CIWP Team & Schedules

Indicators of Quality CIWP: CIWP Team

The CIWP team includes staff reflecting the diversity of student demographics and school programs.

The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.

The CIWP team includes leaders who are responsible for implementing Foundations, those with institutional memory and those most impacted.

The CIWP team includes parents, community members, and LSC members.

All CIWP team members are meaningfully involved in the planning process for CIWP components and include other stakeholders, as appropriate for their role, with involvement along the [CPS Spectrum of Inclusive Partnerships](#) (from the CPS Equity Framework).

Name ✍	Role ✍	Email ✍
Eric Dockery	Principal	edockery@cps.edu
Ashley Jackson	AP	amjackson22@cps.edu
Amanda McMonigal	Teacher Leader	ambecker@cps.edu
Antoinette Clemmons	Teacher Leader	aoleary-cle@cps.edu
Alicia Jean	Teacher Leader	arjean@cps.edu
Comfort Agboola	Teacher Leader	cbagboola@cps.edu
Grace DeLlano	Teacher Leader	ggonzalez6@cps.edu
Shanova Mitchell	Parent	shanovam@gmail.com
Marilyn Townsend	LSC Member	metownsend@cps.edu
Philcia Wheatley	Teacher Leader	plwheatley@cps.edu
	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	7/24/23	8/31/23
Reflection: Curriculum & Instruction (Instructional Core)	7/24/23	7/24/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/24/23	7/24/23
Reflection: Connectedness & Wellbeing	7/27/23	7/27/23
Reflection: Postsecondary Success	7/27/23	7/27/23
Reflection: Partnerships & Engagement	7/27/23	7/31/23
Priorities	7/31/23	7/31/23
Root Cause	7/31/23	8/3/23
Theory of Acton	8/3/23	8/7/23
Implementation Plans	8/7/23	8/10/23
Goals	8/10/23	8/14/23
Fund Compliance	8/14/23	8/17/23
Parent & Family Plan	8/17/23	8/21/23
Approval	8/31/23	9/5/23

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	
Quarter 2	
Quarter 3	
Quarter 4	

Indicators of a Quality CIWP: Reflection on Foundations

Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.

Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.

Stakeholders are consulted for the Reflection of Foundations.

Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

Resources 🚀

Reflection on Foundations Protocol

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	*[takeaways reflecting most students; takeaways reflecting specific student groups]* ✏️ *Math is an area of improvement* *IAR data identifies need of strong MTSS* *Support with Phonics and phonemic awareness (K-2)* *Reoccurring students appearing in both reading and math* *Areas of concern varies by grade level/content* *Not Meeting / Approaching Expectations on IAR correlation with student writing* *Students with not meeting/ approaching varied across domains.*	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading)
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?** *[feedback trends across stakeholders; feedback trends across specific stakeholder groups]* ✏️ *Concern of all teachers using curriculum with fidelity.* *Differentiation / small group in every room.* *Using the common strategies within the building* *Need for common use of language / academic vocabulary*	STAR (Math) iReady (Reading) iReady (Math) Cultivate
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		Grades

			Students are not ready for grade level content/ require boot camps or front loaded I-Ready lessons to prepare.	ACCESS
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development		TS Gold Interim Assessment Data

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

Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

References column: Assessment for Learning Reference Document

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

Coaching with Chicago Literacy Group

New Math Curriculum (Professional Coaching)

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.

[problems experienced by most students; problems experienced by specific student groups] ✍️

Writing (Expressions & Conventions)

Computation and Fluency

Independent Practice and Endurance

Non-Mastery of Prerequisite skills

Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics

No	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey	*[takeaways reflecting most students; takeaways reflecting specific student groups]* ✍️ *Recurring students not meeting expectations consistently year to year* *Need for effective progress monitoring (everyone)*
No	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo	
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page	**What is the feedback from your stakeholders?** *[feedback trends across stakeholders; feedback trends across specific stakeholder groups]* ✍️ *Need of teacher support with MTSS/ Branching Minds platform* *Build teacher capacity on classroom interventions* *Differentiation and/or Small group doesn't occur in every grade/content* *Friendly reminder for teachers to update interventions (at least 3 weeks)* *Building support staff to assist.* *Students aren't receivng ntensive SEL supports* *Not consistently implementing schoolwide (tier 1) academic and SEL intervention programs*
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual	
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** *[impact on most students; impact on specific student groups]* ✍️

