texts to purchase in classroom libraries.	Instructional Leadership Team	March 2024	<a href="#">Select Status</a>
<b>Action Step 3</b>	Professional Development and Exepectations checklist around Reading Workshop, Independent Reading, and Book Club	Nancy Gomez and Renee Robinson	September 2024	<a href="#">Select Status</a>
<b>Action Step 4</b>	Grade Level Meeting Follow Up	Renee Robinson	October 2024	<a href="#">Select Status</a>
<b>Action Step 5</b>	Expectations Checklist (for IR and RWS) Walk Through and Feedback for Teacher Reflection	Stephen Caropreso and Jennifer Dixon	December 2024	<a href="#">Select Status</a>
<b>Implementation Milestone 3</b>	Implement Book Clubs for Students	Classroom Teachers	June 2026	<a href="#">Select Status</a>
<b>Action Step 1</b>	Schedule a Grade Level Meeting focused on Book Club Practices	Krista Wahlstrom	October 2025	<a href="#">Select Status</a>
<b>Action Step 2</b>	Purchase Book Club texts for teachers	Jennifer Dixon	October 2025	<a href="#">Select Status</a>
<b>Action Step 3</b>	Provide Observation and Coaching around book clubs	Jennifer Dixon and Stephen Caropreso	December 2025	<a href="#">Select Status</a>
<b>Action Step 4</b>	Follow Up Grade Level Meeting	Krista Wahlstrom	January 2026	<a href="#">Select Status</a>
<b>Action Step 5</b>	Conduct a Student Feedback focused on Book Club	Krista Wahlstrom	March 2026	<a href="#">Select Status</a>
<b>Implementation Milestone 4</b>	Assessing Teacher Practice and Student Impact: Are Practices being used and is there a benefit to students?	Instructional Leadership Team	June 2026	<a href="#">Select Status</a>
<b>Action Step 1</b>	Gather student achievement data and targeted surveys to determine impact of Independent Reading, Book Clubs, Project Based Learning and Collaborative Groups on reading performance	Instructional Leadership Team	January 2025	<a href="#">Select Status</a>
<b>Action Step 2</b>	Analyze student achievement data and targeted surveys to determine impact of Independent Reading, Book Clubs, Project Based Learning and Collaborative Groups on reading performance	Instructional Leadership Team	March 2025	<a href="#">Select Status</a>
<b>Action Step 3</b>	Level Set and Adjust Practice: Space to Provide Continued Coaching and Feedback to Teachers	Instructional Leadership Team	April 2025	<a href="#">Select Status</a>
<b>Action Step 4</b>	Gather and Analyze 2nd Set of Data (see above) - This item represents a round two review.	Instructional Leadership Team	January 2026	<a href="#">Select Status</a>
<b>Action Step 5</b>	Level Set and Adjust Practice: Space to Provide Continued Coaching and Feedback to Teachers	Instructional Leadership Team	April 2026	<a href="#">Select Status</a>

**SY25-SY26 Implementation Milestones**

<b>SY25 Anticipated Milestones</b>	We will conduct an Interest Inventory, review the summary report, and build booklists for classroom library purchases. Present professional development on Reading Workshop, Independent Reading, and Book Club. Conduct walkthroughs using a checklist and give feedback for teacher reflection.	🏠
<b>SY26 Anticipated Milestones</b>	Present professional development at grade level meetings focused on Book Club practices and provide ongoing coaching. Purchase Book Club texts. Collect student feedback on Book Club. Collect and analyze data reflecting the impact of Independent Reading, Book Club, Project Based Learning, and Collaborative Groupings on reading performance. Provide coaching to teachers. Collect and analyze a second set of data. Provide further coaching and feedback to teachers.	🏠

[Return to Top](#) **Goal Setting**

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

Resources: 📖

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

**Performance Goals**

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Increase the average percentile rank for 3-8 grade EL's percentile rank for ELs in reading from 17 percentile in (SY23) to 27 percentile by SY26	Yes	STAR (Reading)	English Learners	17	20	23	27
			English Learners	17	20	23	27
Increase the overall percent of 3-8 grade students from 47 percent at or above grade level to 55 percent at or above grade level by SY26	Yes	STAR (Reading)	Overall	47	50	53	55
			Overall	47	50	53	55

