CIWP Team & Schedules

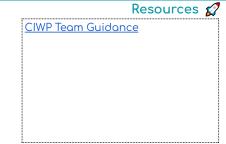Indicators of Quality CIWP: CIWP Team

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 👍
Kelli Fortenberry	Curriculum & Instruction Lead	kyfortenberry@cps.edu
Sherri SImmons	AP	smbradford@cps.edu
Tuesday Few	Inclusive & Supportive Learning Lead	tfew@cps.edu
Jamal Broy	Other [STEAM Coach]	jybroy@cps.edu
Jalayne Brewton	Teacher Leader	jabrewton@cps.edu
Lashawn Washington	Teacher Leader	lrwashington@cps.edu
Susanne Wagner	Teacher Leader	scwagner@cps.edu
Romeo DIxon	LSC Member	dixonromeo2016@gmail.com
	Select Role	
	Select Role	
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✏️	Planned Completion Date ✏️
Team & Schedule	6/30/23	6/6/23
Reflection: Curriculum & Instruction (Instructional Core)	7/13/23	7/14/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/14/23	8/31/23
Reflection: Connectedness & Wellbeing	7/14/23	8/31/23
Reflection: Postsecondary Success	7/14/23	8/31/23
Reflection: Partnerships & Engagement	7/14/23	8/31/23
Priorities	7/14/23	8/31/23
Root Cause	7/14/23	8/31/23
Theory of Acton	7/14/23	8/31/23
Implementation Plans	7/14/23	8/31/23
Goals	7/14/23	8/31/23
Fund Compliance	7/14/23	8/31/23
Parent & Family Plan	7/14/23	8/31/23
Approval	8/23/23	8/31/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates ✏️	
Quarter 1	10/20/2023
Quarter 2	12/21/2023
Quarter 3	3/22/2024
Quarter 4	6/6/2024

Name 👍	Role 👍	Email 👍
Kelli Fortenberry	Curriculum & Instruction Lead	kyfortenberry@cps.edu
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Susanne Wagner	Teacher Leader	scwagner@cps.edu
Romeo DIxon	LSC Member	dixonromeo2016@gmail.com

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

Curriculum & Instruction

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Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	After review of Dashboard and IAR data, we noticed that Parkside is on the right track and we should continue our current practices to continue our upward path. ✏️	IAR (Math)
				IAR (English)
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric		Rigor Walk Data (School Level Data)
		Teacher Team Learning Cycle Protocols		PSAT (EBRW)
		Quality Indicators Of Specially Designed Instruction		PSAT (Math)
				STAR (Reading)
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.	Powerful Practices Rubric	**What is the feedback from your stakeholders?**	STAR (Math)
		Learning Conditions	Rigor, feedback, and engagement are 3 instructional strategies that are needed to increase overall instruction ✏️	iReady (Reading)
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness		iReady (Math)
		Distributed Leadership		Cultivate
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.	Customized Balanced Assessment Plan		Grades
		ES Assessment Plan Development Guide		ACCESS
		HS Assessment Plan Development		TS Gold
		Assessment for Learning Reference Document	**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?**	Interim Assessment Data
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.		All staff must understand that students are capable of rigorous work when provided with feedback around mistakes, misconceptions, and the purpose of continual assessments throughout lessons. Students are the lowest will need to not be looked over. Additionally, students showing up in red need support 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 may want to give up and not try hard and put forth grit ✏️

Inclusive & Supportive Learning Environment

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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	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.	MTSS Integrity Memo	Upon review of the MTSS EOY Reflection, it is deemed that MTSS systems and structures should be strpnger and consistent. Additionally, progress monitoring should be consistently monitored and tracked. ✏️	Unit/Lesson Inventory for Language Objectives (School Level Data)
		MTSS Continuum		MTSS Continuum
		Roots Survey		Roots Survey
		MTSS Integrity Memo		ACCESS

| 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. | | | MTSS Academic Tier Movement |

Annual Evaluation of Compliance (ODLSS)

What is the feedback from your stakeholders?

