

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 
Sherryl Moore-Ollie	Principal	sdmoore-ollie@cps.edu
Vera Tomlinson	AP	vtomlinson@cps.edu
Amy Valfre	Curriculum & Instruction Lead	avalfre@cps.edu
Jasmine Jackson	Inclusive & Supportive Learning Lead	jjackson22@cps.edu
Lorissa Ellis	Culture and Climate	lkellis@cps.edu
Sarita Burden	Diverse Learner Lead Teacher	smburden@cps.edu
Kathleen Gorzen	Teacher Leader/ILT	kmgorzen@cps.edu
Louis Lane	Teacher Leader/ILT	ljlane@cps.edu
Kevin Nester	LSC Member	knester@cps.edu
	Select Role	
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date 	Planned Completion Date 
Team & Schedule	6/8/23	6/8/23
Reflection: Curriculum & Instruction (Instructional Core)	6/20/23	6/20/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/20/23	6/20/23
Reflection: Connectedness & Wellbeing	7/7/23	7/7/23
Reflection: Postsecondary Success	7/7/23	7/7/23
Reflection: Partnerships & Engagement	7/7/23	7/7/23
Priorities	8/4/23	8/4/23
Root Cause	8/4/23	8/4/23
Theory of Acton	9/15/23	9/15/23
Implementation Plans	9/15/23	9/15/23
Goals	9/15/23	9/15/23
Fund Compliance	11/16/23	11/16/23
Parent & Family Plan	11/16/23	11/16/23
Approval	11/16/23	11/16/23

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	10/19/2023
Quarter 2	12/8/23
Quarter 3	3/15/23
Quarter 4	5/30/23

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

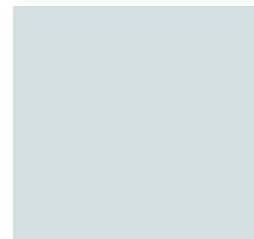
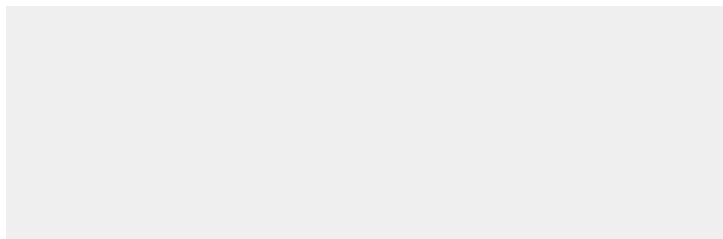
Metrics

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	IAR Math: 49% of students not meeting expectations, 31% of students partially met expectations, 18% approaching, and 1% met. IAR ELA: 43% of students not meeting expectations, 32% of students partially met expectations, 18% approaching, and 7% met, 1% exceeded expectations. ---- Star 360 Math: Students in grades 3-8 had a 9.3% increase at/above Benchmark (BOY 16.67%, EOY 26.6%). There was also a 9.35% decrease in the % of students who were Urgent Intervention (BOY 60.2%, EOY 51.06%). Star360 ELA: Students in grades 3-8 had a 7.49% increase at/above Benchmark (BOY 14.29%, EOY 21.88%). There was also a 12.18% decrease in the % of students who were Urgent Intervention (BOY 53.85%, EOY 41.67%). It should also be noted that 4th and 6th grade students had a decrease in the % of students who were at Benchmark at the EOY (-3.64, -1.74 respectively). --- IReady Reading: K-2 students who scored mid/above increased from 2 to 36%; early from 8% to 14%; one grade level below decreased from 56% to 37%; and two grades below from 35% to 14%; - Students who are one grade below in K decreased from 82% to 5%; 1st increased from 53% to 55%; 2nd increased from 35% to 50%; - Students who are two grades below in K decreased from 82% to 0%; 1st decreased from 33% to 0%, and 2nd decreased from 65% to 35%. -- On Level or above: K = 95%, 1st = 40%, and 2nd = 20% Take aways: We wonder which K students attended Pre-K; We wonder if the Tier 3 students spent more time in small group instruction and if the students at level or above spent enough time in small groups or guided reading. We wonder if walking/paired reading could be a strategy that would help 2nd grade students (pairing with perhaps the 5th graders) -- iReady Math: K-2 students who scored mid/above increased from 0% to 17%; early on grade level increased from 4% to 17%; one grade below decreased slightly from 54% to 53%; two grades below from 42% to 14%; - Students who are one grade below in K decreased from 94% to 42%; 1st increased from 47% to 60%; 2nd decreased from 47% to 1%; - Students who are two grades below in K increased slightly from 0% to 1%; 1st increased from 25% to 55%; 2nd grade decreased from 75% to 35%. -- On Level or above: K = 58%, 1st = 35%, and 2nd = 6% Takeaways: We wonder if the 2nd grade students were affected by the pandemic. We wonder what happened between K to 2nd.	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math)
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction	What is the feedback from your stakeholders? N7 feedback from Rigor Walks was concerning the level of rigor and student engagement. They suggested that we use the Marzano's Taxonomy to increase level of rigor from retrieval to comprehension and analysis. Penn's team has decided to have teachers focus on small groups and accountable talks, which will help to increase student voice and the level of rigor.	STAR (Reading) STAR (Math) iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold Interim Assessment Data
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 Learning Conditions		
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development		
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	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? Students are being pulled into small groups for both reading and math more consistently across grade levels, particularly in K-8. Beyond whole group grade level instruction, students are more frequently involved in small groups at their instructional level, with time to practice skills at their level. --N7 feedback from Rigor Walks was concerning the level of rigor and student engagement. They suggested that we use the Marzano's Taxonomy to increase level of rigor from retrieval to comprehension and analysis. Penn's team has decided to have teachers focus on accountable talks especially during small groups which have helped to increase student voice, as well as increased the level of rigor.	

