CIWP Team & Schedules

Resources 🚀

CIWP Team Guidance

Name ✍	Role ✍	Email ✍
Dr. Althea M. Hammond	Principal	amhammond@cps.edu
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Mrs. Micki Graciano	LSC Team Memebr/DL TEacher	masmith74@cps.edu
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Cassandra Johnson	LSC Team Member/Community	cassandra65@sbcglobal.net
Ms. Jacqueline Doyle	Teacher Leader	jlbaker-doyle@cps.edu
	Select Role	
	Select Role	
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	6/8/23	6/8/23
Reflection: Curriculum & Instruction (Instructional Core)	6/9/23	7/17/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/26/23	7/26/23
Reflection: Connectedness & Wellbeing	8/1/23	8/1/23
Reflection: Postsecondary Success	8/2/23	8/2/23
Reflection: Partnerships & Engagement	8/7/23	8/7/23
Priorities	8/9/23	8/9/23
Root Cause	8/10/23	8/10/23
Theory of Acton	8/11/23	8/11/23
Implementation Plans	8/17/23	8/17/23
Goals	8/24/23	8/24/23
Fund Compliance	8/28/23	8/28/23
Parent & Family Plan	8/31/23	8/31/23
Approval	9/13/23	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	10/25/23
Quarter 2	12/20/2023
Quarter 3	3/20/2024
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

Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	All curriculum used has instruction and assessments aligned with grade level common core, NGSS standards, and WIDA. All curriculum includes foundational skills work. All Plamondon students are instructed using on grade level standards. Curriculum is culturally responsive to meet the needs of Plamondon's students. All teachers have access to teacher resources included in the curriculum as well as leveled reading libraries, manipulatives for hands on learning, online resources to supplement as needed, and materials for at home practice. At Plamondon, teachers ensure that classrooms, and relationships with students, are focused on the Inner Core and use culturally responsive practices that creates a learning environment to meet the needs of all students. Staff at Plamondon are all ESL endorsed and use practices to promote student learning. One area of growth identified by ILT was to develop a more distributed leadership amongst staff at the school. As evidenced by iReady, STAR, MTSS, Interim, IAR, REACH PT, EL screener, and Common Unit Assessments, school teams have implemented a balanced approach to evaluate standards based student learning and for actionable, high quality planning to increase student achievement. Teachers at Plamondon evaluate data daily, weekly, and monthly to ensure student growth.	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
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed 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.	Powerful Practices Rubric Learning Conditions	**What is the feedback from your stakeholders?** Based on the feedback from stakeholders, teachers have access to high quality curriculum and resources that are aligned to grade level standards. Stakeholders report that students are receiving high quality, standards based, instruction. Using the 5E measures, students at Plamondon reported that 99% in reading and 69% in math felt there was strong Ambitious Instruction. This leaves questions as to what differences are occurring between the two content areas. When looking at the 5E response from studentss about school safety, Plamondon students scored in the neutral performance. Looking at the Cultivate survey, 79% of students at Plamondon felt motivated to work hard in class. According to Plamondon Dashboard, 100% of behaviors were addressed using Instructive, Corrective Restorative practices. This ensures the learning environment meets the conditions that are needed for students to learn. Based on the feedback from ILT and staff, a plan to include more distributed leadership to help improve instruction. Teachers demonstrated concern about Instructional Leadership in the 5E scoring in the very weak performance and Plamondon is proactively working to address this. Stakeholders and staff agree that there is a well balanced assessment plan that is adhered to with fidelity. On the 5E report, teachers rated a strong performance in Program Coherence. Some stakeholders reported that given the difference in teacher capacity, GRR administration during instruction can vary greatly from classroom to classroom. According to Plamondon's Cultivate, our weakest category was Feedback for Growth with Growth Mindset and Academic Risk Taking being our biggest trouble areas. Students at Plamondon reported that Academic Risk Taking was an area where growth is needed. We will have several new teachers beginning in the 23/24 school year and there will need to be intentional support so that new teachers are proficiently engaging in best practices for both academic and culture.	
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		
Yes	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development Guide		
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** Improvement efforts that are in place include weekly MTSS monitoring, small group instruction and intervention, flexible action plans to ensure data based decisions for instruction. Staff at Plamondon are required to be ESL endorsed leading to improvement of instruction strategies for EL's. The impacts have been more intentional planning for individual student learning, and increase in the amount of time students spend receiving focused small group instruction, and an increase of teachers using EL strategies to promote student growth. Efforts are being made to address the barriers and obstacles so that students in the groups furthest from opportunity will achieve academic success.	