**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.	Conduct interest inventory and summarize the data.	Reviewing the interest inventory data and building book lists for classroom libraries.	Purchase book club texts.
C&I:3 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.	Professional development pertaining to collaborative groups and project-based learning. Conduct fidelity walk-throughs using checklists and provide feedback to teachers.	Professional development and expectations checklist around reading workshop, independent reading, and book clubs presented at grade level meetings.	Grade-level professional development based on book club practices. Further coaching will be given around book clubs.
C&I:4 The ILT leads instructional improvement through distributed leadership.	Review summary report of interest inventories and build booklists for classroom libraries. To measure progress toward this goal, the ILT will conduct a fidelity check walk through with checklist and Provide Checklist Feedback to Teachers. Design Implementation Checklist for collaborative groups and project-based learning.	Collect and analyze data reflecting the impact of Independent Reading, Book Club, Project Based Learning, and Collaborative Groupings on reading performance. Provide coaching to teachers.	Assess teacher practice and student impact to measure the benefits of students. Collect and analyze a second set of data. Provide further coaching and feedback to teachers.

[Return to Top](#)

**SY24 Progress Monitoring**

Resources: 🚀

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

**Performance Goals**

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase the average percentile rank for 3-8 grade ELs percentile rank for ELs in reading from 17 percentile in (SY23) to 27 percentile by SY26	STAR (Reading)	English Learners	17	20	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>
		English Learners	17	20	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>
Increase the overall percent of 3-8 grade students from 47 percent at or above grade level to 55 percent at or above grade level by SY26	STAR (Reading)	Overall	47	50	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>
		Overall	47	50	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>

**Practice Goals**

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.	Conduct interest inventory and summarize the data.	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>
C&I:3 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.	Professional development pertaining to collaborative groups and project-based learning. Conduct fidelity walk-throughs using checklists and provide feedback to teachers.	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>
C&I:4 The ILT leads instructional improvement through distributed leadership.	Review summary report of interest inventories and build booklists for classroom libraries. To measure progress toward this goal, the ILT will conduct a fidelity check walk through with checklist and Provide Checklist Feedback to Teachers. Design Implementation Checklist for collaborative groups and project-based learning.	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>



Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	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.
Yes	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

There is an MTSS team comprised of our interventionists in consultation with our related service providers and homeroom teachers. The Problem Solving Process includes the use of a universal screener, parents are notified of intervention placement and are allowed the opportunity to opt out. We have a specific research-based curriculum aligned to any potential student area of deficit that may arise as a result of data analysis. Our MTSS team takes the lead on fully documenting interventions in Branching Minds. Based on information in Dashboard, 49% of DL students are in LRE1, 39% in LRE2, and LRE3 is 10% which demonstrates that the majority of students are being serviced in an inclusion setting, while taking into account our two Cluster Programs.

What is the feedback from your stakeholders?

Our Case Manager ensures that we following the schedule for IEPs and parents are informed throughout the process. This is reported based on the perspective of special education teachers. Our IEP Evaluation Compliance Summary is at 100% based on a review of data in SSM. Anecdotal evidence from teachers suggests that they would like more assistance supporting our Newcomer Students. EL students, anecdotally would like more teacher supports in the classroom.

What student-centered problems have surfaced during this reflection?

Students are struggling with finding independent books to read at their level that area high interest and low readability as evidenced by anecdotal evidence, reading conferences with students, and empathy interview data. Based on Shadow a Student Day, and interviews with ELs, we have found that students demonstrate lower levels of confidence and willingness to take risks in class, demonstrating a need to focus on growth mindset instruction and supports.

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?

While these have been purchased, we would like more access for students when it comes to texts in native language. While we have the ability to translate in Spanish, we do need to prioritize the purchasing of Arabic Keyboards, as well as increasing student access to novels in native language. Professional Learning efforts have focused on translanguaging, and more recently professional texts have been purchased for teachers and there is a plan for review and implementation of the strategies appropriate to addressing student need. While our unit plans are strong as evidenced by a checklist review of UbD practices, it would be worth the time to refresh the language objectives found within the unit plans.

