

### 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
Emily Leinss	Curriculum & Instruction Lead	erleinss1@cps.edu
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### Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	6/13/23	6/13/23
Reflection: Curriculum & Instruction (Instructional Core)	6/13/23	7/10/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/13/23	7/10/23
Reflection: Connectedness & Wellbeing	6/13/23	7/10/23
Reflection: Postsecondary Success	6/13/23	7/10/23
Reflection: Partnerships & Engagement	6/13/23	7/10/23
Priorities	7/18/23	7/25/23
Root Cause	7/18/23	7/25/23
Theory of Acton	7/25/23	8/1/23
Implementation Plans	8/1/23	8/8/23
Goals	8/8/23	8/15/23
Fund Compliance	9/11/23	9/11/23
Parent & Family Plan	9/11/23	9/11/23
Approval	9/15/23	9/15/23

### 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	10/27/2023
Quarter 2	12/20/2023
Quarter 3	4/1/2024
Quarter 4	6/7/2024

**Indicators of a Quality CIWP: Reflection on Foundations**

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

**Resources**

[Reflection on Foundations Protocol](#)

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**Curriculum & Instruction**

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

**References**

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

**Metrics**

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	<a href="#">CPS High Quality Curriculum Rubrics</a>
Partially	Students experience grade-level, standards-aligned instruction.	<a href="#">Rigor Walk Rubric</a> <a href="#">Teacher Team Learning Cycle Protocols</a> <a href="#">Quality Indicators Of Specially Designed Instruction</a>
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.	<a href="#">Powerful Practices Rubric</a> <a href="#">Learning Conditions</a>
Partially	The ILT leads instructional improvement through distributed leadership.	<a href="#">Continuum of ILT Effectiveness</a> <a href="#">Distributed Leadership</a>
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	<a href="#">Customized Balanced Assessment Plan</a> <a href="#">ES Assessment Plan Development Guide</a> <a href="#">HS Assessment Plan Development</a>
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	<a href="#">Assessment for Learning Reference Document</a>

staff indicated they have access to standards-aligned materials but students still aren't receiving standards-aligned instruction; lack of consistency throughout the building in providing standards-aligned instruction; we have a foundation for strong instruction but are missing assessments and distributed leadership

**What is the feedback from your stakeholders?**  
 Lack of parents understanding how their students are graded, assessed, where they stand

**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?**  
 Grading Committee

- [IAR \(Math\)](#)
- [IAR \(English\)](#)
- Rigor Walk Data (School Level Data)
- [PSAT \(EBRW\)](#)
- [PSAT \(Math\)](#)
- [STAR \(Reading\)](#)
- [STAR \(Math\)](#)
- [iReady \(Reading\)](#)
- [iReady \(Math\)](#)
- [Cultivate](#)
- [Grades](#)
- [ACCESS](#)
- [TS Gold](#)
- [Interim 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.

Students are not engaging in rigorous grade-level, standards-aligned learning and given opportunities for discourse and student voice

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**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	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.	<a href="#">MTSS Integrity Memo</a> <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a>
		<a href="#">MTSS Integrity Memo</a>

a lot of discrepancy with the Branching Minds tool IEP Evaluation Compliance. percentage of students reaching proficiency on ACCESS EL program is not in compliance in some areas need exposure to ESL strategies, tools, and resources in a meaningful and engaging manner Inventories of languages for the younger students can be deceiving Quality indicators specifically measure what is working and what could be done better but there isn't any thing further than that to help teachers grow from the results- but after we get the results- I feel like we have been taking steps to correct

- Unit/Lesson Inventory for Language Objectives (School Level Data)
- [MTSS Continuum](#)
- [Roots Survey](#)
- [ACCESS](#)

Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	
Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	<a href="#">LRE Dashboard Page</a>
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	<a href="#">IDEA Procedural Manual</a>
Partially	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	<a href="#">EL Placement Recommendation Tool ES</a> <a href="#">EL Placement Recommendation Tool HS</a>
No	There are language objectives (that demonstrate HOW students will use language) across the content.	

the route by addressing it like we did last year with challenging our students from DOK 1- DOK4- types of dialogue that we worked on during grade level meetings.

