

CIWP Team & Schedules

[Resources](#)

Indicators of Quality CIWP: CIWP Team

The CIWP team includes staff reflecting the diversity of student demographics and school programs.
 The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.
 The CIWP team includes leaders who are responsible for implementing Foundations, those with institutional memory and those most impacted.
 The CIWP team includes parents, community members, and LSC members.
 All CIWP team members are meaningfully involved in the planning process for CIWP components and include other stakeholders, as appropriate for their role, with involvement along the [CPS Spectrum of Inclusive Partnerships](#) (from the CPS Equity Framework).

[CIWP Team Guidance](#)

Name	Role	Email
Gretta Ellis	Principal	gpsteadman@cps.edu
Nichole Madera	Curriculum & Instruction Lead	nmadera1@cps.edu
Anita Hill	Partnerships & Engagement Lead	ahill2@cps.edu
Jalaimya Miller	Teacher Leader	jtmiller1@cps.edu
Richard Dobbins	LSC Member	rdobbins02@gmail.com
Shekela Hollins	Teacher Leader	sgreene3@cps.edu
Angela Fisher	Teacher Leader	adfisher@cps.edu
Virginia Kelling	Teacher Leader	vgkelling@cps.edu
Joi Lively-Greene	Connectedness & Wellbeing Lead	jlively-greene@cp
	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	7/10/23	7/11/23
Reflection: Curriculum & Instruction (Instructional Core)	7/13/23	7/17/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/17/23	7/19/23
Reflection: Connectedness & Wellbeing	7/17/23	7/19/23
Reflection: Postsecondary Success	7/19/23	7/21
Reflection: Partnerships & Engagement	7/19/23	7/21
Priorities	8/15/23	8/18
Root Cause	8/15/23	8/18
Theory of Acton	8/15/23	8/18/23
Implementation Plans	8/15/23	8/25/23
Goals	8/15/23	8/25/23
Fund Compliance	8/21/23	8/31/23
Parent & Family Plan	8/28/23	9/1/23
Approval	9/1/23	9/15/23

SY24 Progress Monitoring Schedule

Indicate the SY24 dates when your CIWP team will hold progress monitoring check-ins.
 As a reference, these dates will auto-populate in your implementation plans.

CIWP Progress Monitoring Meeting Dates

Quarter 1	10/27/2023
Quarter 2	1/11/2024
Quarter 3	4/4/2024
Quarter 4	5/30/2024

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources

[Reflection on Foundations Protocol](#)

[Return to Top](#)

Curriculum & Instruction

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</p> <p>CPS High Quality Curriculum Rubrics</p>	<p>Teachers are consistently using evidence based curriculum in the classroom with fidelity. Students are exposed to grade level standards daily with tasks aligned to varying levels of morzano's taxonomy. While there is daily assessment of student learning in every classroom, there is a need to ensure more consistency in utilizing data to construct small groups, set student-centered goals and inform instruction.</p>	<p>IAR (Math)</p> <p>IAR (English)</p> <p>Rigor Walk Data (School Level Data)</p> <p>PSAT (EBRW)</p> <p>PSAT (Math)</p> <p>STAR (Reading)</p>
Yes	<p>Students experience grade-level, standards-aligned instruction.</p> <p>Rigor Walk Rubric</p> <p>Teacher Team Learning Cycle Protocols</p> <p>Quality Indicators Of Specially Designed Instruction</p>		
Partially	<p>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.</p> <p>Powerful Practices Rubric</p> <p>Learning Conditions</p>	<p>What is the feedback from your stakeholders?</p> <p>There is an increased need for engaging tasks aligned to the learning standards that include an additional amount of student to student discourse.</p>	<p>STAR (Math)</p> <p>iReady (Reading)</p> <p>iReady (Math)</p> <p>Cultivate</p> <p>Grades</p> <p>ACCESS</p> <p>TS Gold</p> <p>Interim Assessment Data</p>
Partially	<p>The ILT leads instructional improvement through distributed leadership.</p> <p>Continuum of ILT Effectiveness</p> <p>Distributed Leadership</p>		
Partially	<p>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.</p> <p>Customized Balanced Assessment Plan</p> <p>ES Assessment Plan Development Guide</p> <p>HS Assessment Plan Development</p>		
Yes	<p>Evidence-based assessment for learning practices are enacted daily in every classroom.</p> <p>Assessment for Learning Reference Document</p>	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>As a school we are implementing peer to peer observations to highlight best practices around student to student discourse and writing instruction. Students with learning deficits/gaps are currently supported within small groups and provided interventions. The increase of student to student discourse also provides struggling students more opportunities to express their knowledge and share ideas not with just their teacher and especially their peers.</p>	
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>While students are engaging in on-grade level standards aligned instruction, their identities and classroom communities are not always involved in instruction and learning. Students need more opportunities to express their ideas, knowledge and interests in various forms of output to support their diverse needs.</p>			