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.

Many of our students are struggling with foundational skills and need their needs addressed in small groups. We need assessments and material to address the deficits in reading and math. We need to monitor progress in Branching Minds.



[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
Partially	<p>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.</p> <p>MTSS Integrity Memo</p> <p>MTSS Continuum</p> <p>Roots Survey</p>	<p>MTSS team reviews group data and looks for trends in Branching Minds. During the meetings, some time is dedicated to review the data , write goals, and seek interventions based on individual or group needs. The MTSS lead is meeting with admin/district lead to develop a foundation for success that is sustainable. Branching Minds data reports are reviewed for progress monitoring and updated intervention plans. Resource teachers push in or pull out diverse learner students as indicated by their IEP. Takeaways: Access data for ELs shows students have not yet met proficiency. STAR benchmark data for Math (SY 22-23 EOY/BOY) shows 0 on watch, 1 at or above, 1 intervention, 3 urgent intervention. Reading shows 2 intervention, 2 urgent intervention. STAR Benchmark data for DL students not yet reviewed.</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p>MTSS Continuum</p> <p>Roots Survey</p>
Partially	<p>School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.</p> <p>MTSS Integrity Memo</p>		<p>ACCESS</p> <p>MTSS Academic Tier Movement</p> <p>Annual Evaluation of Compliance (ODLSS)</p>
Yes	<p>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.</p> <p>LRE Dashboard Page</p>		<p>Quality Indicators of Specially Designed Curriculum</p>
Partially	<p>Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.</p> <p>IDEA Procedural Manual</p>		<p>EL Program Review Tool</p>
Yes	<p>English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.</p> <p>EL Placement Recommendation Tool ES</p> <p>EL Placement Recommendation Tool HS</p>		
Partially	<p>There are language objectives (that demonstrate HOW students will use language) across the content.</p>		

What is the feedback from your stakeholders?

MTSS Continuum was completed by admin team to inform the effectiveness of the resources, professional learning, coaching, and overall support. District lead suggested professional development throughout the year, beginning week 0 and is aware that the team at the foundational stage so it will take time to implement at full capacity. EL students are placed in classrooms with EL endorsed teacher to maximize required Tier I instructional services.

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?

Currently identifying additional partners in addition to Tutor Corp, etc. for small group instruction to work closely with students and teachers. The efforts address barriers/obstacles for students groups furthest from opportunity because the interventions used are researched based, and progress is monitored through assessment 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.

Reviewing data and creating SMART goals for all students, including students with IEPs. Teachers need to be more reflective of data collection and progress monitoring when creating IEP goals for our general education and DL students

[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
Partially	<p>Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.</p> <p>BHT Key Component Assessment</p> <p>SEL Teaming Structure</p>	<p>10/24/2023 [37.5% of the students are receiving MTSS Interventions, Supports, or Services - Cumulative YTD (SEL & Student Supports)] [Current MTSS % of Students with a Current MTSS Intervention Plan - Tier 2 Reading 11.1% Tier 3 Reading 30.1% Tier 2 Math 44.7% Tier 3 Math 49.4%] [Tier 2 Reading 9% are meeting their goals 75-100% and Tier 3 Reading 6% are meeting their goals 75-100% and Tier 3 Math are meeting their goals 1%]</p> <p>Penn meets with the Network 7 Specialist and Interventionist to put a plan in place to address the Tier 2/3 needs of students. There will be weekly checkins with the interventionists, MTSS and BHT teams to track student progress. Individual and small group information will be added to Branching Minds and progress will be monitored.</p> <p>[Group 3: 6(31.58%); Group 4 12(63.16%); Group 5 (5.2%) 3-10 Bullying Behaviors 2; 3-3 Fighting no injuries 3; 4-6 Fighting more than 2 people or injury 1]</p> <p>Penn has a new team of BHT interventionists (Caseworker, Social Worker, Counselor, Psychologist, Nurse, Catholic Charities counselor) who will be proactive in addressing the needs of the students who had difficulty the previous school</p>	<p>% of Students receiving Tier 2/3 interventions meeting targets</p> <p>Reduction in OSS per 100</p> <p>Reduction in repeated disruptive behaviors (4-6 SCC)</p>
			<p>Access to OST</p>

Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

year. Our most severe cases will participate in a Check-in/Check-out process where they will check in with a mentor.

[Attendance: 2020-2021 90.66%; 2021-2022 86.9%; 2022-2023 89.4%;]

Our Counselor will partner with clerks to reach out to parents of students who are chronically absent. We will schedule monthly attendance celebrations. In addition, students who have perfect attendance for the month participate in a "Are You Here Today" raffle for a prize every week.

- [Increase Average Daily Attendance](#)
- [Increased Attendance for Chronically Absent Students](#)
- [Reconnected by 20th Day, Reconnected after 8 out of 10 days absent](#)
- [Cultivate \(Belonging & Identity\)](#)
- Staff trained on alternatives to exclusionary discipline (School Level Data)
- [Enrichment Program Participation: Enrollment & Attendance](#)
- [Student Voice Infrastructure](#)
- [Reduction in number of students with dropout codes at EOY](#)

What is the feedback from your stakeholders?