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 do not have access to consistent high quality instruction using the GRR model on a daily basis for all content areas with fidelity. Students are not receiving tasks and assessments that accurately measure student mastery of the standards.

Students do not feel motivated to work hard in class.

Students are not willing to publicly engage in learning because of perceived social risks. Students are not perceiving the classroom community as a space where they feel comfortable taking academic risks. Students are not receiving critical feedback that will help students improve.

Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and	MTSS Integrity Memo	At Plamondon, school teams input MTSS data using Branching Minds. We offered a MTSS Lead position. School teams collected weekly data and used the weekly data for small group interventions based on progress monitoring.	Unit/Lesson Inventory for Language Objectives (School Level Data)

Yes	implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Continuum Roots Survey		MTSS Continuum Roots Survey ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS) Quality Indicators of Specially Designed Curriculum EL Program Review Tool
Yes	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo	Plamondon ensures that parents or guardians are aware of how equity-based MTSS supports their child by sending home a equity-based MTSS letter. All benchmark academic assessment results are shared with families. Diagnostic, intervention, and progress monitoring data is also shared with families. Plamondon recently switched frameworks to an all-inclusive learning and teaching supports, therefore, enabling individualized learning and teaching supports. All staff ensures IEPs are created with fidelity amongst the SPED team, within compliance of the IEPs due date. All IEPs are shared with all staff to ensure IEPs are being implemented within all classrooms. Plamondon staff are required to be ESL endorsed. All staff uses language objectives across all contents.	
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	**What is the feedback from your stakeholders?**	
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	Based on the feedback from stakeholders, teachers all have access to reasearch-based and equity based MTSS Framework. Our MTSS lead monitors for participation of all students receiving interventions in the Branching Minds platform. Plamondon implemented a co-teaching model in which DL students received instruction in their LRE. At Plamondon, we ensure that student IEPs reflect the student's LRE. At Plamondon, IEPs are implemented with fidelity for all students. All teachers are ESL endorsed or pursuing an ESL endorsement to meet the academic and social needs of our EL population. Plamondon provides SECAs, teachers, and staff who are English/Spanish bilingual consistent with our student population. Lesson plans reflect the inclusion of language objectives that students will use across content areas.	
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.		**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** Teachers and staff will maximize the supports given to our students such as SECA supports as well as instructional supports. Staff needs to review the platform used to progress monitor. The impact of these new implemented supports will lead to increased student achievement. These efforts will address barriers and obstacles for our student groups who need the most supports including ELs, DLs, and tier 2 and 3 students.	

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.

Tier 2 and tier 3 students are making progress according to MTSS. However, these gains are not reflected in Star360 data.

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment SEL Teaming Structure	All tier 2/3 students are receiving Behavioral Action Plans and teachers implement with fidelity. Plamondon had 0% ISS and OSS for the SY22/23. For the SY22/23, there were 2 misconducts and both were resolved using Restorative Justice Practices. Plamondon had a 90% Priority Group Participation Rate for OST. For SY22/23, Plamondon had an attendance rate of 91%. Our chronic absenteeism rate was 29%.	% 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
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		**What is the feedback from your stakeholders?** Students have access to district provided structured support to address Behavioral Health issues but would like to increase other staff participation regarding climate and culture. Plamondon's well established behavioral health team regularly addresses student needs. Primary and Intermediate students have access to daily tier 1 SEL instruction through the use of Second Step curriculum and embedded in the academic, standards-based curriculum. Most students have an opportunity to partake in student-centered extra-curricular afterschool programs, however, due to attending Ms. J's program, some of our high risk students are not able to attend Plamondon's after school extra curricular program. All students with extended absences are identified for attendance incentive plans.	
Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.			

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

For SY22/23, Plamondon students had an attendance rate of 91%. Our goal was to have 95%.