Unit/Lesson Inventory for Language Objectives (School Level Data)

MTSS Continuum

Roots Survey

ACCESS

MTSS Academic Tier Movement

Annual Evaluation of Compliance (ODLSS)

Quality Indicators of Specially Designed Curriculum

EL Program Review Tool

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

MTSS Lead & Interventionist

Personalized Learning IReady

Student Conferencing

Leadership Binders

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.

[problems experienced by most students; problems experienced by specific student groups] ✍️

Lack of Student Agency and willingness to engage

Struggle with executive functioning and self regulations

Lack of motivation and confidence/ self reflection skills

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment SEL Teaming Structure	*[takeaways reflecting most students; takeaways reflecting specific student groups]* ✍️ *Need for more opportunities for student voice* *Continue Adult SEL* *Teacher-Teacher / Teacher- Student ratings were consistent in relation to trust, collaboration, and support.* *Decrease in parent involvement* *Lowest rated student question "Teachers do not keep their promises"*	% 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

Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	

Increase Average Daily Attendance

Increased Attendance for Chronically Absent Students

Reconnected by 20th Day, Reconnected after 8 out of 10 days absent

Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups] ✏️

Continue Adult SEL / Implement with Better Together

Providing student surveys (Climate, Instruction)

Clear school-wide expectations

Community meetings with parents (include students)

Cultivate (Belonging & Identity)

Staff trained on alternatives to exclusionary discipline (School Level Data)

Enrichment Program Participation: Enrollment & Attendance

Student Voice Infrastructure

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

Reduction in number of students with dropout codes at EOY

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

[problems experienced by most students; problems experienced by specific student groups] ✏️

Agency, Identity/Safety, and Belonging

Struggle with initiating leadership opportunities

Student Decision-making

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] ✏️

Parent Survey

Alumni Opportunities (Career Day)

LIM Binders (Student Choice & Voice)

Student Cultivate Survey

Students lack of trust amongst their peers/teachers

Students lack opportunities for choice and voice

Student Cultivate Survey

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	What are the takeaways after the review of metrics?	Metrics
Yes	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	*[takeaways reflecting most students; takeaways reflecting specific student groups]* ✍️ *Not noticeable correlation between attendance and IAR scores* *Most students leave after 6th grade. Those who stay don't feel prepared academically and/or social emotionally for high school (academic center)*	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track
Partially	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		Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate
Yes	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit	**What is the feedback from your stakeholders?** *[feedback trends across stakeholders; feedback trends across specific stakeholder groups]* ✍️ *Many of the parents who leave indicated not being able to earn high school credit in 7th and 8th as a major reason. Others are thinking about high school and want to start at 7th grade.*	9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)

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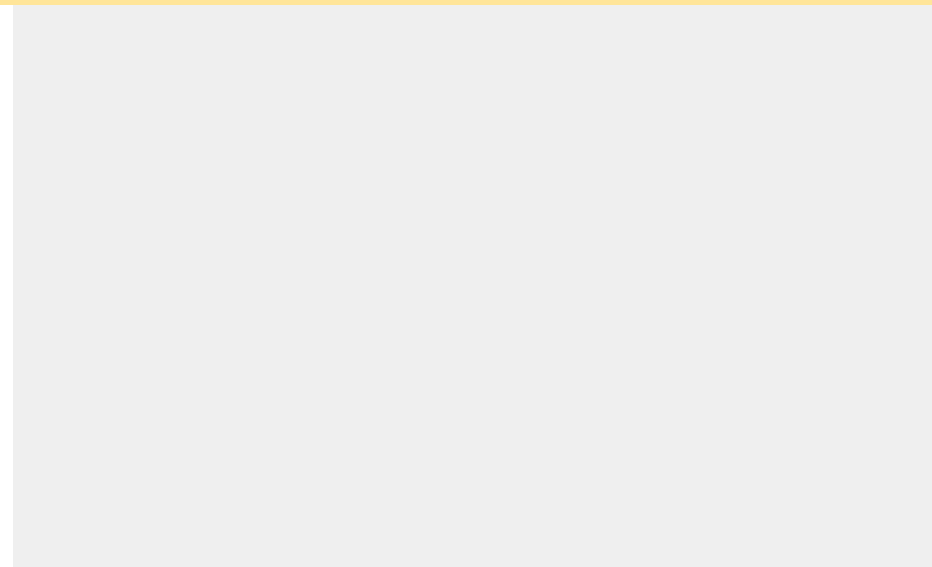
What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?