[67% of 5th-8th Grade students are very motivated or extremely motivated in school. 68% of the 5th graders feel a sense of belonging, compared to 12% of the 6th Graders (SY24 7th Graders), 50% of 7th graders (SY24 8th Graders). About 50% of the 5th through 8th Grade student feel what they are learning have relevance to the future. About 50% of the 5th through 8th Grade students monitor their own progress when learning (5th Grade - 74%, 6th Grade - 46%, 7th Grade - 33%.)]

What student-centered problems have surfaced during this reflection?
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Students don't feel valued due to a lack of relationships to adults in the building. Students lack an understanding of how what they are learning is important to their lives. Students don't feel like they have voice and the attendance numbers are low. (Cultivate, and School Survey data).

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?

School counselor has taken lead to support improving Social Emotional Learning (SEL) by attending monthly PLC meetings in partnership with The Healing Center.

Professional development during Week Zero centered around equity vs. equality included conversations and reflections on building effective relationships with students by forming meaningful connections to students, how to listen and respond to student concerns... Expand CICO to include connecting staff and students across grade levels.

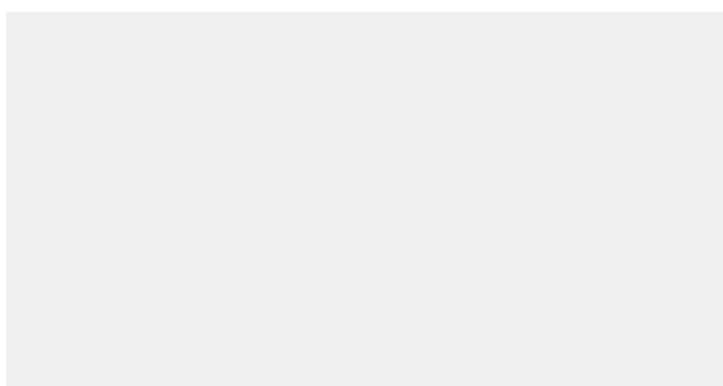
Ongoing professional development on building relationships will take place throughout the school year. Some of our partners will include Catholic Charities, Youth Alternatives, as well as our school counselor and social worker both trained in Anger Coping, Act & Adapt, CBITS and CICO, and assistant principal who received training through GLEAM (Grade Level Engaging Affirming Meaningful) partnership. In addition, School Counselor and 8th grade teacher are both trained in Conscious Discipline.

[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.

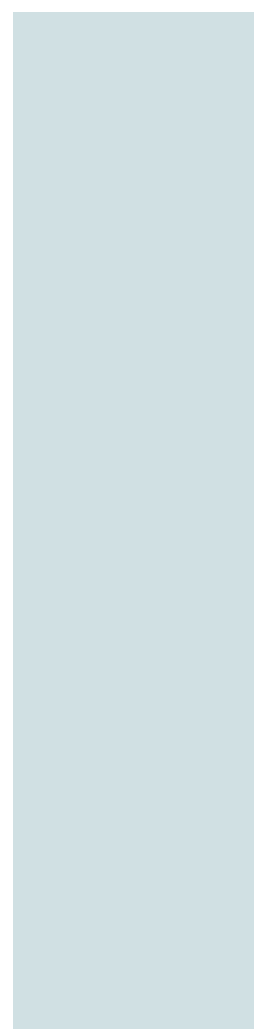
Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
No	College and Career Competency Curriculum (C4)	There needs to be a college and career readiness program for students. in middle school grades 6-8 to prepare for the transition into highschool.	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track
No	Individualized Learning Plans		Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate
No	Work Based Learning Toolkit		9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized	What is the feedback from your stakeholders? The continuum showed the need for work based activities and opportunities for post secondary career exploration.	

N/A	strategically aligned with a students 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). ECCE Certification List
No	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
No	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, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?

The Postsecondary Leadership Team (PLT) will convene to assess needs and develop a plan for implementation. The team will use data collected to address barriers/obstacles for student groups furthest from the opportunity and will be teaching from the Skyline curriculum. while also partering with CPS Success Bound. 🍌



What student-centered problems have surfaced during this reflection?

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Motivating students to be engaod in learning and planning their future for HS and Colege and Career readiness 🍌

[Return to Top](#) **Partnership & Engagement**

Using the associated references, is this practice consistently implemented?	References
Yes	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals. Spectrum of Inclusive Partnerships
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate. Reimogining With Community Toolkit
No	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 are the takeaways after the review of metrics?

Maintain partnerships wiith stakeholders to help students become more engaged and excited about learning. 🍌

[Cultivate](#)

[5 Essentials Parent Participation Rate](#)

[5E: Involved Families](#)

[5E: Supportive Environment](#)

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

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

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

What is the feedback from your stakeholders?

Increase parental involvement for more students to become active participants in the programs that will positively impact their child's future. 🍌

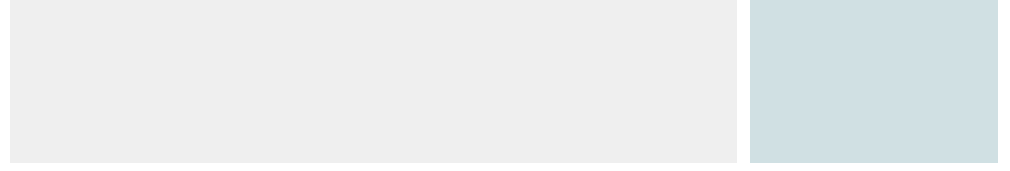
What student-centered problems have surfaced during this reflection?