[Return to Top](#)

Determine Priorities

Resources:

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

Students...  
English Learners on the 2022 IAR assessment scored with 6.1% meeting expectations in reading, while 25% of the overall student population met expectations in reading. In consideration of Diverse Learners, 4% of this student population met expectations in reading on the IAR in 2022.

[Determine Priorities Protocol](#)



Indicators of a Quality CIWP: Determine Priorities

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

[Return to Top](#)

Root Cause

Resources:

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

As adults in the building, we...  
As adults, we are missing access to high interest/low readability texts and are not leveraging the Leveled Literacy Intervention system as consistently as we could. As a school, we seek to continue to include English Learners within our MTSS Program, as well as continue the Imagine Learning web-based program. We need to strengthen our co-teaching practices, as well as implement Writing Revolution as a new program in our 5th to 8th grade ELA classrooms.



Indicators of a Quality CIWP: Root Cause Analysis

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

[Return to Top](#)

Theory of Action

Resources:

What is your Theory of Action?


If we...  
If we continue to include ELs in our MTSS system, as well as continue to implement the Imagine Learning Program, as well as add the Writing Revolution and Level Literacy Intervention approaches within our 5th to 8th grade classrooms, in addition to strengthen co-teaching practices...  
  
then we see...  
Teachers and SECAs working together in co-taught settings to support both ELs and DLs, students leveraging high interest/low readability texts, 5th to 8th grade utilizing the Leveled Literacy Intervention program, as well as increased writing instruction across the content areas using the Writing Revolution program...



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.

which leads to...


an increase in student performance among our ELs and DLs as measured by the IAR and the Star360 assessment in 3rd to 8th grade. 

[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** 



Instructional Leadership Team

**Dates for Progress Monitoring Check Ins**

Q1 [Thursday, Oct](#) Q3 [Thursday, Ja](#)  
 Q2 [Thursday, Nc](#) Q4 [Thursday, Ap](#)

	<b>SY24 Implementation Milestones &amp; Action Steps</b> 	<b>Who</b> 	<b>By When</b> 	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	Implement the Writing Revolution Program across the content areas, specifically in Science and Social Studies	Classroom Teachers	June 2025	<a href="#">Select Status</a>
<b>Action Step 1</b>	Purchase Writing Revolution texts for all 3rd to 8th grade teachers	Jennifer Dixon	July 2024	<a href="#">Select Status</a>
<b>Action Step 2</b>	Provide Training for 3rd to 8th Grade Teachers during one whole group staff and two follow up grade level meetings	Jennifer Dixon	October 2024	<a href="#">Select Status</a>
<b>Action Step 3</b>	Develop and Share an Expectations Checklist for Implementation Checklist	Instructional Leadership Team	September 2024	<a href="#">Select Status</a>
<b>Action Step 4</b>	Conduct a school walk through, observing Writing Revolution Lessons and providing feedback via the Expectations Checklist	Jennifer Dixon and Stephen Caropreso	December 2024	<a href="#">Select Status</a>
<b>Action Step 5</b>	Provide individual coaching and support (targeted and differentiated support) to educators in 3rd to 8th grade	Krista Wahlstrom and Renee Robinson	June 2025	<a href="#">Select Status</a>
<b>Implementation Milestone 2</b>	Implement co-teaching models of instruction among teachers and SECAs	Classroom Teachers and SECAs	June 2026	<a href="#">Select Status</a>
<b>Action Step 1</b>	Provide Professional Development for one whole staff training and two grade level meetings	Renee Robinson and Amy Hegener	October 2025	<a href="#">Select Status</a>
<b>Action Step 2</b>	Share an Expectations Checklist with Staff as developed by Renee Robinson and Amy Hegener	Renee Robinson and Amy Hegener	October 2025	<a href="#">Select Status</a>
<b>Action Step 3</b>	Purchase and Distribute Professional Text focused on Co-Teaching	Jennifer Dixon	December 2025	<a href="#">Select Status</a>
<b>Action Step 4</b>	Schedule and Implement two follow up Grade Level Meetings with a focus on the Professional Text	Jennifer Dixon and Renee Robinson	January 2026	<a href="#">Select Status</a>
<b>Action Step 5</b>	Create and distribute an Implementation Survey to plan for future fine tuning of the practice of co-teaching	Instructional Leadership Team	March 2026	<a href="#">Select Status</a>
<b>Implementation Milestone 3</b>	Strengthen investment in the Leveled Literacy Intervention, both through purchases and training	Classroom Teachers	January 2025	<a href="#">Select Status</a>
<b>Action Step 1</b>	Inventory and obtain quotes for LLI Ordering Needs/Put in Purchase Order (including a quote for Professional Development)	Renee Robinson and Jennifer Dixon	April 2024	<a href="#">Select Status</a>
<b>Action Step 2</b>	Design an Implementation Plan	Instructional Leadership Team	August 2024	<a href="#">Select Status</a>
<b>Action Step 3</b>	Professional Development for Entire Staff (Including SECAs)	Renee Robinson	September 2024	<a href="#">Select Status</a>
<b>Action Step 4</b>	LLI Lesson Study	Jennifer Dixon	November 2024	<a href="#">Select Status</a>
<b>Action Step 5</b>	LLI Follow Up Grade Level Meeting	Renee Robinson	January 2025	<a href="#">Select Status</a>
<b>Implementation Milestone 4</b>	Full implementation of high interest/low readability texts among our EL and DL students	Classroom Teachers	May 2024	<a href="#">Select Status</a>
<b>Action Step 1</b>	Purchase High Interest/Low Readability Texts	Jennifer Dixon	December 2023	<a href="#">Select Status</a>
<b>Action Step 2</b>	Develop Implementation Checklist for use of High/Low Texts	Instructional Leadership Team	January 2024	<a href="#">Select Status</a>
<b>Action Step 3</b>	Share Materials with teachers for a self guided grade level meeting	Jennifer Dixon	February 2024	<a href="#">Select Status</a>
<b>Action Step 4</b>	Distribute a teacher survey for self assessment of use of High/Low Texts (with a question focused on coaching opportunities)	Jennifer Dixon	March 2024	<a href="#">Select Status</a>
<b>Action Step 5</b>	Provide coaching to self selected teachers on use of High/Low Texts	Renee Robinson and Krista Whalstrom	April 2024	<a href="#">Select Status</a>