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

stakeholders who represent their subgroup think that subgroup is underserved  
 need better communication/messaging/framing/transparency with data, deeper data dives  
 need more staff EL endorsed/bilingual teachers to better support our changing demographics  
 more support in terms of school safety and community building,  
 better communication with parents of students in Tier 2 and 3

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

**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?**

*[impact on most students; impact on specific student groups]*

**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.

Limited resources behind supporting our EL students and newcomers  
 Students need the language support by homeroom teachers  
 Upper grades have the least amount of bilingual/ESL certified teachers.  
 EL and DL practices need improvement.  
 IEP minutes not being met, discrepancies within the evaluation process  
 Lack of very clear, consistent process for newcomers to be welcomed into a classroom

[Return to Top](#) **Connectedness & Wellbeing**

Using the associated references, is this practice consistently implemented?	References
Partially	<a href="#">BHT Key Component Assessment</a> <a href="#">SEL Teaming Structure</a>
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

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

attendance team did a great job this year of tracking attendance, encouraging attendance, and helping support students who suffered from chronic absenteeism  
 tier I attendance increased from last year.  
 increase in restorative conversations,

Behaviors: Want to see a decrease in OSS and ISS suspension from decrease in fighting

Support the use of:  
 -Cultivate survey  
 -access to OST  
 -increased daily attendance  
 -increased attendance for chronically absent students

- Metrics**
- [% 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](#)
  - [Cultivate \(Belonging & Identity\)](#)
  - Staff trained on alternatives to exclusionary discipline (School Level Data)
  - [Enrichment Program Participation: Enrollment & Attendance](#)
  - [Student Voice Infrastructure](#)

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

Limited access to OST for all age groups and school wide infrastructure for tier 3 behavior supports  
 translate the student interest/involvement in OST to their academic achievement  
 More Diverse OST program and clear intervention  
 Middle School students need more opportunities to feel invested and positive at school.  
 Families are looking for more clear communication and systems around restorative practices and behavioral expectations  
 Increased incentives  
 Information is shared in digestible amounts through out the year randomly but not consistently

.....

**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.

Over representation of black males in discipline referrals  
 Students experience different expectations and supports in different environments  
 A majority of students are not on-track and successfully engaging in their learning.  
 (most)Students don't have self regulation and de escalation strategies  
 Students who are removed from class continue to be removed from class.  
 Students and families who are chronically absent stay chronically absent.  
 Students don't receive responsive and age-appropriate incentives and programming.  
 Students don't feel connected to what it means to be a successful Piccolo student.



.....

**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?**

[impact on most students; impact on specific student groups]



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

[Return to Top](#) **Postsecondary Success**

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

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

**References**

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

**Metrics**

Yes	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	<a href="#">College and Career Competency Curriculum (C4)</a>
No	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	<a href="#">Individualized Learning Plans</a>
Partially	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	<a href="#">Work Based Learning Toolkit</a>
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).	
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	<a href="#">ECCE Certification List</a>
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	<a href="#">PLT Assessment Rubric</a>
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	<a href="#">Alumni Support Initiative One Pager</a>

Our grading practices require significant support- the lack of consistency across grade levels (even within the same grade level) do not provide accurate reflections of how students are performing as compared to grade-level standards. This then impacts how we are communicating and giving feedback to students and families, and doesn't allow for accurate reflection of students' progress.  
 I focused on just looking at the On-Track report mainly since that is what I am most familiar with us using at Piccolo. On-Track numbers are low overall - 32% on track. We had a good amount (33%) almost/near though, and if we could move them to on-track we would more than double our on-track percentage. We also continue to have a lot of students whose on-track status is affected only by attendance. Improvements for on-track rate



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

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

Feedback from stakeholders includes to increase supports for high school admissions and continue the work of success bound.



**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?**

No improvement efforts are current in progress; we began succ



**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.

More consistent and accurate grading practices better supports students' and families' understanding of where they fall relative to grade-level standards, and provide transparency that they deserve.  
 How can we focus on moving the students who are almost/near on-track to on-track in the coming school year?  
 Flexibility to get students on track  
 lack of investment in on-track; need higher expectations from staff and safe to dream for students and families