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Lack of family engagment to get their child involved in programs that will make them college and career ready. Lack of attendance. 🍌

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 the partnerships, we are working to increase the enrollment to become more impactful. The barrier is increasing the amount of students with the greatest challenges to get involved. 🍌



Jump to... [Priority](#) [TOA](#) [Goal Setting](#) [Progress Monitoring](#)
 Reflection [Root Cause](#) [Implementation Plan](#)

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

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of metrics?

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

IAR Math: 49% of students not meeting expectations, 31% of students partially met expectations, 18% approaching, and 1% met. IAR ELA: 43% of students not meeting expectations, 32% of students partially met expectations, 18% approaching, and 7% met, 1% exceeded expectations.

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iReady Reading: K-2 students who scored mid/above increased from 2 to 36%; early from 8% to 14%; one grade level below decreased from 56% to 37%; and two grades below from 35% to 14%;
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On Level or above: K = 95%, 1st = 40%, and 2nd = 20%
 Take aways: We wonder if the Tier 3 students spent more time in small group instruction and if the students at level or above spent enough time in small groups or guided reading. We wonder if walking/paired reading could be a strategy that would help 2nd grade students (pairing with perhaps the 5th graders)

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On Level or above: K = 58%, 1st = 35%, and 2nd = 6%
 Takeaways:
 We wonder if the 2nd grade students were affected by the pandemic. We wonder what happened between K to 2nd.

What is the feedback from your stakeholders?

N7 feedback from Rigor Walks was concerning the level of rigor and student engagement. They suggested that we use the Marzano's Taxonomy to increase level of rigor from retrieval to comprehension and analysis. Penn's team has decided to have teachers focus on small groups and accountable talks, which will help to increase student voice and the level of rigor.

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Many of our students are struggling with foundational skills and need their needs addressed in small groups. We need assessments and material to address the deficits in reading and math. We need to monitor progress in Branching Minds.

Students are being pulled into small groups for both reading and math more consistently across grade levels, particularly in K-8. Beyond whole group grade level instruction, students are more frequently involved in small groups at their instructional level, with time to practice skills at their level.
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Return to Top Determine Priorities

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

Resources:

Students...

Students are not proficient in grade level reading, math and science.
 Students will be taught strong Tier 1 instruction and foundational skills through Skyline as well as supplemental resources chosen by teachers. Skyline for literacy is a priority. Additionally, the Science of Reading will be a priority in Grades K-8. Word study and vocabulary is an emphasis in every grade level, K-8.

[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

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

Resources:

As adults in the building, we...

we are learning better strategies for differentiating, lesson planning, and pacing based on our students' needs.

[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....
 Give time to teachers to understand curriculum and pacing, deliver training on differentiation and interventions, and monitor delivery of instruction to provide feedback,



then we see....
 Adults: smiling, small group instruction, scaffolding grade level instruction, cross curricular connectedness, strategic planning decisions to optimize classroom learning
 Students: engaged in the lesson, ownership of learning, talking to each other about the learning, excited about learning



which leads to...
 Students reaching grade level proficiency.



Resources:

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

[Return to Top](#) **Implementation Plan**

Resources:

Indicators of a Quality CIWP: Implementation Planning
 Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.
 Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.
 Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.
 Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.
 Action steps are inclusive of stakeholder groups and priority student groups.
 Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

ILT, Admin, Teachers, Coach, Tutors

Dates for Progress Monitoring Check Ins

Q1 10/19/2023 Q3 3/15/23
 Q2 12/8/23 Q4 5/30/23

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Continue to teach the Tier 1 Skyline Curriculum with the support of coaching and feedback	Teachers and coaches	by EOY assessment period	In Progress
Action Step 1	Instructional Coach will provide guidance and coaching to teachers on some best practices for implementation of Skyline Curriculum	Amy Valfre, Teachers	by EOY assessment period	In Progress
Action Step 2	Interventionist will support teachers with small group support and instruction for Tier 2 and 3 students.	Kevin Nester, Tutor Core, UofC Step	by EOY assessment period	In Progress
Action Step 3	Conduct high quality observations, walkthroughs and reflection for improved learning: N7, admin, coaches, peer walkthroughs	N7, admin, coaches, peers	by EOY assessment period	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Teachers will participate in 100% of the professional learning Tier 1 instructional core Co-Labs, a highly articulated set of protocols, to prepare students for college and career readiness (school-based professional learning resources to support teachers in their Skyline implementation through the distributed leadership model).	admin, ILT, teacher leaders	Ongoing	In Progress
Action Step 1	Through distributive leadership, teach Co-Labs in ILT/PLC/GLT Meetings	admin, ILT, teacher leaders, Instructional Coach	Ongoing	Not Started
Action Step 2	Through distributive leadership, teach: Annotating the Teacher Facilitation Guide, Literacy Block, Unit Planning, Assessment Analysis, Math Co-Labs	admin, ILT, teacher leaders, Instructional Coach	Ongoing	Not Started
Action Step 3	Focusing on Assessments	admin, ILT, teacher leaders	Ongoing	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Implement Multi-Tiered Systems of Supports (MTSS) systems and structures	Admin, MTSS	Ongoing	In Progress
Action Step 1	Administrative team will use Branching Minds as a progress monitoring tool (case manager, counselor, interventionist, and instructional coach)	Kevin Nester, Dr. Moore-Ollie, V. Tomlinson, Amy Valfre, Jasmine Jackson, Doris Imperiale,	Ongoing	In Progress
Action Step 2	Develop a improved process for Tier 2/3 academic referrals	MTSS: Jasmine Jackson, BHT, MTSS Team	by October 15, 2023	In Progress
Action Step 3	Develop a Problem Solving Process for groups and individual students	MTSS: Jasmine Jackson	Ongoing	Not Started
Action Step 4	Develop a Data driven process for progress monitoring	MTSS: Jasmine Jackson	by October 15, 2023	In Progress
Action Step 5	Conduct Small Group instruction and training	Admin, outside vendors	Not Yet Started	Select Status

