

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 
Yalil Nieves	Principal	ynieves4@cps.edu
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Megan Fair	Teacher Leader	mefair1@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date 	Planned Completion Date 
Team & Schedule	4/1/23	5/1/23
Reflection: Curriculum & Instruction (Instructional Core)	8/15/23	8/18/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	8/17/23	8/25/23
Reflection: Connectedness & Wellbeing	8/22/23	8/25/23
Reflection: Postsecondary Success	8/24/23	9/1/23
Reflection: Partnerships & Engagement	8/29/23	9/1/23
Priorities	8/31/23	9/8/23
Root Cause	9/5/23	9/8/23
Theory of Acton	9/7/23	9/11/23
Implementation Plans	9/12/23	9/15/23
Goals	9/14/23	9/15/23
Fund Compliance	9/14/23	9/15/23
Parent & Family Plan	9/14/23	9/15/23
Approval	9/13/23	9/13/23

SY24 Progress Monitoring Schedule

Indicate the SY24 dates when your CIWP team will hold progress monitoring check-ins.

As a reference, these dates will auto-populate in your implementation plans.

CIWP Progress Monitoring Meeting Dates

Quarter 1	10/26/2023
Quarter 2	1/11/2024
Quarter 3	4/4/2024
Quarter 4	6/13/2024

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

[Return to Top](#)

Curriculum & Instruction

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	CPS High Quality Curriculum Rubrics	As measured by the Star360 (3rd-8th graders) only 29% of students met or exceeded expectations in ELA - aligns with IAR 5Essentials survey Students reported "The teacher asks difficult questions in class" 42% said once in a while and 7% said never	IAR (Math) IAR (English) Rigor Walk Data (School Level Data)
Partially	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction	49% of teachers report disagreeing or strongly disagreeing that "Curriculum, instruction, and learning materials are well coordinated across different grade levels at this school." iReady Data (K-2) 49% were one or more grade below level by EOY in math 38% of students were one or more grade levels below by EOY in reading IAR Data Reading (43% did not meet or partially met expectations) and Writing (48, 51% did not meet or partially met expectations) Star360 In Reading and Math 46% of students are partially meeting or not meeting expectations According to 5 week data tracker primary ESL primary classrooms (focus 2nd grade ESL) classrooms show significant delays in meeting student proficiency starts in ELA in comparison to the same classes meeting student proficiency standards in Math.	PSAT (EBRW) PSAT (Math) STAR (Reading)
Partially	Powerful Practices Rubric Learning Conditions	<p style="text-align: center;">What is the feedback from your stakeholders?</p> ILT notes - multiple conversations around building in time to observe each other and provide each other feedback.	STAR (Math) iReady (Reading) iReady (Math)
Partially	Continuum of ILT Effectiveness Distributed Leadership		Cultivate Grades ACCESS
Partially	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development		TS Gold Interim Assessment Data
Partially	Assessment for Learning Reference Document	<p style="text-align: center;">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?</p> The school is currently transitioning to more rigorous curricula. Last year we adopted Bridges for K-5 math as well as Foundations for primary foudnaitonal skills development. This year the K-5 team is using EL Education for ELA and 6-8 is using Savvas MyPerspectives.	
<p style="text-align: center;">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.</p>			
<p>Students aren't receiving cohesive instruction vertically Students are struggling to demonstrate mastery of grade level standards Students struggle with foundational skills. EL report shows high numbers of findings for being in compliance in the Staff and Placement category. Furthermore, all EL students in need of ESL instruction in their native language are not receiving services Students are not being exposed to grade level curriculum that allows for vertical alignment. .</p>			

[Return to Top](#)

Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
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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 MTSS Continuum Roots Survey
No	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 Integrity Memo
Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Partially	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
No	There are language objectives (that demonstrate HOW students will use language) across the content.	

According to the audit, Peterson does not provide native language instruction for ELs nor appropriate ESL instruction for ELs..

OLCE Report - large english learner population at Peterson - consider issues related to language learning as within the larger context of the school
 -currently do not offer native language instruction (do not have the capacity currently)
 -focus on what we can control and looking at our instructional practices and programming, mapping curriculum to language objectives and standards - all teachers consider in planning
 -making all contents accessible
 -create more supportive and including learning environments
 - displays in classrooms and the school, multiple resources for students

In SY22-23 only 4% of students demonstrated mastery on the

- Unit/Lesson Inventory for Language Objectives (School Level Data)
- [MTSS Continuum](#)
- [Roots Survey](#)
- [ACCESS](#)
- [MTSS Academic Tier Movement](#)
- [Annual Evaluation of Compliance \(ODLSS\)](#)
- [Quality Indicators of Specially Designed Curriculum](#)

What is the feedback from your stakeholders?