Our chronic absenteeism rate was 29%. We noticed that specific students repeatedly missed many days of school. SPecific students also had chronic tardies.

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?

At Plamondon, we have implemented a Are You Here attendance program. On random days, student names are drawn and if they are present, they will receive a prize. We also give prizes to classes that have 100% attendance daily. This motivates our students and helps students come to school. Our school counselor is working with parents and guardians to create an attendance plan for students with chronic absences. These efforts will address barriers and obstacles for our student groups who need the most supports.

Postsecondary Success

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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
Yes	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)
Yes	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans
Yes	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit
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).	ECCE Certification List
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager

What are the takeaways after the review of metrics?

During SY 22-23, middle school students completed the curriculum for Success Bound and Naviance. This curriculum provided students the opportunity to research and make connections based on their Career of interest.

Middle school attended the Skilled Trades Career Fair in SY23-24 and had numerous opportunities to learn about Skilled Trades and the pathway to be successful in a trade.

STEM Coaches also implemented Lessons in the area of STEM. Additionally, careers were discussed in the makerspace, during the Nascar experience. (KG-8th)

Third, fourth, and fifth graders completed a career project after completing a career survey and then looking into the careers that matched their interests. After the project students had the opportunity to share with their classmates about their career of interest.

Kindergarten, first, and second graders worked on a three week SEL program learning about different helping careers (farmers, firefighters, nurses and police offers).

What is the feedback from your stakeholders?

The school counselors and social workers worked with middle students during a designated SEL time. Middle school students completed the curriculum for Success Bound and Naviance. This curriculum provided students the opportunity to research and make connections based on their Career of interest. This will continue during the SY23-24 school year but instead of Naviance the district will be using a new program called SchoolLinks very similar to Naviance 4th and 5th graders will also participate/ complete Success Bound lessons. According to Cultivate, 79% of of students who report low classroom community feel a sense of belonging. 53% of students who report low classroom community feel a sense of belonging. 76% of students responded that they believe that classroom is aligned with and useful for prepaing for the future.

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

The Plamondon School Counselors are working cooperatively/collaboratively with our STEM coach to plan more real-world experiences , activitiies, and field trips for all students. We are also planning a whole school career project where students present on a career they are interested in and they have learned about in STEM Makerspace. Students will demonstrate the interest in College and Career opportunities, as well as Skilled Trades. As with many situations barriers/obstacles do arise, however, we try to work with families and students around the obstacles as much as possible. The ogal is to work diligently to expose students to Skill Trades as well as College Careers, to spark their interest!

Metrics

Freshmen Connection Programs Offered (School Level Data)

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

Students have lack of exposure to endless opportunities and this affects the student's lack of interest, and vision to make it attainable!

Partnership & Engagement

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Using the associated references, is this practice consistently implemented?		References
	The school proactively fosters relationships with	Spectrum of Inclusive Partnerships

What are the takeaways after the review of metrics?

At Plamondon, we proactively foster relationships with families, school committees, and community members. Parent and community members partake in LSC, BAC and PAC meetings and committees. Staff and families own and contribute to our school goals.

Metrics

Yes	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.		

school goals.

Plamondon Staff communicates with family and community members in a variety of ways including email, communication apps, newsletters, phone calls, and in-person conferences. We also have school events that allow for stakeholders to participate. These include open houses, STEM nights and days, STEM/Science fairs, and assemblies.

We have had a student voice committee at Plamondon. However, it hasn't been consistent. According to Plamondon's Cultivate data, 46% of students reported with a low student voice have a sense of belonging. 30% of students reported with a low student voice feel a sense of agency. Lastly, 23% of students reported with a low student voice have a sense of self-efficacy.

Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit

Partially	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric

5 Essentials Parent Participation Rate

5E: Involved Families

5E: Supportive Environment

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

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

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

What is the feedback from your stakeholders?

Several parents attend and are apart of BAC and PAC. There are many parent activities planned through these committees that parents participate in. Parents receive stakeholder emails from the principal and are invited to attend LSC meetings and stakeholder meetings.