Implementation Milestone 4	Implement GLEAM Instructional Sprints (14 week studies)	Admin, GLEAM PLC & Team, teachers	Ongoing	In Progress
Action Step 1	Grade Level; teachers are teaching curriculum at grade level, Tier 1	Admin, GLEAM PLC, teachers	Ongoing	In Progress
Action Step 2	Engaging; all Tier students are given multiple opportunities to respond during a lesson including group choral responses, partner and individual oral and written responses, and physical responses.	Admin, GLEAM PLC, teachers	Ongoing	In Progress
Action Step 3	Affirming; affirming identities, all abilities and learning styles will be addressed	Admin, GLEAM PLC, teachers	Ongoing	Not Started
Action Step 4	Meaningful; recognizing our community and all members to help make connections with all stakeholders	Admin, GLEAM PLC, teachers	Ongoing	Not Started
Action Step 5				Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
 Penn Elementary School teachers will continue Tier 1 instruction using the Skyline curriculum. The focus will be on small group training and instruction. All staff should be trained in Tier 2/3 instruction and interventions. The school adopted the Wilson Foundations intervention curriculum. Penn will begin training staff in small group guided reading and running records to reduce the number of Tier 2/3 scores. The GLEAM leadership team will lead some instructional sprints.

SY26 Anticipated Milestones
 Teachers, TAs, and Paraprofessionals will conduct diagnostics and Tier 2/3 instructional small groups. The GLEAM leadership team will lead many instructional sprints to support engaging, affirming, meaningful instruction.

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 an 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
>50% of the students in K-8 will Meet or Exceed Overall in Math	Yes	Other	Overall	Star360 Math: Students 3-8 had a 29% EOY	Star360 Math: Students 3-8 will have 35% EOY	Star360 Math: Students 3-8 will have 40% EOY	Star 360: Math: Students 3-8 will have 50% EOY
			Select Group or Overall	iReady Math: Students K-2 had a 22.73% EOY	iReady Math: Students K-2 will have 33% EOY	iReady Math: Students K-2: Students will have 43% EOY	iReady Math: Students K-2: Students will have 50% EOY
>50% of the students in K-8 will Meet or Exceed Overall in Reading	Yes	Other	Overall	Star360 ELA: Students 3-8 had a 23% at EOY.	Star360 ELA: Students 3-8 will have 31% at EOY.	Star360 ELA: Students 3-8 will have 41% at EOY.	
			Overall	iReady ELA: K-2 students had a 34.09% EOY	iReady ELA: Students K-2 will have 40% EOY	iReady ELA: Students K-2: Students will have a 45% EOY	iReady ELA: Students K-2: Students will have 50% EOY

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:4 The ILT leads instructional improvement through distributed leadership.	<u>Lead SkyLine CoLabs</u> Annotating the TFG Unit Planning Assessment Analysis The Literacy Block Think-Alouds Mini-Lessons Planning for Differentiation Subtractive Planning	<u>Lead SkyLine CoLabs</u> Unit Planning Assessment Analysis Learning from Student Work Reading Conferences Strengthening Reading Comprehension Extensive Discussion Instructional Routines Reflection Course Reflection	<u>Lead SkyLine CoLabs</u> Learning from Student Work Instructional Routines Reflection Planning for a Peer Observation Reflecting on a Peer Observation

C&I:2 Students experience grade-level, standards-aligned instruction.	Skyline Curriculum Participate in SkyLine CoLabs: Annotating the TFG Unit Planning Assessment Analysis The Literacy Block Think-Alouds Mini-Lessons Planning for Differentiation Subtractive Planning	Skyline Curriculum Participate in SkyLine CoLabs: Unit Planning Assessment Analysis Learning from Student Work Reading and Math Conferences Strengthening Reading Comprehension and Math Strategies Extensive Discussion Instructional Routines Reflection Course Reflection	Skyline Curriculum Participate in SkyLine CoLabs: Learning from Student Work Instructional Routines Reflection Planning for a Peer Observation Reflecting on a Peer Observation
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.	Small Group Instruction	Small Group Instruction Trained in Wilson Foundations Begin Guided Reading training Incorporate Math Talks	Small Group Instruction Trained in Wilson Foundations Trained in Guided Reading Consistent Use of Math Talks

[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
>50% of the students in K-8 will Meet or Exceed Overall in Math	Other	Overall	Star360 Math: Students 3-8 had a 29% EOY	Star360 Math: Students 3-8 will have 35% EOY	On Track	No Progress	No Progress	No Progress
		Select Group or Overall	iReady Math: Students K-2 Students had a 22.73% EOY	iReady Math: Students K-2 Students will have 33% EOY	On Track	No Progress	No Progress	No Progress
>50% of the students in K-8 will Meet or Exceed Overall in Reading	Other	Overall	Star360 ELA: Students 3-8 had a 23% at EOY.	Star360 ELA: Students 3-8 will have 31% at EOY.	On Track	No Progress	No Progress	No Progress
		Overall	iReady ELA: K-2 students had a 34.09% EOY	iReady ELA: Students K-2 Students will have 40% EOY	On Track	No Progress	No Progress	No Progress

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:4 The ILT leads instructional improvement through distributed leadership.	Lead SkyLine CoLabs Annotating the TFG Unit Planning Assessment Analysis The Literacy Block Think-Alouds Mini-Lessons Planning for Differentiation Subtractive Planning	On Track	No Progress	No Progress	No Progress
C&I:2 Students experience grade-level, standards-aligned instruction.	Skyline Curriculum Participate in SkyLine CoLabs: Annotating the TFG Unit Planning Assessment Analysis The Literacy Block Think-Alouds Mini-Lessons Planning for Differentiation Subtractive Planning	On Track	No Progress	No Progress	No Progress
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.	Small Group Instruction	Limited Progress	No Progress	No Progress	No Progress

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

Connectedness & Wellbeing

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of metrics?

Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

10/24/2023 [37.5% of the students are receiving MTSS Interventions, Supports, or Services - Cumulative YTD (SEL & Student Supports)] [Current MTSS % of Students with a Current MTSS Intervention Plan - Tier 2 Reading 11.1% Tier 3 Reading 30.1% Tier 2 Math 44.7% Tier 3 Math 49.4%] [Tier 2 Reading 9% are meeting their goals 75-100% and Tier 3 Reading 6% are meeting their goals 75-100%] [Tier 2 Math 5% are meeting their goals 75-100% and Tier 3 Math are meeting their goals 1%]
 Penn meets with the Network 7 Specialist and Interventionist to put a plan in place to address the Tier 2/3 needs of students. There will be weekly checkins with the interventionists, MTSS and BHT teams to track student progress. Individual and small group information will be added to Branching Minds and progress will be monitored.

[Group 3: 6(31.58%); Group 4 12(63.16%); Group 5 (5.2%) 3-10 Bullying Behaviors 2; 3-3 Fighting no injuries 3; 4-6 Fighting more than 2 people or injury 11]
 Penn has a new team of BHT interventionists (Caseworker, Social Worker, Counselor, Psychologist, Nurse, Catholic Charities counselor) who will be proactive in addressing the needs of the students who had difficulty the previous school year. Our most severe cases will participate in a Check-in/Check-out process where they will check in with a mentor.

[Attendance: 2020-2021 90.66%; 2021-2022 86.9%; 2022-2023 89.4%;]
 Our Counselor will partner with clerks to reach out to parents of students who are chronically absent. We will schedule monthly attendance celebrations. In addition, students who have perfect attendance for the month participate in a "Are You Here Today" raffle for a prize every week.

What is the feedback from your stakeholders?

[67% of 5th-8th Grade students are very motivated or extremely motivated in school. 68% of the 5th graders feel a sense of belonging, compared to 12% of the 6th Graders (SY24 7th Graders), 50% of 7th graders (SY24 8th Graders). About 50% of the 5th through 8th Grade student feel what they are learning have relevance to the future. About 50% of the 5th through 8th Grade students monitor their own progress when learning (5th Grade - 74%, 6th Grade - 46%, 7th Grade - 33%).]

What student-centered problems have surfaced during this reflection?

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

Students don't feel valued due to a lack of relationships to adults in the building. Students lack an understanding of how what they are learning is important to their lives. Students don't feel like they have voice and the attendance numbers are low. (Cultivate, and School Survey data).

School counselor has taken lead to support improving Social Emotional Learning (SEL) by attending monthly PLC meetings in partnership with The Healing Center.

Professional development during Week Zero centered around equity vs. equality included conversations and reflections on building effective relationships with students by forming meaningful connections to students, how to listen and respond to student concerns... Expand CICO to include connecting staff and students across grade levels.

Ongoing professional development on building relationships will take place throughout the school year. Some of our partners will include Catholic Charities, Youth Alternatives, as well as our school counselor and social worker both trained in Anger Coping, Act & Adapt, CBITS and CICO, and assistant principal who received training through GLEAM (Grade Level Engaging Affirming Meaningful) partnership. In addition, School Counselor and 8th grade teacher are both trained in Conscious Discipline.

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Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

Students have social and emotional needs that need to be addressed in conjunction with "academics."

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

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Root Cause

Resources:

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

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

As adults in the building, we...

Need to implement engaging SEL and Academic curriculum that bonds student to student and student to teacher.

Teachers should incorporate SEL curriculum and strategies to connect to students throughout discussions. Staff needs to develop strategies to improve classroom community and to encourage student voice and participation.

We should reinforce procedures and expectations.

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

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Theory of Action

What is your Theory of Action?

If we....

build community, implement and reinforce Social Emotional Learning (SEL), expectations, procedures, Positive Behavior Interventions and Supports (PBIS) with fidelity, Second Step curriculum, anti/bullying activities/ engaging rigorous lessons which involve students



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.

Resources:

then we see....

an established classroom culture of behavioral and social norms needed for SEL stability and academic success.



which leads to...

a school climate reflective of positive norms, goals, interpersonal relationships, as well improved teaching and learning.