**SY25-SY26 Implementation Milestones**

<b>SY25 Anticipated Milestones</b>	Purchase the Writing Revolution curriculum and train the grades 3-8 teachers. Develop and share an Expectations checklist for implementation. Use this checklist to conduct walk throughs and provide feedback to teachers, Provide coaching as needed. Inventory and order LLI needs including professional development. Design and implementation plan and provide professional development for all staff. Have teachers observe eachother teaching LLI lessons and share out in a grade level meeting. 
<b>SY26 Anticipated Milestones</b>	Provide co-teaching professional development for whole staff. Develop and share an expectations checklist. Purchase professional text focused on co-teaching with follow-up grade level meetings to discuss the text. 

[Return to Top](#)

**Goal Setting**

Resources: 

**Indicators of a Quality CIWP: Goal Setting**  
 Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data).  
 Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).  
 Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#).

**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

There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.  
 Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.  
 Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

IL-EMPOWER goals include numerical targets  
 -Schools designated as Targeted Support identify the student groups named in the designation within the goals above and any other IL-EMPOWER goals

**Performance Goals**

Specify the Goal 🏆	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 🏆	Numerical Targets [Optional] 🏆		
					SY24	SY25	SY26
Increase the average percentile rank for ELs in grades 3-8 percentile rank from 17th percentile (SY23) to the 27th percentile by (SY26) and in increase in percentile rank in DL students in grades 3-8 from the 10 percentile rank in (SY23) to the 20th percentile in (SY26).	Yes	STAR (Reading)	English Learners	17	20	23	27
			Students with an IEP	10	13	16	20
Increase the percent of ELs in grades 3-8 meeting or exceeding expectations from 6 percent (SY23) to 16 percent by (SY26) and in increase in percent of DL students in grades 3-8 meeting or exceeding expectations from 4 percent in (SY23) to 14 percent in (SY26).	Yes	IAR (English)	English Learners	6	9	12	16
			Students with an IEP	4	7	10	14