According the 2022-2023 5-Essentials data, teachers feel that 58% of parents and guardians attend parent-teacher conferences when they are requested. Also, teachers feel that most parents take suggestions for helping their child.

There is lack of student voice. According to Plamondon's Cultivate data, 46% of students reported with a low student voice have a sense of belonging. 30% of students reported with a low student voice feel a sense of agency. Lastly, 23% of students reported with a low student voice have a sense of self-efficacy.

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 at Plamondon don't feel their voice is heard or that they have an opportunity to give feedback on decisions at school. Students want to be heard. This will help with their sense of belonging, self-efficacy, and agency.

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?

Teachers will make sure that they are giving students choices in the classroom and create surveys to make sure that all student voices are heard. Also, we will start to create a student voice committee at Plamondon. This will help all students to be heard. These efforts will address barriers and obstacles for our student groups who need the most supports including ELs and DLs.

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

All curriculum used has instruction and assessments aligned with grade level common core, NGSS standards, and WIDA. All curriculum includes foundational skills work. All Plamondon students are instructed using on grade level standards. Curriculum is culturally responsive to meet the needs of Plamondon's students. All teachers have access to teacher resources included in the curriculum as well as leveled reading libraries, manipulatives for hands on learning, online resources to supplement as needed, and materials for at home practice. At Plamondon, teachers ensure that classrooms, and relationships with students, are focused on the Inner Core and use culturally responsive practices that creates a learning environment to meet the needs of all students. Staff at Plamondon are all ESL endorsed and use practices to promote student learning. One area of growth identified by ILT was to develop a more distributed leadership amongst staff at the school. As evidenced by iReady, STAR, MTSS, Interim, IAR, REACH PT, EL screener, and Common Unit Assessments, school teams have implemented a balanced approach to evaluate standards based student learning and for actionable, high quality planning to increase student achievement. Teachers at Plamondon evaluate data daily, weekly, and monthly to ensure student growth.

What is the feedback from your stakeholders?

Based on the feedback from stakeholders, teachers have access to high quality curriculum and resources that are aligned to grade level standards. Stakeholders report that students are receiving high quality, standards based, instruction. Using the 5E measures, students at Plamondon reported that 99% in reading and 69% in math felt there was strong Ambitious Instruction. This leaves questions as to what differences are occurring between the two content areas. When looking at the 5E response from studentss about school safety, Plamondon students scored in the neutral performance. Looking at the Cultivate survey, 79% of students at Plamondon felt motivated to work hard in class. According to Plamondon Dashboard, 100% of behaviors were addressed using Instructive, Corrective Restorative practices. This ensures the learning environment meets the conditions that are needed for students to learn. Based on the feedback from ILT and staff, a plan to include more distributed leadership to help improve instruction. Teachers demonstrated concern about Instructional Leadership in the 5E scoring in the very weak performance and Plamondon is proactively working to address this. Stakeholders and staff agree that there is a well balanced assessment plan that is adhered to with fidelity. On the 5E report, teachers rated a strong performance in Program Coherence. Some stakeholders reported that given the difference in teacher capacity, GRR administration during instruction can vary greatly from classroom to classroom.

According to Plamondon's Cultivate, our weekest category was Feedback for Growth with Growth Mindset and Academic Risk Taking being our biggest trouble areas. Students at Plamondon reported that Academic Risk Taking was an area where growth is needed.

We will have several new teachers beginning in the 23/24 school year and there will need to be intentional support so that new teachers are proficiently engaging in best practices for both academic and culture.

What student-centered problems have surfaced during this reflection?

Students do not have access to consistent high quality instruction using the GRR model on a daily basis for all content areas with fidelty. Students are not receiving tasks and assessments that accurately measure student mastery of the standards.

Students do not feel motivated to work hard in class.

Students are not willing to publicly engage in learning because of perceived social risks. Students are not perceiving the classroom community as a space where they feel comfortable taking academic risks. Students are not receiving critical feedback that will help students improve.

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?

Improvement efforts that are in place include weekly MTSS monitoring, small group instruction and intervention, flexible action plans to ensure data based decisions for instruction. Staff at Plamondon are required to be ESL endorsed leading to improvement of instruction strategies for EL's. The impacts have been more intentional planning for individual student learning, and increase in the amount of time students spend receiving focused small group instruction, and an increase of teachers using EL strategies to promote student growth. Efforts are being made to address the barriers and obstacles so that students in the groups furthest from opportunity will achieve academic success.