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

We are working with the Office of Teaching and Learning to use the new compentecy and credit policy for our 8th grade classes. If we can offer credit or competency, we hope more students will stay.

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

Many of our students are still leaving after 6th grade. ✍️

Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics

Yes	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	[Spectrum of Inclusive Partnerships](#)	*[takeaways reflecting most students; takeaways reflecting specific student groups]* ✍️ *Opportunities for parent involvement in relation to decrease in rating on 5 Essentials*	[Cultivate](#) [5 Essentials Parent Participation Rate](#) [5E: Involved Families](#)
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	[Reimagining With Community Toolkit](#)		[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)
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](#)	**What is the feedback from your stakeholders?** *[feedback trends across stakeholders; feedback trends across specific stakeholder groups]* ✍️ *Strong alignment with priorities and partnerships* *In - School Enrichment Partnerships impeded instruction/intervention*	Formal and informal family and community feedback received locally. (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.

[problems experienced by most students; problems experienced by specific student groups] ✍️

Some students were apprehensive about specific partnerships in relation to student down-time, outside activities, and homework.

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] ✍️

Creative Writing Project with author/poet- Harold Green

Uniting Voices of Chicago Choir

Barrel of Monkeys (Writing Partnership)

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

No	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
No	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

[takeaways reflecting most students; takeaways reflecting specific student groups]

Recurring students not meeting expectations consistently year to year

Need for effective progress monitoring (everyone)

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups]

Need of teacher support with MTSS/ Branching Minds platform

Build teacher capacity on classroom interventions

Differentiation and/or Small group doesn't occur in every grade/content

Friendly reminder for teachers to update interventions (at least 3 weeks)

Building support staff to assist.

Students aren't receivng ntensive SEL supports

What student-centered problems have surfaced during this reflection?

[problems experienced by most students; problems experienced by specific student groups]

Lack of Student Agency and willingness to engage

Struggle with executive functioning and self regulations

Lack of motivation and confidence/ self reflection skills

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?

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

MTSS Lead & Interventionist

Personalized Learning IReady

Student Conferencing

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

Inclusive & Supportive Learning Environment

Leadership Binders

Determine Priorities

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Resources: 🚀

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

[Determine Priorities Protocol](#)

Students...

identified as Tier 2 and Tier 3 MTSS continue to struggle from year to year. ✍️

are not receiving the supports or interventions based on their individual needs.

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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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 provide interventions, supports, and/or small group instruction on a consistent basis. ✍️

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?

Resources: 🚀

If we....

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

Inclusive & Supportive Learning Environment

Develop tiered sytems of supports based on MTSS framework to address the individual
academic and/or social-emotional needs of our students

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

then we see....

Teachers and staff providing students with targeted academic instruction and interventions,
implementing schoolwide and individualized SEL supports

which leads to...