Quality Indicators of Specially Designed Curriculum

| 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. | LRE Dashboard Page |

All stakeholders, upon review of data agree that the systems and structures for MTSS need to be consistent. ✍️

EL Program Review Tool

| Yes | Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity. | IDEA Procedural Manual |

| Yes | English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services. | EL Placement Recommendation Tool ES / EL Placement Recommendation Tool HS |

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?

Goals have been set by the MTSS Lead for the school year. Monitoring processes are also in place. The MTSS team dates have been scheduled and will be adhered to. ✍️

| Yes | There are language objectives (that demonstrate HOW students will use language) across the content. | |

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

Students that are Computer-based programs, require high oversight to ensure that they are access the program properly and using the time and space given accurately ✍️

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
			After reviewing data, we see that our intermediate students have struggled the most with collaborating with each other. We will provide support to them at the onset of the school year. ✍️	% of Students receiving Tier 2/3 interventions meeting targets
Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment / SEL Teaming Structure		Reduction in OSS per 100
				Reduction in repeated disruptive behaviors (4-6 SCC)
				Access to OST
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			Increase Average Daily Attendance
				Increased Attendance for Chronically Absent Students
			What is the feedback from your stakeholders?	Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
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.		Stakeholders agree that our intermediate students need tiered, well thought-out support around team building ✍️	Cultivate (Belonging & Identity)
				Staff trained on alternatives to exclusionary discipline (School Level Data)
				Enrichment Program Participation: Enrollment & Attendance

Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

Student Voice Infrastructure

Reduction in number of students with dropout codes at EOY

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.

Several students in the intermediate grades are new to Parkside. We will plan multiple new student orientations to help students understand Parkside and how we support students. ✍️

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?

Male and female mentoring, and strong BHT, school-wide leadership roles ✍️

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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).	College and Career Competency Curriculum (C4)	Parkside is headed in the right direction. How can we build on what we have started. ✍️	Graduation Rate
Yes	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		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
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).	Work Based Learning Toolkit	**What is the feedback from your stakeholders?**	9th and 10th Grade On Track
			Try to recruit long term collaborations that aren't short lived. ✍️	Cultivate (Relevance to the Future)
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).			Freshmen Connection Programs Offered (School Level Data)
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
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).	PLT Assessment Rubric	**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 offered a variety of programs for students to understand college and career choices and opportunities. College and Career day, focused morning rallys, leadership programs like Pathways to Success. ✍️	
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager		

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 take the opportunities being presented to them seriously ✍️

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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.	Spectrum of Inclusive Partnerships	With our partnership with Communities in schools we have had several partnerships through Wellness week and College and Career week. ✏️	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data) Formal and informal family and community feedback received locally. (School Level Data)
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		
Yes	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric	**What is the feedback from your stakeholders?** Build lasting partnerships. Many partnerships are for 10 wks or less. Create partnerships that will remain a part of the school culture ✏️	

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.

Organizations connections with students must be genuine. Some students are not engaged in the programs offerings due to lack of engaging content ✏️

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?

Working with the STEm department to enlarge our collaborations. We just began partnership with MSI. ✏️

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

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
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.
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

Upon review of the MTSS EOY Reflection, it is deemed that MTSS systems and structures should be stronger and consistent. Additionally, progress monitoring should be consistently monitored and tracked.

What is the feedback from your stakeholders?

All stakeholders, upon review of data agree that the systems and structures for MTSS need to be consistent.

What student-centered problems have surfaced during this reflection?

Students that are Computer-based programs, require high oversight to ensure that they are access the program properly and using the time and space given accurately

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?

Goals have been set by the MTSS Lead for the school year. Monitoring processes are also in place. The MTSS team dates have been scheduled and will be adhered to.

Determine Priorities

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

Students...

Students try to deviate from the computer-based programs and will need a system for monitoring and incentivising progress.

Resources: 🚀

Determine Priorities Protocol

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

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

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

As adults in the building, we...