In a staff survey, 28% agreed that School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.

On the 5-essentials student survey, academic personalism dropped from 50% in the 2021 school year to 45% in the 2022 school year.

The Peterson Staff Rating shows that 62.5% responded 'partially' when asked if school teams implement equity-based MTSS with equity and consistency.

On the 5-essentials student survey, program coherence dropped from 49% in the 2021 school year to 25% in the 2023 school year.

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?

Peterson selected a new K-5 Math curriculum and began implementation in SY22-23. In the Spring of 2023 our ELA teachers selected a new ELA curriculum to implement in SY23-24. Additionally, in SY22-23 all K-2 teachers were trained in Foundations and begin implementing in SY22-23. (1st/2nd BOY and Kinder MOY)

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 CIWR.

- Students are not receiving consistent evidence based interventions
- Students are not receiving EL interventions and instruction from EL endorsed teachers.
- Students do not have consistent progress monitoring systems across k-8th

[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	BHT Key Component Assessment SEL Teaming Structure	<p>Does the increase in behavior issues indicate a true significant increase last year? Or a different way of reporting it? What does Group 1-6 mean?</p> <p>On-Track Data shows attendance issues correlating with their GPA -Schoolwide attendance is 90.32% which is not high enough to be On-track.</p> <p>Overall student attendance dropped from 95.3% during the 2021 school year to 91.9% during the 2023 school year.</p> <p>All subcategories on 5E have dropped Peer support for academic work from 70 yo 52% (sy21-23) Student-teacher trust 62 to 50% Academic Personalism 48 to 41%</p> <p>Attendance YTD rate 90.32% Misconduct Reports significant Increase from sy23 to sy22 (19 To 54 incidents in Group 3).</p>	<ul style="list-style-type: none"> % of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
Partially	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>		
Yes	<p>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.</p>	<p>What is the feedback from your stakeholders?</p> <p>On the 5-essentials student survey, student-teacher trust dropped from 62% in the 2021 school year to 50% in the 2023 school year. On the 5-essentials student survey, peer support dropped from 70% in the 2021 school year to 52% in the 2023 school year. On the 5-essentials student survey, safety dropped from 48% in the 2022 school year to 41% in the 2023 school year.</p>	<ul style="list-style-type: none"> Cultivate (Belonging & Identity)

	Other student interests and needs.	2022 school year to 41% in the 2023 school year.	Staff trained on alternatives to exclusionary discipline (School Level Data)
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		Enrichment Program Participation: Enrollment & Attendance Student Voice Infrastructure Reduction in number of students with dropout codes at EOY

	<p>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.</p> <ul style="list-style-type: none"> -Students are losing instruction due to excessive absences (family leave, medical leave, ect.) -Students have a difficult time adjusting to norms -Students are lacking the appropriate social skills to build peer relationships. -Students are not feeling connected enough to staff and peers (based on Cultivate, 5 E's, Attendance Data). 		<p>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?</p> <ul style="list-style-type: none"> Attendance plans for students with chronic absences. Calls home for students who are tardy each day. 30 mins of Social Emotional Learning each day in all grades. Robust out of school time programming including a new partnership in SY23-24 with the Carole Robertson Center to bring Teen REACH to students experiencing trauma, etc.
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[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
Partially	College and Career Competency Curriculum (C4)	14% of students in SY22-23 were off track, 13% in SY21-22, and 6% in Sy20-21. There is a decrease in the number of students who are on track.	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate 9th and 10th Grade On Track
Partially	Individualized Learning Plans		Cultivate (Relevance to the Future)
Partially	Work Based Learning Toolkit	<p>What is the feedback from your stakeholders?</p> <p>45% of students said it was "completely true" and 29% said "mostly true" that their classes were getting the ready for high school as measured by the Winter Cultivate Survey.</p>	Freshmen Connection Programs Offered (School Level Data)
N/A		<p>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?</p> <p>Our 8th grade team will be implementing Success Bound curriculum in Sy23-24 for the first time.</p>	
N/A	ECCE Certification List		
N/A	PLT Assessment Rubric		
N/A	Alumni Support Initiative One Pager	We will continue our work on hosting high school fairs, high school visits, and ensuring students in 6th-8th complete their ILPs and are ready for high school and beyond.	