Improved academic performance and reduction in the number of students identified as tier 2
and tier 3

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

Dates for Progress Monitoring Check Ins

Q1 _____   Q3 _____
Q2 _____   Q4 _____

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

Inclusive & Supportive Learning Environment

Implementation Milestone 1	100% of staff are aware of and participate in schoolwide MTSS process			*Select Status*
Action Step 1	Creation of MTSS team			*Select Status*
Action Step 2	Development and implementation of schoolwide MTSS goals and plan			*Select Status*
Action Step 3	Teachers trained in the use of documentation system - Branching Minds			*Select Status*
Action Step 4	Identify tier 1 and tier 2 students (tier 3) to receive Interventionist support			*Select Status*
Action Step 5	Teachers provides interventions and monitors progress for tier 2 students			*Select Status*
Action Step 6	Interventionist provides interventions and monitors progress for tier 3 students			*Select Status*
Action Step 7	MTSS meets regularly to monitor implementation plan and student progress			*Select Status*
Implementation Milestone 2	100% of teachers implementing Leader in Me			*Select Status*
Action Step 1	The Lighthouse team meets regularly to develop and monitor LiM implementation plan for 2023-24 school year			*Select Status*
Action Step 2	All new staff receive introductory 7 Habits Training			*Select Status*
Action Step 3	All teachers receive BOY Leader in Me Orientation			*Select Status*
Action Step 4	All teachers implement the first eight days curriculum			*Select Status*
Action Step 5	Teachers receive training and support throughout the year			*Select Status*
Action Step 6	All staff implement Leader in Me lessons 2-3 times per week and integrate practices into core instruction			*Select Status*
Action Step 7	Hold quarterly student incentive events			*Select Status*
Implementation Milestone 3	100% of Teachers fully implementing i-Ready Diagnostic and Personalized learning			*Select Status*
Action Step 1	Teachers receive initial training			*Select Status*
Action Step 2	Teachers administer BOY/MOY diagnostic			*Select Status*
Action Step 3	Teachers review BOY/Moy diagnostic data and develop intervention plans			*Select Status*
Action Step 4	Teachers hold goal-setting meetings with students			*Select Status*
Action Step 5	Teachers implement and monitor BOY/MOY intervention plans			*Select Status*
Action Step 6	Teachers receive ongoing training and support			*Select Status*
Action Step 7				*Select Status*

Inclusive & Supportive Learning Environment

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

Implementation Milestone 1: 100% of Teachers implementing curriculum-based core subject small group instruction
Implementation Milestone 2: 100% of staff participating in Tier 2 and Tier 3 SEL
Implementation Milestone 3: 100% of students demonstrate leadership in school

SY26 Anticipated Milestones

Implementation Milestone 1: School receives Leader in Me Lighthouse Status
Implementation Milestone 2: 100% of identified students making progress towards grade level proficiency.

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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 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

Numerical Targets [Optional]

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

Inclusive & Supportive Learning Environment

Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	SY24	SY25	SY26
100% of identified Tier 2 and 3 students will receive documented interventions and/or supports	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall				
			Select Group or Overall				
Increase the percentage of students completing plan minutes and meeting goal targets	Yes	MTSS Academic Tier Movement	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
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	Establish an Equity-Based MTSS leadership team - including MTSS lead and interventionist. that meets regularly to lead the development and implementation of evidence -based system to support students This will be measured by team roster and meeting agendas	100% of interventions and supports will be documented in Branching Minds platform, measured by monitiong entries for identified students.	
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	All teachers will implement i-Ready diagnostic (BOY, MOY, EOY) and ensure use of instructional paths by all students, measured by monitoring usage reports	Tier 2 and 3 students will receive targeted interventions, as needed, including more frequent small group and individualized instruction in the classroom and pull out with interventionist measured by documentaion in Branching Minds	Tier 2 and 3 students will receive targeted interventions, as needed, including more frequent small group and individualized instruction in the classroom and pull out with interventionist measured by documentation in Branching Minds
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	All teachers will implement Leader in Me for the first 8 days of school and throughout the school year as our baseline schoolwide SEL framework. This well be measured by monitoring schedules, lesson plans and instruction	Tier 2 and 3 students will receive targeted supports, as needed, including social work, counselor and CRT therapy - measured by monitoring caseloads	Tier 2 and 3 students will receive targeted supports, as needed, including social work, counselor and CRT therapy - measured by monitoring caseloads