Allow relationships with students and Empathy to get in the way of providing Rigorous instruction. Additionally we allow time constraints to get in the way of offering students immediate feedback

Resources: 🚀

5 Why's Root Cause Protocol

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

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

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What is your Theory of Action?

If we....

hold monthly grade level meetings for MTSS monitoring/check-ins

Resources: 🚀

✏️ **Indicators of a Quality CIWP: Theory of Action**

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

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

Inclusive & Supportive Learning Environment

then we see....

which classrooms are implementing the bi-weekly Progress Monitoring that should be input into Branching Minds ✍️

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...

providing students with adequate education at their academic level. ✍️

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 ✍️

Hughes, Fortenberry, Willaby, Brewton, Simmons

Dates for Progress Monitoring Check Ins

Q1	10/20/2023	Q3	3/22/2024
Q2	12/21/2023	Q4	6/6/2024

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1 — Increase Branching Minds input for MTSS Progress Monitoring.	Kdg-8th grade teachers	bi-weekly	In Progress
Action Step 1 — bi-weekly MTSS progress monitoring observations	Admin	bi-weekly	Not Started
Action Step 2 — monthly MTSS/Branching Minds check-ins	Admin	monthly	Not Started
Action Step 3 — monthly Grade Level meeting (MTSS focused)	Admin	monthly	In Progress
Action Step 4 — Implement Coin Collection Goal (coincide with Live School points)	K-8th teachers	weekly	Not Started
Action Step 5			Select Status
Implementation Milestone 2 — MTSS Scheduling/Feedback sessions			In Progress
Action Step 1 — Grade level meetings (Scheduling focused)	Admin	monthly	In Progress
Action Step 2 — MTSS Tuning Protocol sessions	Admin	monthly	Not Started
Action Step 3			Select Status
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 3 — Week 5/10 Progress Monitoring	Teachers/Admin	Monthly	In Progress
Action Step 1 — Teachers taking deep dive into data	Teachers	Monthly	In Progress
Action Step 2 — 5 week Progress Monitoring data	Teachers	Monthly	In Progress
Action Step 3 — Input data into Branching Minds, thus informing small groups	Teachers	Monthly	In Progress
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 4			Select Status
Action Step 1			Select Status
Action Step 2			Select Status
Action Step 3			Select Status
Action Step 4			Select Status
Action Step 5			Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Continue to focus on the implementation of MTSS through the use of the Week 5/10 Progress Monitoring. Increase by 25% of Branching Minds/MTSS	✍️
SY26 Anticipated Milestones	Continue to focus on the implementation of MTSS through the use of the Week 5/10 Progress Monitoring. Increase by 25% of Branching Minds/MTSS	✍️

Inclusive & Supportive Learning Environment

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.

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 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
If we hold monthly grade level meetings for MTSS monitoring/check-ins, then we see which classrooms are implementing the bi-weekly Progress Monitoring that should be input into Branching Minds which leads to providing students with adequate education at their academic level.	Yes	MTSS Academic Tier Movement	Overall	0%	25%	50%	75%
			Students with an IEP				
understanding and giving student's feedback, then we see teachers teaching Skyline with integrity and students engaging in rigorous content with success which leads to Student achievement and mastery of benchmark standards .	Yes	Cultivate	Overall	0%	15%	30%	45%
			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:1 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.	" If we hold monthly grade level meetings for MTSS monitoring/check-ins, then we see which classrooms are implementing the bi-weekly Progress Monitoring that should be input into Branching Minds which leads to providing students with adequate education at their academic level.	" If we hold monthly grade level meetings for MTSS monitoring/check-ins, then we see which classrooms are implementing the bi-weekly Progress Monitoring that should be input into Branching Minds which leads to providing students with adequate education at their academic level.	" If we hold monthly grade level meetings for MTSS monitoring/check-ins, then we see which classrooms are implementing the bi-weekly Progress Monitoring that should be input into Branching Minds which leads to providing students with adequate education at their academic level.
C&I:2 Students experience grade-level, standards-aligned instruction.	If we implement the skyline CoLabs and train teachers on the various strategies for checking for understanding and giving student's feedback, then we see teachers teaching Skyline with integrity and students engaging in rigorous content with success which leads to Student achievement and mastery of benchmark standards .	If we implement the skyline CoLabs and train teachers on the various strategies for checking for understanding and giving student's feedback, then we see teachers teaching Skyline with integrity and students engaging in rigorous content with success which leads to Student achievement and mastery of benchmark standards	"If we implement the skyline CoLabs and train teachers on the various strategies for checking for understanding and giving student's feedback, then we see teachers teaching Skyline with integrity and students engaging in rigorous content with success which leads to Student achievement and mastery of benchmark standards
Select a Practice			