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.

There is a growing percentage of students who are off track. The number of ELs who were off track grew to 23% in SY22-23 up from 16% in SY21-22. 🍌

[Return to Top](#)

Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>Spectrum of Inclusive Partnerships</p> <p>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.</p>	<p>Strengths: two-way communication with families, building relationships with families 🍌</p> <p>Weakness: language barrier with families and availability.</p> <p>Parent Engagement- Pastries with the principal SnapCNXT, Aspen Inviting parents to make decisions on our school</p> <p>increased attendance at parent meetings for all groups: BAC, PTA, and PAC!</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
Yes	<p>Reimagining With Community Toolkit</p> <p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
Partially	<p>Student Voice Infrastructure Rubric</p> <p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p>	<p>What is the feedback from your stakeholders?</p> <p>There has been an increase in participation of families in our parent groups, particularly in the PTA and BAC. 🍌</p> <p>Student responses for supportive learning environment in the 5Essentials remains neutral.</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
	<p>What student-centered problems have surfaced during this reflection?</p> <p>If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>Students indicate in 5Essentials and Cultivate that students do not always feel that their is a mechanism/way for them to use their voice or that the adults in the life are asking them for opinions/thoughts. 🍌</p>	<p>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?</p> <p>Student voice committees as after school groups 3-8. --> moving to have MS meetings during the day to provide more student the opportunity to engage. 🍌</p> <p>Continue to offer parent meetings in hybrid formats to allow families to join from anywhere.</p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	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.
Partially	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.
Partially	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

As measured by the Star360 (3rd-8th graders) only 29% of students met or exceeded expectations in ELA - aligns with IAR in which 31% of students met or exceeded expectations.

5Essentials survey
Students reported "The teacher asks difficult questions in class" 42% said once in a while and 7% said never

49% of teachers report disagreeing or strongly disagreeing that "Curriculum, instruction, and learning materials are well coordinated across different grade levels at this school."

iReady Data (K-2)
49% were one or more grade below level by EOY in math
38% of students were one or more grade levels below by EOY in reading

IAR Data
Reading (43% did not meet or partially met expectations) and Writing (48, 51% did not meet or partially met expectations)
Star360
In Reading and Math 46% of students are partially meeting or not meeting expectations

According to 5 week data tracker primary ESL primary classrooms (focus 2nd grade ESL) classrooms show significant delays in meeting student proficiency starts in ELA in comparison to the same classes meeting student proficiency standards in Math.

What is the feedback from your stakeholders?

ILT notes - multiple conversations around building in time to observe each other and provide each other feedback.

What student-centered problems have surfaced during this reflection?

Students aren't receiving cohesive instruction vertically
Students are struggling to demonstrate mastery of grade level standards
Students struggle with foundational skills.
EL report shows high numbers of findings for being in compliance in the Staff and Placement category. Furthermore, all EL students in need of ESL instruction in their native language are not receiving services

Students are not being exposed to grade level curriculum that allows for vertical alignment. .

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

The school is currently transitioning to more rigorous curricula. Last year we adopted Bridges for K-5 math as well as Foundations for primary foundational skills development. This year the K-5 team is using EL Education for ELA and 6-8 is using Savvas MyPerspectives.

Return to Top Determine Priorities

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

Students...
Students are not meeting grade level expectations in ELA and Math assessments (Based on IAR, Star360, & iReady data)

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.

Return to Top Root Cause

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

As adults in the building, we...
We are not familiar with the most important aspect and components of the curriculum to ensure that it is taught by everyone with fidelity and provides strong Tier 1 for all students.

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.

Return to Top Theory of Action

What is your Theory of Action?

If we....
 Provide educators with robust professional learning of the curriculum--including but not limited to:
 understanding of the most important aspects and components of the curriculum
 concrete strategies for implementing in the classroom
 understanding of the most important aspects of English language instruction
 concrete strategies for promoting English language development such as multilingual word walls, language objectives, etc
 AND
 Provide opportunities for shared observations and coaching.

then we see....
 All teachers implementing Tier 1 curriculum (both content and SEL) with fidelity and utilizing the shared understandings and strategies, improving horizontal and vertical alignment, and implementing sheltered English instruction.
 AND
 All students experiencing grade-level aligned instruction and demonstrating productive struggle, problem solving, and critical thinking through differentiation, multiple opportunities, and modalities to engage in Tier 1 learning.
 AND All students advancing in their knowledge of the English language.

which leads to...
 A yearly 10% increase in students meeting and exceeding on Star360 and iReady by the EOY (24,25, 26) which should lead to a 10% Increase in students demonstrating mastery of grade-level standards on the IAR (in both Math and English) each year (SY24,25,26).
 Increased percentage of students growing on the ACCESS exam as measured by the 6 levels of ACCESS.