**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.	Inventory and obtain quotes for LLI and Writing Revolution, and high interest, low readability texts for classrooms.	Purchase Writing Revolution. Purchase LLI materials and provide training. Design an implementation plan.	Create and distribute implementation survey to plan for the future fine tuning.
I&S:3 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.	Share materials with teachers for a self-guided grade level meeting.	Provide individual coaching and support.	Implement co-teaching models of instruction among teachers and SECAs. Provide one whole staff training and two grade level meetings. Share expectation checklist with staff. Purchase and distribute professional text.
C&I:4 The ILT leads instructional improvement through distributed leadership.	Develop implementation checklist for use of High/low texts. Distribute a teacher survey for self-assessment of use of high/low texts. Provide coaching to self-selected teachers on use of high/low texts.	Provide training regarding writing revolution, LLI, and co-teaching. Implement Writing revolution across content areas.	Create and distribute implementation survey to plan for the future fine tuning.

[Return to Top](#)

**SY24 Progress Monitoring**

Resources: 📖

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

**Performance Goals**

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase the average percentile rank for ELs in grades 3-8 percentile rank from 17th percentile (SY23) to the 27th percentile by (SY26) and in increase in percentile rank in DL students in grades 3-8 from the 10 percentile rank in (SY23) to the 20th percentile in (SY26).	STAR (Reading)	English Learners	17	20	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	10	13	Select Status	Select Status	Select Status	Select Status
Increase the percent of ELs in grades 3-8 meeting or exceeding expectations from 6 percent (SY23) to 16 percent by (SY26) and in increase in percent of DL students in grades 3-8 meeting or exceeding expectations from 4 percent in (SY23) to 14 percent in (SY26).	IAR (English)	English Learners	6	9	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	4	7	Select Status	Select Status	Select Status	Select Status

**Practice Goals**

**Progress Monitoring**

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Inventory and obtain quotes for LLI and Writing Revolution, and high interest, low readability texts for classrooms.	Select Status	Select Status	Select Status	Select Status
I&S:3 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.	Share materials with teachers for a self-guided grade level meeting.	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	Develop implementation checklist for use of High/low texts. Distribute a teacher survey for self-assessment of use of high/low texts. Provide coaching to self-selected teachers on use of high/low texts.	Select Status	Select Status	Select Status	Select Status

If Checked:  
Complete  
IL-Empower  
Section below

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

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

If Checked:  
No action needed

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



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

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

## Parent and Family Plan

If Checked:	<input checked="" type="checkbox"/>	<b>Our school is a Title I school operating a Schoolwide Program</b> This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		
If Checked:	<input type="checkbox"/>	<b>Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)</b>
No action needed		

### SCHOOL & FAMILY ENGAGEMENT POLICY

ESSA, Title I, Part A law requires schools to develop a parent and family policy that reflects their commitment to develop best engagement practices and maximizes meaningful consultation. Checking the boxes below indicates that your school understands and complies with each requirement listed.

- The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.
- At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.
- Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.
- Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.
- Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.
- Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.
- Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.
- Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.


### SCHOOL & FAMILY COMPACT

Your school shall jointly develop, with parents, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. Checking off the statements below indicates your school will develop a compact that complies with each requirement. Compact statements will be housed at the school and shared with all parents.

- The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.
- The school will hold parent-teacher conferences.
- The school will provide parents with frequent reports on their children's progress.
- The school will provide parents reasonable access to staff.
- The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.
- The parents will support their children's learning.
- The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

### PARENT & FAMILY ENGAGEMENT BUDGET

The overarching goal for Title I Parent & Family Engagement funds is to increase student academic achievement through parental and family engagement and supporting skills development. In the box below, identify the academic priority areas around which your parent engagement & skills development will be aligned. As a reminder, use of your funds must occur in consultation with parents.

Our parent and family engagement budget is determined by our Parent Advisory Council. The Parent Advisory Council most often elects to focus on literacy development of students, safety in a digital world, and cultural exploration and understanding. These are a part of our work that occurs after the PAC Organizational Meeting. This diverse group of parents works together to devise programming that meets the needs of both parents and the school. Other family engagement strategies include: Art Show, Fine Arts Showcase, Winter Program, Family Reading Night, STEAM Night and other special events as planned by our Friends of Palmer group. Additionally, we engage families in our Kindergarten Social (for new Kindergarten students), our Meet the Teacher Event (at the start of the school year), and our twice yearly parent teacher conference days. Teacher email addresses are available and updated through our website and social media, email, and paper fliers are used as a form of communication with families. 

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