Inclusive & Supportive Learning Environment

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
100% of identified Tier 2 and 3 students will receive documented interventions and/or supports	% of Students receiving Tier 2/3 interventions meeting targets	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Increase the percentage of students completing plan minutes and meeting goal targets	MTSS Academic Tier Movement	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
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	Establish an Equity-Based MTSS leadership team - including MTSS lead and interventionist. that meets regularly to lead the development and implementation of evidence -based system to support students This will be measured by team roster and meeting agendas	Select Status	Select Status	Select Status	Select Status
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	All teachers will implement i-Ready diagnostic (BOY, MOY, EOY) and ensure use of instructional paths by all students, measured by monitoring usage reports	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.	All teachers will implement Leader in Me for the first 8 days af school and throughout the school year as our baseline schoolwide SEL framework. This well be measured by monitoring schedules, lesson plans and instruction	Select Status	Select Status	Select Status	Select Status

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

[takeaways reflecting most students; takeaways reflecting specific student groups]

Math is an area of improvement

IAR data identifies need of strong MTSS

Support with Phonics and phonemic awareness (K-2)

Reoccurring students appearing in both reading and math

Areas of concern varies by grade level/content

Not Meeting / Approaching Expectations on IAR correlation with student writing

Students with not meeting/ approaching varied across domains.

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups]

Concern of all teachers using curriculum with fidelity.

Differentiation / small group in every room.

Using the common strategies within the building

Need for common use of language / academic vocabulary

Students are not ready for grade level content/ require boot camps or front loaded I-Ready lessons to prepare.

What student-centered problems have surfaced during this reflection?

[problems experienced by most students; problems experienced by specific student groups]

Writing (Expressions & Conventions)

Computation and Fluency

Independent Practice and Endurance

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?

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

Coaching with Chicago Literacy Group

New Math Curriculum (Professional Coaching)

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

Curriculum & Instruction

Non-Mastery of Prerequisite skills

　　Determine Priorities

Resources: 🚀

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

Determine Priorities Protocol

Students...

struggle with computation and fluency.　　✍️

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

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 have time to implement the full day's lesson and fluency activities embedded in the lessons are not being implemented　　✍️

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

What is your Theory of Action?

Resources: 🚀

If we....

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

Prioritize daily math instruction to provide the CPS recommended time; provide teachers with PL and coaching and to fully implement all components of every unit of the Eureka Math program and support teachers in adapting daily lessons to meet the individual needs of student group and support teachers in understanding the i-Ready and IAR summative assessments to ensure instruction alignment ✍️

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

then we see....

Uniform, consistent, structured daily lessons, and differentiated small group instruction across all grades that are paced to cover all grade-level standards and mathematical practices and provide students with practice on the types of complex, multistep problems they will see on EOY state summative assessments. ✍️

which leads to...

All students demonstrating progress towards grade-level math standards and more students meeting or exceeding on EOY assessments (i-Ready Primary and Illinois Assessment of Readiness 3-8) ✍️

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		
Instructional Leadership Team	Q1		Q3
	Q2		Q4

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1 Schedule reflects daily/weekly allocation of minutes for math instruction for each grade level			Select Status

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

Curriculum & Instruction

Action Step 1	Create a schedule aligned to district-recommended minutes		*Select Status*
Action Step 2	Monitor adherence to the schedule		*Select Status*
Action Step 3	Maintain math and reading when schedules are modified due to school events		*Select Status*
Action Step 4			*Select Status*
Action Step 5			*Select Status*
Implementation Milestone 2	100% of math teachers understand what is tested on IAR		*Select Status*
Action Step 1	Teacher receive initial and ongoing training on standards assessed on IAR math		*Select Status*
Action Step 2	Teacher take practice IAR writing assessment		*Select Status*
Action Step 3	Teachers administer practice assessments to students		*Select Status*
Action Step 4			*Select Status*
Action Step 5			*Select Status*
Implementation Milestone 3	100% of teachers fully utilizing Eureka Squared for daily math instruction		*Select Status*
Action Step 1	Development of Math team and selection of a math coach to support professional learning		*Select Status*
Action Step 2	Teachers receive initial training on Eureka Squared Math Curriculum $		*Select Status*
Action Step 3	Teachers receive ongoing training and coaching on Eureka and IAR $		*Select Status*
Action Step 4	Teachers plan individually and collaboratively to implement curriculum and incorporate IAR practice		*Select Status*
Action Step 5	Teachers provide daily instruction according to the prescribed curriculum and lesson structure		*Select Status*
Action Step 6	Admin and peers observed instruction utilizing the curriculum		*Select Status*
Action Step 7			*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*