[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
Partially	<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>An increase in PCA, BAC and LSC Participation                      Many family events, robust programming                      Although I was unable to access the 5E survey results, from my general knowledge of the LSC, PAC and BAC at Piccolo, we are in the growth stages of our parent engagement and partnership. There are still significant trust gaps among staff and families, and among families themselves, that play a role in cultivating mistrust throughout the Piccolo community. It wasn't letting me access the surveys, but what I remember about the results/my observations was that again, students aren't always feeling like their voices are being heard or that their teachers care about what they want/like/need, etc. Also, I know we need more parent engagement in things like the LSC, PAC, BAC, etc. because participation in general throughout last school year was low.                      Usually the same few families are attending all of the events. Increase community/ parent engagement same - need to amplify student voice track BAS/PAC data as measurement and some type of community feedback from each event I think this is an interesting                      Our scores were low for involved families and supportive environment. This is an area of growth for us.</p>	<p><a href="#">Cultivate</a></p> <p><a href="#">5 Essentials Parent Participation Rate</a></p> <p><a href="#">5E: Involved Families</a></p>
Partially	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>	<p>Reimagining With Community Toolkit</p>	<p><a href="#">5E: Supportive Environment</a></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>
No	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles &amp; CIWP).</p>	<p>Student Voice Infrastructure Rubric</p>	<p>Formal and informal family and community feedback received locally.                      (School Level Data)</p>
<p><b>What student-centered problems have surfaced during this reflection?</b>                      If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>		<p><b>What is the feedback from your stakeholders?</b></p> <p>low parent/ community involvement                      Last year we made a huge effort school-wide to program events that would invite students and families from all grade levels to engage in learning and development at Piccolo Continued focus on safety and ensuring our students and families feel welcome and safe and nurtured while at school- this is an area of significant growth, and has dropped dramatically since pre-Covid.                      Perhaps provide parents with an easier entry way into becoming committee members; offer more opportunities for parents and families to give feedback to see what it is they want/need from our school/staff                      Provide relevant opportunities for families--i.e ESL classes, etc. Increase community/ parent engagement                      students don't feel valued                      give more parent surveys next year                      Feedback: Minimal participation for 5 essentials- the families are involved but minimally, informal feedback from families pertaining to ? has not been executed out yet- maybe it has? I think we are an integral part of the families and the families attend and enjoy events that we create but as far as cultivating a committee of parents and developing parent leaders- I am not sure how this is going or what team is in charge.                      Our parents want to be involved.</p> <p><b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b></p> <p>Continue our attendance team/attendance incentives to help improve the on-track status for students who only are off track due to attendance;                      Grading for Equity team a couple years ago is being revamped to ensure accurate record-keeping and streamline gradebook checks as well as open up dialogue about how we must better support students' progress through grades and assessments.</p>	
<p>Students and parents aren't sure what On Track means or why it matters. More consistent and accurate grading practices better supports students' and families' understanding of where they fall relative to grade-level standards, and provide transparency that they deserve.</p>		<p>Continue our attendance team/attendance incentives to help improve the on-track status for students who only are off track due to attendance;                      Grading for Equity team a couple years ago is being revamped to ensure accurate record-keeping and streamline gradebook checks as well as open up dialogue about how we must better support students' progress through grades and assessments.</p>	

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.
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.

staff indicated they have access to standards-aligned materials but students still aren't receiving standards-aligned instruction; lack of consistency throughout the building in providing standards-aligned instruction; we have a foundation for strong instruction but are missing assessments and distributed leadership

What is the feedback from your stakeholders?

Lack of parents understanding how their students are graded, assessed, where they stand

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 engaging in rigorous grade-level, standards-aligned learning and given opportunities for discourse and student voice

Grading Committee

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Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

Students are not engaging in rigorous grade-level, in standards-aligned learning and in discourse.



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 Whys Root Cause Protocol](#)

As adults in the building, we...

are watering down the curriculum to skills and not a focus on conceptual understanding  
 - testing culture, easier to teach (WHY)  
 - conceptual needs more time  
 - mindsets and lack of planning skills  
 - mindsets come from teacher prep programs, data used as support



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....

use an equity-lens and student data to provide teachers with professional learning, coaching, mentoring, and planning time around aligning lesson plans to grade-level curriculum through backwards planning, unpacking the grade-level standards, frequently measuring student progress toward grade-level standards, and increasing connections



Resources:

Indicators of a Quality CIWP: Theory of Action

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

between students and standards

then we see....

teachers using scaffolds and discourse to teach grade-level standards and curriculum, teachers using student work in lessons, teachers collaborating with one another to push students, and students engaging with rigor in discourse and curriculum  
 increase in student talk time, decrease in teacher talk time, increase in discussion aligned to a strong objective, increase in real life connections or rationale for students

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

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

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

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

which leads to...