Return to Top | **Determine Priorities**

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

Students...

are not learning from GRR instruction in math and reading including DL and EL students.

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...

are not responding to our students needs by not providing high quality GRR instruction with fidelity in all content areas for all students including DL's and EL's.

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 professional development to grow and develop teacher instructional capacity to deliver high quality instruction using the GRR model with fidelity in all content areas

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

Curriculum & Instruction

deliver high quality instruction using the GRR model with fidelity in all content areas including all subgroups of students and provide teachers with professional development on creating and using tasks and assessments that accurately measure student mastery of the standards.

then we see....

improved execution of best practices for teaching using GRR which will include improved modeling and improved learning task and assessment development that accurately measures student mastery of the standards and is accessible to all students.

which leads to...

increased student achievement where students are better able to apply standrads-based skills and strategies learned to demonstrate their level of mastery.

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.

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 ✍️

Althea Hammond, Principal & Instructional Leader; Deborah Berkman, Lead Coach; Mandi Balazi, Interventionist & MTSS Cordinator; ILT Team

Dates for Progress Monitoring Check Ins

Q1	10/25/23	Q3	3/20/2024
Q2	12/20/2023	Q4	6/7/2024

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	100% of teachers trained in GRR model	Instructional Leader, Instructional Coaches/ILT	May 31, 2024	*Select Status*
Action Step 1	All teachers complete survey repsonding to questions regarding their level of proficiency understanding and implementing GRR	Instructional Leader, Instruction.	October 25, 2023	*Select Status*
Action Step 2	Instruntional coaches use data from observations to determine the percentage of teachers needing multi tiered levels of traingin in GRR	Instructional Leader, Instruction.	October 25, 2023	*Select Status*
Action Step 3	PLC plans include training in GRR throughout the year including blocks of GRR training on PD days.	Instructional Leader, Instruction.	October 1, 2023	*Select Status*
Action Step 4	Identify teachers as Tier 2 and Tier 3 for needing more intensive training on GRR	Instructional Leader, Instruction.	January 12, 2023	*Select Status*
Action Step 5	Teacher peer observations will occur ongoing through the school year	Instructional Leader, Instruction.	May 15, 2023	*Select Status*
Implementation Milestone 2	100% of teachers using GRR with fidelity in their instruction	Instructional Leader, Lead Coaches, Interventionist, ILT	June 6, 2023	*Select Status*
Action Step 1	Conduct observations to determine percent of teachers using GRR for instruction in all content areas	ILT, Instructional Coaches, Interventionist, Teacher Peers	January 12, 2023	*Select Status*
Action Step 2	Conduct rigorwalks to observe, collect data, provide feedback during PLCs on implmentation of GRR	ILT, Instructional Coaches, Interventionist, Teacher Peers	March 20, 2023	*Select Status*
Action Step 3	Coaches model instruction using GRR for identified teachers needing support	Instructional Coaches, MTSS Interventionist	October 25, 2023	*Select Status*
Action Step 4	Teachers share their successes and challenges of implementing GRR	All teachers	May 15, 2023	*Select Status*
Action Step 5	Train teachers to use formative assessments and data analysis to inform their instructional decisions within the GRR framework.	All teachers, Lead Coaches, Interventionist	June 6, 2023	*Select Status*
Implementation Milestone 3	By MOY, 24% of K-2 students will meet grade level mastery in iReady Reading and Math.	All teachers, Lead Coaches, Interventionist	January 31, 2023	*Select Status*
Action Step 1	Teachers will use their training of GRR and implement in the classroom	All teachers, Lead Coaches, Int.	November 9, 2023	*Select Status*
Action Step 2	Interventionist will give intensive interventions to specificied tier 2 and tier 3 students.	Interventionist	January 17,2023	*Select Status*
Action Step 3	100% of students will receive targeted instruction in small groups.	All teachers, Lead Coaches, Interventionist	January 17,2023	*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 4	By MOY, 24% of 3rd-8th grade students will meet grade level mastery in Star360 Reading and Math.	All teachers, Lead Coaches, Int.	January 31, 2023	*Select Status*
Action Step 1	Teachers will use their training of GRR and implement in the classroom.	All teachers, Lead Coaches, Interventionist	November 9, 2023	*Select Status*
Action Step 2	Interventionist will give intensive interventions to specificied tier 2 and tier 3 students.	Interventionist	January 17, 2023	*Select Status*
Action Step 3	100% of students will receive targeted instruction in small groups.	All teachers, Lead Coaches, Interventionist	January 17, 2023	*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	-100% of new teachers will be trained in GRR pedagogy -100% of new teachers will implement GRR instruction with fidelity in all content areas -100% of new teachers will produce lesson plans that reflect the use of GRR -80% of teachers will particpate in GRR refresher PD's	✍️