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

Curriculum & Instruction

Action Step 5 | | | | *Select Status*

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones | 100% of teachers use differentiation and acceleration strategies with Eureka Squared for daily math instruction ✍️

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

Goal Setting

[Return to Top](#)

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
						Numerical Targets [Optional] ✍️	
% of IAR Performance Level Distribution - MATH (Meets or	No	IAR (Math)	Overall	55	65	75	80

Jump to... | Priority | TOA | Goal Setting | Progress Monitoring | *Select the Priority Foundation to pull over your Reflections here =>*

Reflection | Root Cause | Implementation Plan

Curriculum & Instruction

Distribution - MATH (Meets or Exceeds)	No	IAR (Math)	*Select Group or Overall*				
% of Primary (K-2) students meets or exceeds on i-Ready Math EOY	Yes	iReady (Math)	Overall	93	95	97	100
			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&I:2 Students experience grade-level, standards-aligned instruction.	80% of students receiving teacher-led small group math instuction to remediate, reinforce and extended daily lessons, measured by monitoring lesson plans and observing instruction	90% of students receiving teacher-led small group math instuction to remediate, reinforce and extended daily lessons, measured by monitoring lesson plans and observing instruction	100% of students receiving teacher-led small group math instuction to remediate, reinforce and extended daily lessons, measured by monitoring lesson plans and observing instruction
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	100% of teachers receive initial Eureka Squared training - measured by training session attendance	100% of teachers receive on-going personalized Eureka Squared coaching - measured by training session attendance	100% of teachers implementing all components and all units of Eureka Squared curriculum
Select a Practice			

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

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
% of IAR Performance Level Distribution - MATH (Meets or Exceeds)	IAR (Math)	Overall	55	65	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
% of Primary (K-2) students meets or exceeds on i-Ready Math EOY	iReady (Math)	Overall	93	95	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&I:2 Students experience grade-level, standards-aligned instruction.	80% of students receiving teacher-led small group math instuction to remediate, reinforce and extended daily lessons, measured by monitoring lesson plans and observing instruction	Select Status	Select Status	Select Status	Select Status
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	100% of teachers receive initial Eureka Squared training - measured by training session attendance	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

[takeaways reflecting most students; takeaways reflecting specific student groups]

Math is an area of improvement

IAR data identifies need of strong MTSS

Support with Phonics and phonemic awareness (K-2)

Reoccurring students appearing in both reading and math

Areas of concern varies by grade level/content

Not Meeting / Approaching Expectations on IAR correlation with student writing

Students with not meeting/ approaching varied across domains.

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups]

Concern of all teachers using curriculum with fidelity.

Differentiation / small group in every room.

Using the common strategies within the building

Need for common use of language / academic vocabulary

Students are not ready for grade level content/ require boot camps or front loaded I-Ready lessons to prepare.

What student-centered problems have surfaced during this reflection?

[problems experienced by most students; problems experienced by specific student groups]

Writing (Expressions & Conventions)

Computation and Fluency

Independent Practice and Endurance

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?

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

Coaching with Chicago Literacy Group

New Math Curriculum (Professional Coaching)

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

Curriculum & Instruction

Non-Mastery of Prerequisite skills

Determine Priorities

Resources: 🚀

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

Students...

struggle with written expressions and conventions.   ✍️

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.

Determine Priorities Protocol

Root Cause

Resources: 🚀

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

As adults in the building, we...

lack a level of understanding/expertise in writing   ✍️

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

What is your Theory of Action?

If we....

Resources: 🚀

Jump to…	Priority	TOA	Goal Setting	Progress
Reflection	Root Cause	Implementation Plan		Monitoring

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

Curriculum & Instruction

Allocate daily writing time, provide teachers with professional development and coaching around the performances that reflect grade-level language and writing standards across all subjects, and engage them in the examination and deep understanding of the IAR assessments that provide evidence of those performances ✍️

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

then we see….