Tier 1 movement in i-Ready and Star 360, increase in cultivate data around student voice

[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 and Instructional Coaches

**Dates for Progress Monitoring Check Ins**

Q1 10/27/2023 Q3 4/1/2024  
 Q2 12/20/2023 Q4 6/7/2024

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	Internalize grade level standards and curriculum 80% of lessons plans show teachers have internalized grade level standards and curriculum	Lead Coach(es), ILT	June 2024	In Progress
<b>Action Step 1</b>	Professional development in PLC's on unpacking standards	ILT	October 2023	In Progress
<b>Action Step 2</b>	Professional development in PLC's on writing clear and measureable objectives	ILT	December 2023	In Progress
<b>Action Step 3</b>	Professional development in PLC's on question asking and rigor (DOK aligned)	ILT	February 2024	In Progress
<b>Action Step 4</b>	Teacher observations and feedback cycles for improvement	Lead Coach, ILT	April 2024	In Progress
<b>Action Step 5</b>	Share out adult practice growth data	Lead Coach	May 2024	In Progress
<b>Implementation Milestone 2</b>	Frequently measure student progress *make SMART	Lead Coach(es), ILT	June 2025	Select Status
<b>Action Step 1</b>	Ensure 100% of teachers Internalize and consistently implement Piccolo aligned grading practices	Lead Coach	September 2025	Select Status
<b>Action Step 2</b>	Professional development in PLC's on creating/utilizing rubrics for grading	ILT	October 2025	Select Status
<b>Action Step 3</b>	Professional development in PLC's on creating/utilizing and grading standards aligned exit tickets	ILT	November 2025	Select Status
<b>Action Step 4</b>	Teacher observations and feedback cycles for improvement	Lead Coach, ILT	December 2025	Select Status
<b>Action Step 5</b>	Share out adult practice growth data	Lead Coach	March 2025	Select Status
<b>Implementation Milestone 3</b>	Teachers making evidence based decisions to inform instruction *make SMART	Lead Coach(es), ILT	June 2026	Select Status
<b>Action Step 1</b>	Professional development in PLC's on data analysis and progress monitoring	ILT	June 2026	Select Status
<b>Action Step 2</b>	Summative assessment work (rubrics)	ILT	June 2026	Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>	Teacher observations and feedback cycles for improvement	Lead Coach, ILT	June 2026	Select Status
<b>Action Step 5</b>	Share out adult practice growth data	Lead Coach	June 2026	Select Status
<b>Implementation Milestone 4</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

**SY25-SY26 Implementation Milestones**

**SY25 Anticipated Milestones**

100% of lessons plans show teachers have internalized grade level standards and curriculum

**SY26 Anticipated Milestones**

100% of classrooms have high student engagement as measured by talk time and DOK.

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### Goal Setting

Resources:

**Indicators of a Quality CIWP: Goal Setting**

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

**IL-EMPOWER Goal Requirements**

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

### Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
70% of students making 1 year of growth on iReady/Star 360	Yes <input type="checkbox"/>	STAR (Math)	Overall <input type="text"/>	Math-45.4%	55	65	70
			Select Group or Overall <input type="text"/>				
70% of students making 1 year of growth on iReady/Star 360	Yes <input type="checkbox"/>	STAR (Reading)	Overall <input type="text"/>	Reading-56.8%	60	65	70
			Select Group or Overall <input type="text"/>				

### 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.	Teachers are writing grade level aligned lesson plans	Teachers are creating/utilizing and grading standards aligned exit tickets	Teachers regularly use assessments to inform their instruction
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT leads all PLCs w/ help of lead coach.	ILT performs walkthroughs and delivers feedback w/ help of lead coach	ILT can plan and lead PLCs and walk through independently.
Select a Practice <input type="text"/>			

[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
70% of students making 1 year of growth on iReady/Star 360	STAR (Math)	Overall	Math-45.4%	55	Select Status <input type="text"/>	Select Status <input type="text"/>	Select Status <input type="text"/>	Select Status <input type="text"/>
		Select Group or Overall <input type="text"/>			Select Status <input type="text"/>	Select Status <input type="text"/>	Select Status <input type="text"/>	Select Status <input type="text"/>
70% of students making 1 year of growth on iReady/Star 360	STAR (Reading)	Overall	Reading-56.8%	60	Select Status <input type="text"/>	Select Status <input type="text"/>	Select Status <input type="text"/>	Select Status <input type="text"/>
		Select Group or Overall <input type="text"/>			Select Status <input type="text"/>	Select Status <input type="text"/>	Select Status <input type="text"/>	Select Status <input type="text"/>