Curriculum & Instruction

SY26 Anticipated Milestones

-100% of teachers will be trained in GRR pedagogy
-100% of teachers will implemet GRR instruction with fidelity in all content areas
-100% of teachers will produce lesson plans that include the use of GRR
-100% of teachers will particpate in GRR refresher PD's
-100% of teachers will have access to updated resources

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	SY24	SY25	SY26
50% of 3rd-8th students will meet grade level expectations on STAR360 Reading and Math EOY	Yes	STAR (Math)	Overall	21%	25%	35%	50%
		STAR (Reading)	Overall	21%	25%	35%	50%
50% of K-2 students will meet grade level expectations on iReady Reading and Math EOY	Yes	iReady (Reading)	Overall	21%	25%	35%	50%
		STAR (Math)	Overall	23%	30%	40%	50%

Numerical Targets [Optional]

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&I:2 Students experience grade-level, standards-aligned instruction.	Some teachers are observed as effectively implementing GRR within core content areas as seen evident in classroom observations.	Most teachers are observed as effectively implementing GRR within core content areas as seen in classroom observations.	All teachers are observed as effectively implemting GRR within core content areas as seen in classroom observations.
Select a Practice			
Select a Practice			

SY24 Progress Monitoring

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
50% of 3rd-8th students will meet grade level expectations on STAR360 Reading and Math EOY	STAR (Math)	Overall	21%	25%	Select Status	Select Status	Select Status	Select Status
		Overall	21%	25%	Select Status	Select Status	Select Status	Select Status
50% of K-2 students will meet grade level expectations on iReady Reading and Math EOY	iReady (Reading)	Overall	21%	25%	Select Status	Select Status	Select Status	Select Status
		Overall	23%	30%	Select Status	Select Status	Select Status	Select Status

Practice Goals

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4

Progress Monitoring

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

Curriculum & Instruction

		Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Some teachers are observed as effectively implementing GRR within core content areas as seen evident in classroom observations.				
Select a Practice		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 =>

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Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

All curriculum used has instruction and assessments aligned with grade level common core, NGSS standards, and WIDA. All curriculum includes foundational skills work. All Plamondon students are instructed using on grade level standards. Curriculum is culturally responsive to meet the needs of Plamondon's students. All teachers have access to teacher resources included in the curriculum as well as leveled reading libraries, manipulatives for hands on learning, online resources to supplement as needed, and materials for at home practice. At Plamondon, teachers ensure that classrooms, and relationships with students, are focused on the Inner Core and use culturally responsive practices that creates a learning environment to meet the needs of all students. Staff at Plamondon are all ESL endorsed and use practices to promote student learning. One area of growth identified by ILT was to develop a more distributed leadership amongst staff at the school. As evidenced by iReady, STAR, MTSS, Interim, IAR, REACH PT, EL screener, and Common Unit Assessments, school teams have implemented a balanced approach to evaluate standards based student learning and for actionable, high quality planning to increase student achievement. Teachers at Plamondon evaluate data daily, weekly, and monthly to ensure student growth.

What is the feedback from your stakeholders?