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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

Admin/Behavioral Health Team/Culture & Climate/Staff

Dates for Progress Monitoring Check Ins

Q1 10/19/2023

Q3 3/15/23

Q2 12/8/23

Q4 5/30/23

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	SEL Skill Development for Students and Staff	BHT Counselor, Social Worker, Psychologist, Case Manager, Nurse, and Administration	ongoing	In Progress
Action Step 1	SEL Instruction	BHT, Community Partners	ongoing	In Progress
Action Step 2	SEL Professional Learning (Trauma Responsive School)	BHT, PD	End of school year	Not Started
Action Step 3	Schoolwide Norms taught and reinforced	Admin, Staff, PBIS	First two weeks of school	In Progress
Action Step 4	Adult SEL Priority Survey	Admin, Community Partners, BHT	End of school year	In Progress
Action Step 5				Select Status
Implementation Milestone 2	Physical and Emotional Safety	Security, Admin, Staff, Teachers	ongoing	In Progress
Action Step 1	Schoolwide Norms seen widely	School	End of school year	In Progress
Action Step 2	Supportive & Restorative Discipline Policies & Practices	Teachers, Staff, Admin, Security	November 2023	In Progress
Action Step 3	Sense of Security - Safe behavior modeled	Teachers, Staff, Admin, Security	December 2023	In Progress
Action Step 4	Routines and Transitions	Teachers, Staff, Admin, Security	October 2023	In Progress
Action Step 5				Select Status
Implementation Milestone 3	Relational Trust	Admin, Staff, Teachers	ongoing	In Progress
Action Step 1	Leadership-Staff Relationships	Admin	Ongoing	In Progress
Action Step 2	Staff – Student Relationships	Staff, Teachers, Students	Ongoing	In Progress
Action Step 3	Student –Student Relationships	Staff, Teachers, Students	Ongoing	In Progress
Action Step 4	Staff-Staff Relationships	Admin, Staff	Ongoing	In Progress
Action Step 5	Family Engagement	Admin, Staff, Teachers, Families	Ongoing	In Progress
Implementation Milestone 4	SEL Instruction and Student Engagement	BHT, Culture & Climate, Staff, Teachers, Students	ongoing	In Progress
Action Step 1	Social and Emotional Skills Instruction Tier 2/3	BHT, Culture & Climate Team	Ongoing	In Progress
Action Step 2	Academic Press (GLEAM)	ILT, GLEAM, Teachers	Ongoing	In Progress
Action Step 3	Engaging instruction (GLEAM)	ILT, GLEAM, Teachers	Ongoing	In Progress
Action Step 4	Student Voice and Civic Engagement	Student Ambassadors	End of the Year	Not Started
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones - We will continue to work and make adjustments as needed on Tier 2/3 SEL instruction led by our BHT and Community Partners. Teachers use a variety of tools, but we will re-evaluate and streamline our practices to target Tier 2/3 needs.

SY26 Anticipated Milestones

- We anticipate working on SEL Instruction and Student Engagement. We will have Tier 2/3 strategies in place for small group or individual instruction.
- We will organize community learning projects and conduct student community service activities regularly.

Return to Top **Goal Setting**

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on applicable baselines and trend data).

Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).

Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#).

There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.

Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.

Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

Resources:

IL-EMPOWER Goal Requirements

For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:

- The CIWP includes a reading Performance goal
- The CIWP includes a math Performance goal
- The goals within the reading, math, and any other IL-EMPOWER goals include numerical targets
- Schools designated as Targeted Support identify the student groups named in the designation within the goals above and any other IL-EMPOWER goals

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
- Greater than or equal to 75% of the students that are identified for Tier 2 & 3 supports will receive their Tiered MTSS Interventions, support, or service (SEL & Student Supports) - Attendance will increase to greater than or equal to 90%.	Yes <input type="checkbox"/>	% of Students receiving Tier 2/3 interventions meeting targets	Overall	89.4% attendance	90% attendance	91% attendance	92% attendance
			Overall	MTSS Tier 2/3 20%	MTSS Tier 2/3 32%	MTSS Tier 2/3 47%	MTSS Tier 2/3 75%
- There will be a 50% or more decrease in Group 3 and Group 4 behavior infractions.	Yes <input type="checkbox"/>	Reduction in repeated disruptive behaviors (2-4 SCC)	Overall	TBD			
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	2 weeks of classroom community building at the start of each year. Extensive team building activities. - Implement 50% of the Second Step Curriculum - 50% of the behavioral data and academic will be added to Branching Minds	- Implement 80% of the Second Step Curriculum, Calm Classroom, Go Noodle, etc - 80% of the behavioral and academic data will be added to Branching Minds	- Implement 100% of the Second Step Curriculum, Calm Classroom, Go Noodle, etc - 100% of the behavioral and academic data will be added to Branching Minds
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	MTSS Tier 1 Social Emotional System - Classroom observations and feedback as needed or requested by teacher and implementation of Tier 1 in all classrooms - Introduce formal referral process for students not responding to Tier 1 SEL	MTSS Tier 2 Social Emotional System - Organize referred students into SEL groups for Tier 2 interventions - Collect data and monitor progress in Branching Minds - Utilize community partnerships within Tier 2	MTSS Tier 3 Social Emotional System - Develop Tier 3 interventions for students not making progress within Tier 2 - Develop process to start a formal evaluation
C&W:3 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.	Bring in SEL Community Partners to build relationships between student to student, student to teachers, and with parents; Apply for Community in Schools partnership	Set up parent outreach programs to empower families	Increase the number of effective student-centered enrichment and out-of-school-time programs

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
- Greater than or equal to 75% of the students that are identified for Tier 2 & 3 supports will receive their Tiered MTSS Interventions, support, or service (SEL & Student Supports) - Attendance will increase to greater than or equal to 90%.	% of Students receiving Tier 2/3 interventions meeting targets	Overall	89.4% attendance	90% attendance	Limited Progress	No Progress	No Progress	No Progress
		Overall	MTSS Tier 2/3 20%	MTSS Tier 2/3 32%	On Track	No Progress	No Progress	No Progress
- There will be a 50% or more decrease in Group 3 and Group 4	Reduction in repeated disruptive behaviors (2-4	Overall	TBD		On Track	No Progress	No Progress	No Progress

Decrease in Group 3 and Group 4 behavior infractions.	Disruptive behaviors (2-4 SCC)	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
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Practice Goals