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
the bi-weekly Progress Monitoring that should be input into Branching Minds which leads to providing students with adequate education at their academic level.	MTSS Academic Tier Movement	Overall	0%	25%	Select Status	Select Status	Select Status	Select Status
		Students with an IEP			Select Status	Select Status	Select Status	Select Status
feedback, then we see teachers teaching Skyline with integrity and students engaging in rigorous content with success which leads to	Cultivate	Overall	0%	15%	Select Status	Select Status	Select Status	Select Status

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

Inclusive & Supportive Learning Environment

content with success which leads to Student achievement and mastery of benchmark standards	Cultivate				Select Status	Select Status	Select Status	Select Status
		Overall						

	Practice Goals		**Progress Monitoring**			
Identified Practices	**SY24**		**Quarter 1**	**Quarter 2**	**Quarter 3**	**Quarter 4**
I&S:1 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.	" If we hold monthly grade level meetings for MTSS monitoring/check-ins, then we see which classrooms are implementing the bi-weekly Progress Monitoring that should be input into Branching Minds which leads to providing students with adequate education at their academic level.		Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	If we implement the skyline CoLabs and train teachers on the various strategies for checking for understanding and giving student's feedback, then we see teachers teaching Skyline with integrity and students engaging in rigorous content with success which leads to Student achievement and mastery of benchmark standards		Select Status	Select Status	Select Status	Select Status
Select a Practice			Select Status	Select Status	Select Status	Select Status

Curriculum & Instruction

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.
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?

After review of Dashboard and IAR data, we noticed that Parkside is on the right track and we should continue our current practices to continue our upward path.

What is the feedback from your stakeholders?

Rigor, feedback, and engagement are 3 instructional strategies that are needed to increase overall instruction

What student-centered problems have surfaced during this reflection?

Students may want to give up and not try hard and put forth grit

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?

All staff must understand that students are capable of rigorous work when provided with feedback around mistakes, misconceptions, and the purpose of continual assessments throughout lessons. Students are the lowest will need to not be looked over. Additionally, students showing up in red need support plans.

Determine Priorities

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

Students...

According to the Cultivate survey students reported that teachers do not provide them with feedback. Students will need to understand that they will be faced with tougher course work and less support from teachers. However, teachers will guide their thinking, monitor understanding and give feedback along the way.

Resources: 🚀

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

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

As adults in the building, we...

We will push students thinking and understand that rigor is can be what gives students a deeper understanding of the content and thus find more success.

Resources: 🚀

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

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What is your Theory of Action?

If we....

implement the skyline CoLabs and train to build teacher capacity on the various strategies for checking for understanding and giving student's feedback

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

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

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

Curriculum & Instruction

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.

then we see....

Implementation of Skyline with fidelity with a connection to Active Observation and Lesson Planning/Preparation, ✍️

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...