Based on the feedback from stakeholders, teachers have access to high quality curriculum and resources that are aligned to grade level standards. Stakeholders report that students are receiving high quality, standards based, instruction. Using the 5E measures, students at Plamondon reported that 99% in reading and 69% in math felt there was strong Ambitious Instruction. This leaves questions as to what differences are occurring between the two content areas. When looking at the 5E response from studentss about school safety, Plamondon students scored in the neutral performance. Looking at the Cultivate survey, 79% of students at Plamondon felt motivated to work hard in class. According to Plamondon Dashboard, 100% of behaviors were addressed using Instructive, Corrective Restorative practices. This ensures the learning environment meets the conditions that are needed for students to learn. Based on the feedback from ILT and staff, a plan to include more distributed leadership to help improve instruction. Teachers demonstrated concern about Instructional Leadership in the 5E scoring in the very weak performance and Plamomdon is proactively working to address this. Stakeholders and staff agree that there is a well balanced assessment plan that is adhered to with fidelity. On the 5E report, teachers rated a strong performance in Program Coherence. Some stakeholders reported that given the difference in teacher capacity, GRR administration during instruction can vary greatly from classroom to classroom.

What student-centered problems have surfaced during this reflection?

Students do not have access to consistent high quality instruction using the GRR model on a daily basis for all content areas with fidelty. Students are not receiving tasks and assessments that accurately measure student mastery of the standards.

Students do not feel motivated to work hard in class.

Students are not willing to publicly engage in learning because of perceived social risks. Students are not perceiving the classroom community as a space where they feel comfortable taking academic risks. Students are not receiving critical feedback that will help students improve.

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?

Improvement efforts that are in place include weekly MTSS monitoring, small group instruction and intervention, flexible action plans to ensure data based decisions for instruction. Staff at Plamondon are required to be ESL endorsed leading to improvement of instruction strategies for EL's. The impacts have been more intentional planning for individual student learning, and increase in the amount of time students spend receiving focused small group instruction, and an increase of teachers using EL strategies to promote student growth. Efforts are being made to address the barriers and obstacles so that students in the groups furthest from opportunity will achieve academic success.

Determine Priorities

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

Students...

are not willing to publicly engage in learning because of perceived social risks. Students are not perceiving the classroom community as a space where they feel comfortable taking academic risks. Students are not receiving critical feedback that will help students improve.

Resources:

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

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

As adults in the building, we...

are not providing constructive feedback or acknowledging student efforts which may cause students to not see the value in taking academic risks.

Resources:

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

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What is your Theory of Action?

If we....

teach students that learning and improvement are ongoing processes and that mistakes are valuable learning opportunities and offer constructive, specific feedback that focuses on improvement rather than criticism and if we design assignments and assessments that focus on the learning process rather than just the final outcome.

then we see....

increased motivation. Students are more likely to believe that their hard work can lead to improvement. This can boost their motivation to tackle challenging tasks and persist in the

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)"

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

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face of difficulties. Students with a growth mindset tend to be more resilient when faced with setbacks or failures. They are more likely to view mistakes as opportunities for learning rather than as indicators of their innate abilities.

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

which leads to...

improved academic performance. When students believe that they can improve through effort, they are more likely to put in the necessary work to succeed. Students with a growth mindset are less afraid of making mistakes because they see them as part of the learning process. This can lead to a more positive attitude toward taking risks and trying new things.

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 ✍️

Althea Hammond, Principal & Instructional Leader; Deborah Berkman, Lead Coach; Mandi Balazi, Interventionist & MTSS Cordinator; ILT Team