Progress Monitoring

Identified Practices	SY24	Progress Monitoring			
		Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	2 weeks of classroom community building at the start of each year. Extensive team building activities. - Implement 50% of the Second Step Curriculum - 50% of the behavioral data and academic will be added to Branching Minds	On Track	No Progress	No Progress	No Progress
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	MTSS Tier 1 Social Emotional System - Classroom observations and feedback as needed or requested by teacher and implementation of Tier 1 in all classrooms - Introduce formal referral process for students not responding to Tier 1 SEL	On Track	No Progress	No Progress	No Progress
C&W:3 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.	Bring in SEL Community Partners to build relationships between student to student, student to teachers, and with parents; Apply for Community in Schools partnership	On Track	No Progress	No Progress	No Progress

If Checked:
Complete IL-Empower Section below



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

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

If Checked:
No action needed



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

IL-Empower

IL-EMPOWER GRANT ASSURANCES

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

- The purpose of the IL-Empower grant funds, authorized under Title I, Part A, Section 1003 School Improvement of the Elementary and Secondary Education Act, is to support local education agencies (LEAs), via the Statewide System of Technical Assistance and Support (IL-EMPOWER) to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities. The goal is to provide all children significant opportunity to receive a fair, equitable, and high-quality education by providing adequate resources to substantially raise the achievement of students in lowest and underperforming schools, as defined by the Illinois State Board of Education (ISBE).
- The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status.
- Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:
 - a) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
 - b) Contracting for professional services from State-Approved Learning Partners
 - c) Conducting school-level needs assessments
 - d) Analyzing data
 - e) Identifying resource inequities
 - f) Researching and implementing evidence-based interventions
 - g) Purchasing standards-aligned curriculum and materials
 - h) Purchasing and administering local assessments for progress monitoring
- Supplement, not supplant is in effect. Schools and LEAs shall use IL-Empower grant funds only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.
- Schools designated for comprehensive or targeted support can expect four years of continuation funding from the initial summative designation. Improvement status defines the up-to four-year term that runs concurrently with the IL-EMPOWER grant program. Status and funding begin with an initial summative designation of comprehensive or targeted and continue through the remaining part of the first year in the planning phase of the grant and are followed by three consecutive years of implementation. School Improvement funding is awarded concurrently with improvement status. Improvement status and grant funding continue concurrently for up to four years regardless of positive changes in annual summative designations because IL-EMPOWER is structured to support local efforts with scaffolded support of sufficient size and longevity to improve outcomes for students and exit improvement status within a four-year grant term.
- School Improvement Reports (SIR) are due on a triannual basis.
- Schools in comprehensive improvement status must work with a State-Approved Learning Partner to address areas identified in the respective school improvement plans. Schools in targeted improvement status may or may not elect to work with a State-Approved Learning Partner. Approved Learning Partners are contracted by ISBE and are authorized to provide direct professional learning services in evidence-based practices to LEAs and comprehensive and targeted schools. Only vendors selected for an executed contract with ISBE may provide services to IL-Empower districts and schools (both comprehensive and targeted) using Title I, Part A, Section 1003 School Improvement funds, and likewise only those subcontractors included in either the executed contract or subsequent written approval by ISBE may provide services to IL-EMPOWER districts and schools.
- As a grant recipient, you may be required to participate in program evaluation activities, site monitoring visits, and audit protocols.
- As part of annual grant application and amendment processes, you may be asked to submit additional information regarding budget requests and alignment of budget allocations to CIWP.

IL-EMPOWER SMART GOALS

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

IL-Empower Goals Must have a Numerical Target

Select a Goal Below

Required Math Goal

Other: >50% of the students in K-8 will Meet or Exceed Overall in Math

Required Reading Goal

Other: >50% of the students in K-8 will Meet or Exceed Overall in Reading

Optional Goal

Select a Goal

Student Groups	Baseline	SY24	SY25	SY26
Overall	Star360 Math: Students 3-8 had a 29% EOY	Star360 Math: Students 3-8 will have 35% EOY	Star360 Math: Students 3-8 will have 40% EOY	Star360 Math: Students 3-8 will have 50% EOY
Select Group or Overall	iReady Math: Students K-2 Students had a 22.73% EOY	iReady Math: Students K-2 Students will have 33% EOY	iReady Math: Students K-2: Students will have 43% EOY	iReady Math: Students K-2: Students will have 50% EOY
Overall	Star360 ELA: Students 3-8 had a 23% at EOY.	Star360 ELA: Students 3-8 will have 31% at EOY.	Star360 ELA: Students 3-8 will have 41% at EOY.	
Overall	iReady ELA: K-2 students had a 34.09% EOY	iReady ELA: Students K-2 Students will have 40% EOY	iReady ELA: Students K-2: Students will have a 45% EOY	iReady ELA: Students K-2: Students will have 50% EOY

Parent and Family Plan

<p>If Checked:</p> <p>Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections</p>	<input checked="" type="checkbox"/>	<p>Our school is a Title I school operating a Schoolwide Program</p> <p>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.</p>
<p>If Checked:</p> <p>No action needed</p>	<input type="checkbox"/>	<p>Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)</p>

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.

It is important for families to be more connected to student outcomes, so helping them to understand how we get there is critical. More communication to help parents see the importance of their child achieving college and career readiness. Penn uses parent emails, robocalls, Penn's website, phone calls, for fostering communication. The parents will work with the staff and community partners to support the work that we are doing with foundational skills and social emotional development. We will train and develop some other strategies to pull parents in more. 

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