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
 All Teachers, ILT, Leadership Team

Dates for Progress Monitoring Check Ins

Q1	10/26/2023	Q3	4/4/2024
Q2	1/11/2024	Q4	6/13/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Select professional learning options that align to the learning needs of educators.	Teachers/ILT/Leadership Team	December 2023	In Progress
Action Step 1	Identify the learning needs of educators as it relates to the new curriculum	Teachers/ILT	December 2023	In Progress
Action Step 2	Utilize instructional coaches to provide ongoing feedback aligned to identified learning needs	ILT/Leadership Team/Coaches	December 2023 and ongoing	In Progress
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Dedicate time for professional learning in the current curriculums to understand what the curriculum asks of kids and staff to implement	Leadership Team/ILT	EOY SY2023/24	In Progress
Action Step 1	Create collaboration time that includes: time for educators to observe one another in their practice, discuss next steps as a team, lesson studies, observations in other schools, etc	Leadership Team / Teachers	June 1	Not Started
Action Step 2	Create offsite planning documents and organize subs for teachers to plan offsite	Leadership Team/Office	October 2023	In Progress
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Ensure all necessary materials are available to students - Spanish materials as needed (or other languages if available)	Teachers/Main Office/Leadership Team/ELPT	June 2024	In Progress
Action Step 1	Review materials list for all curriculums and ensure location in the building.	Teachers/ Main office/Leadership	December 2024	Not Started
Action Step 2	Order materials in Spanish or other languages as needed.	Teachers/Leadership Team	June 2024	In Progress
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

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

- Create a list of key skills/concepts (priority standards) of agreement across the grade level and share above and below
- Identify a process for checking fidelity and alignment to scope and sequence.
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SY26 Anticipated Milestones

- Professional learning and implementation in planning of language objectives
- Use of key instructional strategies for sheltered english instruction, multilingual word walls, language objectives, etc.
- SEL curriculum selection and implementation action steps (long term) & review current SEL curricula.

Return to Top Goal Setting

Indicators of a Quality CIWP: Goal Setting

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

Resources:

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
10% Increase in students demonstrating mastery of grade-level standards (IAR increased percentage of meeting or exceeding expectations), each year (SY24,25,26).	No	IAR (Math)	Overall	26	36	46	56
			English Learners	8	18	28	38
10% Increase in students demonstrating mastery of grade-level standards (IAR increased percentage of mastery), each year (SY24,25,26).	No	IAR (English)	Overall	31	41	51	61
			English Learners	4	14	24	34

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.	Continue 5 Week Data Analysis Cycles to measure achievement of grade-level standards and review assessments to ensure they are standards aligned (from the curriculum)	Continue 5 Week Data Analysis Cycles to measure achievement of grade-level standards and review assessments to ensure they are standards aligned (from the curriculum)	Continue 5 Week Data Analysis Cycles to measure achievement of grade-level standards and review assessments to ensure they are standards aligned (from the curriculum)
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Implementation of new ELA curriculum K-8 this year.	Implementation of curriculum in content areas without high quality materials (ie social science)	Measure fidelity of curriculum implementation with ILT created rubric and scope and sequence documents.

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
10% Increase in students demonstrating mastery of grade-level standards (IAR increased percentage of meeting or exceeding expectations), each year (SY24,25,26).	IAR (Math)	Overall	26	36	Limited Progress	Select Status	Select Status	Select Status
		English Learners	8	18	Limited Progress	Select Status	Select Status	Select Status
10% Increase in students demonstrating mastery of grade-level standards (IAR increased percentage of mastery), each year (SY24,25,26).	IAR (English)	Overall	31	41	Limited Progress	Select Status	Select Status	Select Status
		English Learners	4	14	Limited Progress	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	Continue 5 Week Data Analysis Cycles to measure achievement of grade-level standards and review assessments to ensure they are standards aligned (from the curriculum)	Limited Progress	Select Status	Select Status	Select Status
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Implementation of new ELA curriculum K-8 this year.	On Track	Select Status	Select Status	Select Status
		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of 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.
No	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
No	There are language objectives (that demonstrate HOW students will use language) across the content.