Dates for Progress Monitoring Check Ins

Q1	10/25/23	Q3	3/20/2024
Q2	12/20/2023	Q4	6/7/2024

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	100% of teachers will effectively teach students that learning and improvement are ongoing processes and that mistakes are valuable learning processes	Instructional Leader, Instructional Coaches/ILT	5/31/23	Select Status
Action Step 1	PLC plans include introducing the concept of a growth mindset and its importance in education.	Instructional Leader, Instructional Coaches/ILT	9/29/23	Select Status
Action Step 2	Equip teachers with resources on growth mindset theory and its practical applications in teaching	Instructional Leader, Instructional Coaches/ILT	9/29/23	Select Status
Action Step 3	Teachers will design assignments and assessments that focus on the learning process rather than just the final outcome.	Instructional Leader, Instructional Coaches/ILT, teachers	12/20/23	Select Status
Action Step 4	Teachers will emphasize problem-solving and critical thinking skills in the curriculum. Mistakes will be seen as a natural part of the learning process.	Instructional Leader, Instructional Coaches/ILT, teachers	3/20/23	Select Status
Action Step 5	Regularly assess and evaluate the impact of growth mindset training.	Instructional Leader, Instructional Coaches, ILT	5/31/23	Select Status
Implementation Milestone 2	100% of teachers will effectively give specific feedback that focuses on improvement rather than criticism.	Instructional Leader, Instructional Coaches/ILT	5/31/23	Select Status
Action Step 1	ILT will demonstrate on how to give specific and constructive feedback to teachers through role-playing or video examples during PLC or Grade level team meetings.	Instructional Leader, Instructional Coaches/ILT	12/20/23	Select Status
Action Step 2	Train teachers to provide feedback that is specific, actionable, and goal-oriented during PLC.	Instructional Leader, Instructional Coaches/ILT	2/23/23	Select Status
Action Step 3	Train teachers to promote self-assessment and reflection among students during PLC.	Instructional Leader, Instructional Coaches/ILT	4/8/23	Select Status
Action Step 4	Peer observations will take place to provide feedback to teachers on their feedback techniques.	Instructional Leader, Instructional Coaches/ILT, teacher peers	5/22/23	Select Status
Action Step 5	ILT will recognize and celebrate student and teacher growth and	Instructional Leader,	5/31/23	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	-100% of new teachers will be trained to teach students that learning and improvement are ongoing processes and that mistakes are valuable learning processes. -100% of new teachers will be trained on giving specific feedback that focuses on improvement rather than criticism. -80% of parents and community will be educated on the importance of a growth mindset and how they can support students at home.	✍️
SY26 Anticipated Milestones	-100% of all teachers including new teachers will be trained to teach students that learning and improvement are ongoing processes and that mistakes are valuable learning processes. -100% of all teachers will be trained on giving specific feedback that focuses on improvement rather than criticism. -100% of parents and community will be educated on the importance of a growth mindset and how they can support students at home. -100% of teachers will be provided ongoing training and supports.	✍️

<div align="right">Curriculum & Instruction</div>

Goal Setting

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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 ✍	SY24	SY25	SY26
60% of 5th-8th grade students will report that the teacher encourages students to make mistakes during EOY cultivate survey.	No	Cultivate	Overall	7%	20%	40%	60%
			Select Group or Overall				
100% of students will receive constructive, specific feedback that focuses on improvement while engaging in high quality learning tasks and assessments.	Yes	Rigor Walk	Overall		60%	80%	100%
			Select Group or Overall				

Numerical Targets [Optional] ✍

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍	Specify your practice goal and identify how you will measure progress towards this goal. ✍		
	SY24	SY25	SY26
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	All teachers are observed as effectively teaching that learning and improvement are ongoing processes and that mistakes are valuable learning processes	All teachers are observed as effectively giving specific feedback that focuses on improvement rather than criticism 80% of the time.	All teachers are observed as effectively giving specific feedback that focuses on improvement rather than criticism 100% of the time.
Select a Practice			
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
60% of 5th-8th grade students will report that the teacher encourages students to make mistakes during EOY cultivate survey.	Cultivate	Overall	7%	20%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
100% of students will receive constructive, specific feedback that focuses on improvement while engaging in high quality learning tasks and assessments.	Rigor Walk	Overall		60%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	All teachers are observed as effectively teaching that learning and improvement are ongoing processes and that mistakes are valuable learning processes	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Progress Monitoring

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

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Select a Practice

Select Status | *Select Status* | *Select Status* | *Select Status*

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

Select a Practice

Select Status | *Select Status* | *Select Status* | *Select Status*

☐ **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.

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

Select a Goal

Select a Goal

Select a Goal

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

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.

Funds will be used for the following goals: Increase parents knowledge of academic standards and mastery requirements; increase informative meetings for parents to learn and implement strategies they can use at home to help increase student acievemwnt (ie sightword flashcards, math foundational skills, etc); increase communcation between school and home regarding interventions for tier 2 and tier 3 students.

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