### 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.	Teachers are writing grade level aligned lesson plans	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	ILT leads all PLCS w/ help of lead coach.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

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

## Inclusive & Supportive Learning Environment

### 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.
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
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.

a lot of discrepancy with the Branching Minds tool  
IEP Evaluation Compliance.  
percentage of students reaching proficiency on ACCESS  
EL program is not in compliance in some areas  
need exposure to ESL strategies, tools, and resources in a meaningful and engaging manner  
Inventories of languages for the younger students can be deceiving  
Quality indicators specifically measure what is working and what could be done better but there isn't any thing further than that to help teachers grow from the results- but after we get the results- I feel like we have been taking steps to correct the route by addressing it like we did last year with challenging our students from DOK 1- DOK4- types of dialogue that we worked on during grade level meetings.

What is the feedback from your stakeholders?

stakeholders who represent their subgroup think that subgroup is underserved  
need better communication/messaging/framing/transparency with data, deeper data dives  
need more staff EL endorsed/bilingual teachers to better support our changing demographics  
more support in terms of school safety and community building,  
better communication with parents of students in Tier 2 and 3

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?

Limited resources behind supporting our EL students and newcomers  
Students need the language support by homeroom teachers  
Upper grades have the least amount of bilingual/ESL certified teachers.  
EL and DL practices need improvement.  
IEP minutes not being met, discrepancies within the evaluation process  
Lack of very clear, consistent process for newcomers to be welcomed into a classroom

*[impact on most students; impact on specific student groups]*

### Return to Top Determine Priorities

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

Resources:

Students...

Students who are newcomers, Spanish dominant, and 4-8th ELs aren't accessing their academic and SEL instruction or the assessments or developing bilingualism

[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...

As adults in the building, we... do not have the tools to support new comers, ELs, and DLs in the building

[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....

increase bilingual and ESL certified teachers and build the capacity of all staff to provide and progress monitor T1 instruction for EL students

Resources:

**Indicators of a Quality CIWP: Theory of Action**  
Theory of Action is grounded in research or evidence based practices.

then we see....  
 teachers utilizing WIDA standards and language objectives to support students' language development, increased use of targeted scaffolds for subgroups, and students engaged in native language instruction and language based targeted interventions in the TBE program, appropriate accommodations and modifications in all settings. \*what will we see students doing?

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

which leads to...  
 EL performance on par with their peers on standardized testing

[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	10/27/2023	Q3	4/1/2024
Q2	12/20/2023	Q4	6/7/2024

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	Increase Bilingual/ESL Certified Teachers	Case manager, ELPT, MTSS Coordinator, Bilingual ILT Lead	December 2024	Select Status
<b>Action Step 1</b>	Create and distribute staff inventory survey for current ESL certifications	ELPT	September 2023	Select Status
<b>Action Step 2</b>	Secure funding for ESL Cohort at Piccolo	Principal	November 2023	Select Status
<b>Action Step 3</b>	Organize ESL cohort, partner w/ ESL group	ELPT	November 2023	Select Status
<b>Action Step 4</b>	Recruit Staff	ELPT	November 2023	Select Status
<b>Action Step 5</b>	Support staff matriculation through ESL cohort	Principal	December 2023	Select Status
<b>Action Step 6</b>				Select Status
<b>Action Step 7</b>				Select Status
<b>Implementation Milestone 2</b>	Build Staff Capacity to Provide Tier 1 Instructional Language Supports	Case manager, ELPT, MTSS Coordinator, Bilingual ILT Lead	June 2025	Select Status
<b>Action Step 1</b>	Piccolo's Quick Win EL Guide (plug and play for all teachers)	ELPT	August 2024	Select Status
<b>Action Step 2</b>	Staff PD: Language Based Scaffolds	ELPT	July 2024	Select Status
<b>Action Step 3</b>	Staff PD: Language Objectives	ELPT	August 2024	Select Status
<b>Action Step 4</b>	Staff PD: WIDA standards	ELPT	October 2024	Select Status
<b>Action Step 5</b>	Staff PD: Native Language	ELPT	December 2024	Select Status
<b>Action Step 6</b>	Teacher observations and feedback cycles for improvement	ILT	January 2025	Select Status
<b>Action Step 7</b>	Share out adult practice growth data	ILT	March 2025	Select Status
<b>Implementation Milestone 3</b>	Build Staff Capacity to Progress Monitor to account for language needs	ILT	June 2026	Select Status
<b>Action Step 1</b>	Determine tools available for progress monitoring	ELPT	July 2025	Select Status
<b>Action Step 2</b>	Determine qualifiers for progress monitoring in English vs. Spanish	ELPT	October 2025	Select Status
<b>Action Step 3</b>	Teachers will complete EL screener/ACCESS training	ELPT	January 2026	Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status