Increase in student and benchmark strategies and student having understanding of own learning. ✍️

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 ✍️

Dates for Progress Monitoring Check Ins

Q1	10/20/2023	Q3	3/22/2024
Q2	12/21/2023	Q4	6/6/2024

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	PLC Reading of Think Like a Champion	Hughes Simmons, Fortenberry	7-15-23	In Progress
Action Step 1	Purchase books	Hughes	7/15/23	Completed
Action Step 2	Begin reviewing concepts	Simmons, Fortenberry, Hughes	7/15/23	Completed
Action Step 3	Plan for launch during week 0	Simmons, Fortenberry, Hug	7/15/23	Completed
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Create school wide schedule for CoLabs all subject implementation	Teacher Leaders	7/15/2023	Completed
Action Step 1	Plan Master schedule	TLs	7/15/2023	Completed
Action Step 2	Create a system for all subject to participate in CoLabs	TLs	7/15/2023	Completed
Action Step 3	Have TL prepare with materials	TLs	5/30/2024	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Create schedule for monitoring Checkpoint assessments (every 5th week)	Kelli Fortenberry	9/1/2023	Completed
Action Step 1	Create schedule.	Kelli Fortenberry	9/1/2023	Completed
Action Step 2	Create monitoring document	Kelli Fortenberry	9/1/2023	Completed
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	Purchase Teachers PL from TLAC	Hughes	9/22/2023	In Progress
Action Step 1	Research training	Hughes	9/1/2023	Completed
Action Step 2	Purchase Training	Hughes	9/22/2023	Completed
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Continue to use Teach Like a Champion as a basis for checking for understanding and providing students with feedback. Increase of 5% in IAR Scores	✍️
SY26 Anticipated Milestones	Continue to use Teach Like a Champion as a basis for checking for understanding and providing students with feedback. Increase of 5% in IAR Scores	✍️

| Jump to... | Priority | TOA | Goal Setting | Progress | Select the Priority Foundation to pull over your Reflections here => |
| Reflection | Root Cause | Implementation Plan | | Monitoring | |

Curriculum & Instruction

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.

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 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 ✍	SY24	SY25	SY26
Teachers using TLAC	Yes	Other	Overall	0%	60%	75%	85%
			Select Group or Overall				
Increase in IAR Scores	Yes	IAR (English)	Overall	14%	19%	24%	29%
			Select Group or Overall				

Numerical Targets [Optional] ✍

Practice Goals

| Identify the Foundations Practice(s) most aligned to your practice goals. ✍ | Specify your practice goal and identify how you will measure progress towards this goal. ✍ | | |
	SY24	SY25	SY26
C&I:2 Students experience grade-level, standards-aligned instruction.	Checkpoint assessments progress will be monitored every 5 weeks to predict IAR Growth	Checkpoint assessments progress will be monitored every 5 weeks to predict IAR Growth	Checkpoint assessments progress will be monitored every 5 weeks to predict IAR Growth
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.	Teach like a champion methods of instruction will be observed and monitored through rigor walks	Teach like a champion methods of instruction will be observed and monitored through rigor walks	Teach like a champion methods of instruction will be observed and monitored through rigor walks
Select a Practice			

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
Teachers using TLAC	Other	Overall	0%	60%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Increase in IAR Scores	IAR (English)	Overall	14%	19%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

| Identified Practices | SY24 | Progress Monitoring | | | |
| | | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |

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

Curriculum & Instruction

		Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Checkpoint assessments progress will be monitored every 5 weeks to predict IAR Growth	Select Status	Select Status	Select Status	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.	Teach like a champion methods of instruction will be observed and monitored through rigor walks	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

If Checked:	☑	**Our school is a Title I school operating a Schoolwide Program**
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		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:	☐	**Our school is a non-Title I school that does not receive any Title I funds.** **(Continue to Approval)**
No action needed		

SCHOOL & FAMILY ENGAGEMENT POLICY

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

- ☑ The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.

- ☑ At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.

- ☑ Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.

- ☑ Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.

- ☑ Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.

- ☑ Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.

- ☑ Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.

- ☑ Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

- ☑ Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.

SCHOOL & FAMILY COMPACT

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

- ☑ The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.

- ☑ The school will hold parent-teacher conferences.

- ☑ The school will provide parents with frequent reports on their children's progress.

- ☑ The school will provide parents reasonable access to staff.

- ☑ The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.

- ☑ The parents will support their children's learning.

- ☑ The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

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

> *Through our PAC, we will plan TOPS (Take Our Parents to School) Days. We will also have On-Track meetings with all parents quarterly.*

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