According to the audit, Peterson does not provide native language instruction for ELs nor appropriate ESL instruction for ELs..

OLCE Report - large english learner population at Peterson - consider issues related to language learning as within the larger context of the school
 -currently do not offer native language instruction (do not have the capacity currently)
 -focus on what we can control and looking at our instructional practices and programming, mapping curriculum to language objectives and standards - all teachers consider in planning
 -making all contents accessible
 -create more supportive and including learning environments - displays in classrooms and the school, multiple resources for students

In SY22-23 only 4% of students demonstrated mastery on the ACCESS (English Language Learner assessment)

On staff survey, 28% partially or did not agree that "School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo."

96% of students are not reaching proficiency on ACCESS

Students with Tier II and III supports are not receiving the proper interventions due to the data of "Peterson Root Survey Fall 22". The survey indicates Tier II & III supplemental interventions are at 42% and progressing monitor of Tier II & III is at 30% (below average).

Data shows that 72% of students are receiving A's which does not match the standardized tests we give

DL and EL students are receiving As and Bs at a lower percent overall when compared to their peers.

What is the feedback from your stakeholders?

In a staff survey, 28% agreed that School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.

On the 5-essentials student survey, academic personalism dropped from 50% in the 2021 school year to 45% in the 2022 school year.

The Peterson Staff Rating shows that 62.5% responded 'partially' when asked if school teams implement equity-based MTSS with equity and consistency.

On the 5-essentials student survey, program coherence dropped from 49% in the 2021 school year to 25% in the 2023 school year.

Another data point suggests that a majority of students (+70%) do not feel they have very much choice or input in what and how they learn (based on "Peterson Cultivate Data")

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 are not receiving consistent evidence based interventions

Students are not receiving EL interventions and instruction from EL endorsed teachers.

Students do not have consistent progress monitoring systems across k-8th

Students do not have access to high quality, well documented student support and support plans.

Students' access to material is not differentiated to meet their level

Students are not receiving individualized support in the most effective way.

Peterson selected a new K-5 Math curriculum and began implementation in SY22-23. In the Spring of 2023 our ELA teachers selected a new ELA curriculum to implement in SY23-24. Additionally, in SY22-23 all K-2 teachers were trained in Foundations and begin implementing in SY22-23. (1st/2nd BOY and Kinder MOY)

Return to Top Determine Priorities


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

Resources: 

Students...

Students with Tier II and III supports are not receiving the proper interventions due to the data of "Peterson Root Survey Fall 22". The survey indicates Tier II & III supplemental interventions are at 42% and progressing monitor of Tier II & III is at 30% (below average).

[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...

Tier II & Tier III (academic and SEL) interventions are not being implemented consistently throughout the students' academic year due to the lack of professional learning/capacity building in interventions due to difficulties with timing & scheduling.

[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...
 provide educators with the opportunity and the time to understand and to practice Tier 2 and Tier 3 interventions for students for whom Tier 1 instructional practices are not sufficient,



then we see...
 More consistent and more effective Tier 2 and Tier 3 instructional practices and research based interventions occurring and a clear MTSS protocol/process in place for supporting educators in tier movement and implementing progress monitoring.



which leads to...
 A higher percentages of students meeting or exceeding grade level performance expectations and in increased number of teacher trained in research-based interventions, and an increased # of students meeting their targets during Tier 2/3 interventions.



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

MTSS Team, ILT, All Teachers, Leadership Team

Dates for Progress Monitoring Check Ins

Q1	10/26/2023	Q3	4/4/2024
Q2	1/11/2024	Q4	6/13/2024

SY24 Implementation Milestones & Action Steps **Who** **By When** **Progress Monitoring**