Teacher unit/lesson plans, daily instruction, and student feedback provided through conferencing that build towards student mastery of grade-level writing standards across all core subjects and enrichment classes and prepare students with the stamina and skill to proficiently respond to rigorous and complex writing tasks required for assignments and formative and summative assessments ✍️

which leads to…

All students demonstrating progress towards grade-level writing standards and an increase the percentage of students meeting and exceeding on EOY reading assessments i-Ready and IAR. ✍️

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		Q3	
Q2		Q4	

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1 Schedule reflects daily/weekly allocation of minutes for writing instruction for each grade level			Select Status

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

Curriculum & Instruction

Action Step 1	Create schedule aligned to district-recommended minutes			*Select Status*
Action Step 2	Monitor adherence to schedule			*Select Status*
Action Step 3	Maintain math and reading when schedules are modified due to school events			*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 2	Establish schoolwide writing expectations and strategies			*Select Status*
Action Step 1	Create a writing team			*Select Status*
Action Step 2	Partner with a writing consultant			*Select Status*
Action Step 3	*Select curriculum, materials, pedagogy, and focus area for the year*			*Select Status*
Action Step 4	Communicate expectations to all school stakeholders			*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 3				*Select Status*
Action Step 1				*Select Status*
Action Step 2				*Select Status*
Action Step 3				*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 4				*Select Status*
Action Step 1				*Select Status*
Action Step 2				*Select Status*
Action Step 3				*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Implementation Milestone 3: 100% of Teachers providing daily writing instruction according to developed year 2 plan ✏️

Curriculum & Instruction

SY26 Anticipated Milestones	Implementation Milestone 3: 100% of Teachers providing daily writing instruction according to developed year 3 plan ✍️

Goal Setting

Return to Top

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

Numerical Targets [Optional] ✍️

Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	SY24	SY25	SY26
% of Students meeting or exceeding on IAR - ELA	No	IAR (English)	Overall	81	85	90	95
			Other [Specify]	14	20	30	40
% of IAR Sub-Claim Performance -	No	IAR (English)	Overall	64	70	75	80

Curriculum & Instruction

WRITING Written Expression

No

IAR (English)

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&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Supplementing Savvas My View and My Perspective with Lucy Calkins Writers Workshop for 100% of teachers measured by purchase orders	100% of teachers incorporating all components of Lucy Calkins writers workshop model into daily ELA instructional block	100% of teachers incorporating all components of Lucy Calkins writers workshop model into daily ELA instructional block
C&I:2 Students experience grade-level, standards-aligned instruction.	100% of teachers will recieve on-going coaching to implement writer's workshop model connected to reading unit. Measured by attendance and particpation in coaching sessions.	100% of teachers will recieve on-going coaching focused on constructed response tasks aligned to IAR. Measured by attendance and particpation in coaching sessions.	100% of teachers will recieve on-going coaching focused on constructed response tasks aligned to IAR. Measured by attendance and particpation in coaching sessions.
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.

Curriculum & Instruction

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
% of Students meeting or exceeding on IAR - ELA	IAR (English)	Overall	81	85	Select Status	Select Status	Select Status	Select Status
		Other [Specify]	14	20	Select Status	Select Status	Select Status	Select Status
% of IAR Sub-Claim Performance - WRITING Written Expression	IAR (English)	Overall	64	70	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&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Supplementing Savvas My View and My Perspective with Lucy Calkins Writers Workshop for 100% of teachers measured by purchase orders	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	100% of teachers will recieve on-going coaching to implement writer's workshop model connected to reading unit. Measured by attendance and particpation in coaching sessions.	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)**

		Select a Goal					
		Select a Goal					
		Select a Goal					

Parent and Family Plan

If Checked:

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

☐ **Our school is a Title I school operating a Schoolwide Program**

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

If Checked:

No action needed

☑ **Our school is a non-Title I school that does not receive any Title I funds.**
(Continue to Approval)