**SY25-SY26 Implementation Milestones**

**SY25 Anticipated Milestones**  
 Newly hired teaching staff have proper endorsements to support all English learners despite proficiency levels, and support staff who are able to fully communicate with all students.   
 Teachers conduct EL screeners and ACCESS testing

**SY26 Anticipated Milestones** Walk through data will demonstrate 100% of classrooms have instructional supports in place for students of all English proficiency levels. 

[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 Bilingual/ESL Certified Teachers	Yes <input type="checkbox"/>	STAR (Reading)	English Learners				
			Select Group or Overall				
Build Staff Capacity to Provide Tier 1 Instructional Language Supports	Yes <input type="checkbox"/>	STAR (Math)	English Learners				
			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:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	Identified teachers are enrolling to take Spanish proficiency test for ELS-TBE resulting in increased . Teachers enrolling for ESL endorsement classes.	Teachers with ELS-TBE are taking endorsement classes to become fully endorsed	Each grade level will have 1 bilingual endorsed and 1 ESL endorsed teacher.
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	Teachers have WIDA charts identifying proficiency levels of students	Teachers are familiar with the components of the WIDA ELD Standards Framework and how they work in conjunction with content-driven language instruction.	Teachers use the WIDA ELD Standards Framework to plan Language Expectations, Functions, and Features for contentbased instruction.
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
Increase Bilingual/ESL Certified Teachers	STAR (Reading)	English Learners			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Build Staff Capacity to Provide Tier 1 Instructional Language Supports	STAR (Math)	English Learners			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Identified Practices	Practice Goals SY24	Progress Monitoring			
		Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	Identified teachers are enrolling to take Spanish proficiency test for ELS-TBE resulting in increased . Teachers enrolling for ESL endorsement classes.	Select Status	Select Status	Select Status	Select Status
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	Teachers have WIDA charts identifying proficiency levels of students	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status



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

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

## Connectedness & Wellbeing

### 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.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

attendance team did a great job this year of tracking attendance, encouraging attendance, and helping support students who suffered from chronic absenteeism  
 tier I attendance increased from last year.  
 increase in restorative conversations,  
 Behaviors: Want to see a decrease in OSS and ISS suspension from decrease in fighting  
 Support the use of:  
 -Cultivate survey  
 -access to OST  
 -increased daily attendance  
 -increased attendance for chronically absent students

What is the feedback from your stakeholders?

Limited access to OST for all age groups and school wide infrastructure for tier 3 behavior supports  
 translate the student interest/involvement in OST to their academic achievement  
 More Diverse OST program and clear intervention  
 Middle School students need more opportunities to feel invested and positive at school.  
 Families are looking for more clear communication and systems around restorative practices and behavioral expectations  
 Increased incentives  
 Information is shared in digestible amounts through out the year randomly but not consistently

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?

Over representation of black males in discipline referrals  
 Students experience different expectations and supports in different environments  
 A majority of students are not on-track and successfully engaging in their learning.  
 (most)Students don't have self regulation and de escalation strategies  
 Students who are removed from class continue to be removed from class.  
 Students and families who are chronically absent stay chronically absent.  
 Students don't receive responsive and age-appropriate incentives and programming.  
 Students don't feel connected to what it means to be a successful Piccolo student.

[impact on most students; impact on specific student groups]

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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...