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	All educators understand the technical aspects of using Branching Minds	MTSS Team All Teachers ILT	April 2024	Not Started
Action Step 1	Dedicate PD time to learning to use Branching Minds	MTSS Team All Teachers ILT	January 2024	In Progress
Action Step 2	Dedicate PD time to practicing and entering Interventions	MTSS Team All Teachers ILT	February 2024	In Progress
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	A clear MTSS Process and Protocol is created and shared	MTSS Team, Leadership Team, All Teachers	January 2023	In Progress
Action Step 1	Set up regular MTSS meetings	MTSS Team	October 2023	In Progress
Action Step 2	Dedicated time during MTSS meetings to creating a Peterson protocol	MTSS Team	October 2023	In Progress
Action Step 3	Dedicate time during PD to training staff in the process	MTSS Team/ All Teachers/ Leadership Team	December 2023 & ongoing	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Increase in staff trained in Wilson Just Words and other research based interventions.	MTSS Team / Leadership Team	1/1/2024 and ongoing	Not Started
Action Step 1	Identify available trainings	MTSS Team and Interventionists and Teachers	January 2024 and ongoing	Not Started
Action Step 2	Organize subs and send educators to training	Friends of Peterson / Office Staff / Teachers / Leadership team	January 2024 and ongoing	Not Started
Action Step 3				Select Status
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

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Audit current instructional schedules (time distribution of literacy and math blocks) for optimal shared grade level times to provide tier 2 and 3 consistently. Set schoolwide, realistic expectations for implementing T2-3 interventions that align to a pacing of Professional Development Ongoing: Coaching and feedback from instructional coaches	
SY26 Anticipated Milestones	Ongoing training of staff in implementing research based interventions like Wilson Just Words, etc. Ongoing: Coaching and feedback from instructional coaches	

Return to Top **Goal Setting**

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

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Increase the percentage of students meeting their learning/intervention targets.	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall	0	20	30	40
			Select Group or Overall				
Increase the number of students moving down a Tier (towards Tier 1)	Yes	MTSS Academic Tier Movement	Overall	14% of students moved down a Tier (to less support needed) in	5% more students move to less support needed	5% more students move to less support needed	5% more students move to less support needed
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Technical learning and PD on using Branching Minds, setting time aside for entering interventions	Increased number of staff trained in interventions and ongoing data analysis to identify appropriate students for interventions	Increased number of staff trained in interventions and ongoing data analysis to identify appropriate students for interventions
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.	Develop a clear MTSS process/protocol and train staff on the process	Ensure all former "kid talk" meetings are moved to student solutions meetings using the new MTSS process	All MTSS meetings/problem solving student centered learning problems will be grounded in data and all meetings will start with reviewing data first.

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
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[Reflection](#)
 [Root Cause](#)
 [Implementation Plan](#)

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

Inclusive & Supportive Learning Environment

Increase the percentage of students meeting their learning/intervention targets.	% of Students receiving Tier 2/3 interventions meeting targets	Overall	0	20	No Progress	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Increase the number of students moving down a Tier (towards Tier 1)	MTSS Academic Tier Movement	Overall	14% of students moved down a Tier (to less support needed) in SY22-23	5% more students move to less support needed	No Progress	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Progress Monitoring			
		Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	Technical learning and PD on using Branching Minds, setting time aside for entering interventions	No Progress	Select Status	Select Status	Select Status
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.	Develop a clear MTSS process/protocol and train staff on the process	No Progress	Select Status	Select Status	Select Status
		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of metrics?

What is the feedback from your stakeholders?

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?

[Return to Top](#) **Determine Priorities**

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

Resources: 

[Determine Priorities Protocol](#)

Students...



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: 

[5 Whys Root Cause Protocol](#)

As adults in the building, we...



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....

Resources: 



Indicators of a Quality CIWP: Theory of Action

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

then we see....

which leads to...

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

Dates for Progress Monitoring Check Ins

Q1 10/26/2023 Q3 4/4/2024
Q2 1/11/2024 Q4 6/13/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1				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
Implementation Milestone 2				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
Implementation Milestone 3				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
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 [What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]

SY26 Anticipated Milestones [What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]

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

Indicators of a Quality CIWP: Goal Setting

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

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				
	Select Answer	Select Metric	Select Group or Overall				
			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
Select a Practice			
Select a Practice			
Select a Practice			

[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
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

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)**



<p>Select a Goal</p>					
<p>Select a Goal</p>					
<p>Select a Goal</p>					

Parent and Family Plan

If Checked:



Our school is a Title I school operating a Schoolwide Program

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

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

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.

\$148 for Parent Reimbursements
\$1600 for Professional Services (vendor)
\$889 for supplies
\$880 for food
For a total of \$3,556



Funds will be utilized for Math Night, Literacy Night, STEAM Night, and other parent information sessions on other curricula. Parents will be surveyed to ensure that all sessions meet their learning needs.

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