Black students don't feel culturally connected to what it means to be a successful Piccolo student  
 Students do not yet have the tools necessary to self regulate



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...

do not reward and value Black American Culture at Piccolo  
 celebrate students' multitudinous identities  
 represent students' identities in the classroom  
 aren't intentional with relationship building which should encompass learning about and celebrating students' culture



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 a strong culture and climate team with clearly defined roles and responsibilities, provide continuous professional development on restorative practices, and build teachers' capacity to implement restorative practices and build relationships to cultivate a connected learning community throughout the school



Resources: 

Indicators of a Quality CIWP: Theory of Action

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

then we see....  
 a school wide system of restorative practices that support students in emotional regulation, decrease in chronic absenteeism, and an increase in our Cultivate survey Learning mindset scores

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

which leads to...  
 an overall decrease in misconducts reports, an increase average daily attendance, a reduction in 3.3 (fewer fights), a lower range in Cultivate data as it pertains to the Learning Conditions category, and an increase in the utilization of restorative practices as compared to punitive practices

[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**   
 Culture Team

**Dates for Progress Monitoring Check Ins**  
 Q1 10/27/2023 Q3 4/1/2024  
 Q2 12/20/2023 Q4 6/7/2024

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	Build a strong culture and climate team with clearly defined roles and responsibilities	Lead Coach	6/7/2024	Select Status
<b>Action Step 1</b>	Identify teams under the Climate and Culture umbrella			Select Status
<b>Action Step 2</b>	Create and implement team meeting cadence			Select Status
<b>Action Step 3</b>	Mission, Vision, and norm creation			Select Status
<b>Action Step 4</b>	identify and audit individual and team roles and responsibilities			Select Status
<b>Action Step 5</b>	monitor each team aligned to a student success outcome			Select Status
<b>Implementation Milestone 2</b>	Provide meaningful professional development on restorative practices	Restorative Justice Coordinator, New Root		Select Status
<b>Action Step 1</b>	Staff PD: Restorative Practices 101			Select Status
<b>Action Step 2</b>	Staff PD: School Discipline			Select Status
<b>Action Step 3</b>	Staff PD: Talking Circles			Select Status
<b>Action Step 4</b>	Staff PD: Peace Circles			Select Status
<b>Action Step 5</b>	implement restorative practices			Select Status
<b>Implementation Milestone 3</b>	Build teachers capacity to increase school wide connectedness	Culture Team		Select Status
<b>Action Step 1</b>	build authentic relationships among staff, students, and community			Select Status
<b>Action Step 2</b>	work with all stakeholders to cultivate a connected learning community			Select Status
<b>Action Step 3</b>	Utilize cultivate/elevate data to inform school direction			Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 4</b>				Select Status
<b>Action Step 1</b>				Select Status
<b>Action Step 2</b>				Select Status
<b>Action Step 3</b>				Select Status
<b>Action Step 4</b>				Select Status
<b>Action Step 5</b>				Select Status

**SY25-SY26 Implementation Milestones**

**SY25 Anticipated Milestones**   
 [What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]

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

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

Resources:

**Indicators of a Quality CIWP: Goal Setting**

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

**IL-EMPOWER Goal Requirements**

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

**Performance Goals**

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Build a strong culture and climate team with clearly defined roles and responsibilities	Yes <input type="checkbox"/>	Cultivate	Select Group or Overall				
			Select Group or Overall				
Provide meaningful professional development on restorative practices	Yes <input type="checkbox"/>	Reduction in OSS per 100	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
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.			
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			
Select a Practice			

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**SY24 Progress Monitoring**

Resources:

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

**Performance Goals**

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Build a strong culture and climate team with clearly defined roles and responsibilities	Cultivate	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Provide meaningful professional development on restorative practices	Reduction in OSS per 100	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

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.		Select Status	Select Status	Select Status	Select Status
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		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)**

**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

STAR (Math): 70% of students making 1 year of growth on iReady/Star 360

Required Reading Goal

STAR (Reading): 70% of students making 1 year of growth on iReady/Star 360

Optional Goal

Select a Goal

Student Groups	Baseline	SY24	SY25	SY26
Overall	Math-45.4%	55	65	70
Select Group or Overall				
Overall	Reading-56.8%	60	65	70
Select Group or Overall				



**Parent and Family Plan**

<p>If Checked:</p> <p>Complete School &amp; Family Engagement Policy, School &amp; Family Compact, and Parent &amp; Family Engagement Budget sections</p>	<input checked="" type="checkbox"/>	<p><b>Our school is a Title I school operating a Schoolwide Program</b></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><b>Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)</b></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.

BAC/PAC has decided to use Title I funds to support workshops and learning opportunities for parents.

- ESL Classes
- GED classes
- Skyline Math Walkthrough
- Skyline English Walkthrough
- Reading and Analyzing my Students Test Scores



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