[Return to Top](#)

Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.</p> <p>MTSS Integrity Memo</p> <p>MTSS Continuum</p> <p>Roots Survey</p>	<p>MTSS is active and operating within the school environment. However, there is a strong need for more clarity and communication to ensure that MTSS data is consistently used to inform educational needs and goals for students. Despite the increase in interventists, general education teachers should also be aware of specific student goals to support instructing students in their gap areas. There needs to be consistent documenting of social emotional needs and more support for classroom level behavior management systems.</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p>MTSS Continuum</p> <p>Roots Survey</p> <p>ACCESS</p> <p>MTSS Academic Tier Movement</p> <p>Annual Evaluation of Compliance (ODLSS)</p>
Partially	<p>School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.</p> <p>MTSS Integrity Memo</p>		
Partially	<p>Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.</p> <p>LRE Dashboard Page</p>	<p>What is the feedback from your stakeholders?</p> <p>Student behaviors that are not aligned to school expectations have increased over the past two academic years. There is a strong need for increased SEL on a consistent basis with all</p>	<p>Quality Indicators of Specially Designed Curriculum</p> <p>EL Program Review Tool</p>

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

school stakeholders. In addition, there is a need for increased professional development for staff members to improve student connectedness and trust within the classroom environment and school community. There is a need for stakeholders to come together and develop norms and expectations around student to student interactions, student to staff interactions, and staff to family interactions.

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?

More staff members have begun to track interventions within the Branching Minds system. Classroom behavior management systems are starting to be implemented. Staff communication has increased and more efforts have been made for family involvement. MTSS efforts have been targeted at the students who are furthest from opportunity.

What student-centered problems have surfaced during this reflection?

If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

There is a need for clarity and consistent communication regarding the MTSS process (interventions provided, data collection and transition of students in and out of MTSS tiers). There is also a need for increased family communication, involvement and clarity with the process of student support so that there can be a home/school connection to improve overall student academic success. Diverse learner teacher schedules, tasks and specific student objectives should be more clearly communicated during collaboration

[Return to Top](#)

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	BHT Key Component Assessment SEL Teaming Structure	Schoolwide it has been noticed that SEL is an area of need. Certain structures (Calm Classroom) have consistently been put into place and utilized across the entire school. Beyond Calm Classroom further Tier 1 supports need to be put into place. In addition, clear, defined plans for our Tier 2 and Tier 3 students need to be consistently implemented and recorded. This may require further staff training around appropriate interventions for SEL needs.	% of Students receiving Tier 2/3 interventions meeting targets Reduction in OSS per 100 Reduction in repeated disruptive behaviors (4-6 SCC) Access to OST Increase Average Daily Attendance Increased Attendance for Chronically Absent Students Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		
No	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? With the increased SEL needs of our students and staff, there is an immediate need for more professional development and hands on supports from administration to best improve student/staff connectedness and increase schoolwide trust. Families have also expressed an interest for SEL supports from the school which would support an increase in student success.	Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance Student Voice Infrastructure Reduction in number of students with dropout codes at EOY
Partially	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.

Students do receive SEL lessons, calm classroom daily, and SEL practices within the classroom. There needs to be more consistent implementation of daily supports for students who express SEL needs. There needs to be flexibility around student SEL needs, aligned with support from staff. Flexibility needs to happen because students come to us in a different space every day and different students will express different needs. Staff needs further development on the importance and necessity of getting students what they need when they need it socially and emotionally.

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?

Calm classroom and SEL lessons are in place. These things support the needs of whole classroom however these supports does not always reach students of higher needs.

[Return to Top](#)

Postsecondary Success





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

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

References

What are the takeaways after the review of metrics?

Metrics

N/A	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)	Robinson serves a student population of Pre-K through third grade students. 	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate 9th and 10th Grade On Track
N/A	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		
N/A	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		
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> Robinson serves a population of Pre-K through third grade students. problems experienced by most students; problems experienced by specific student groups. By third grade, our 3rd grade students are not on track due to attendance and literacy and math grades. 			<p>What is the feedback from your stakeholders? Robinson serves a student population of Pre-K through third grade students. </p> <p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity? Robinson serves a population of Pre-K through third grade students. </p>	<p>Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)</p>

[Return to Top](#)


Partnership & Engagement

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Partially	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	The school has begun to implement consistent family programming and has received positive feedback as a result. Parents receive regular communication regarding student progress and schoolwide communications are provided through multiple formats (technology, paper, phone, face-to face, etc.). There are some consistent school community partnerships that are utilized at specific times of the year but further community engagement needs to occur. 	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		

			Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
No	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p> <p>Student Voice Infrastructure Rubric</p>	<p>What is the feedback from your stakeholders?</p> <p>Families are excited to participate in school activities and also receive increased awareness of their child's progress. Students are excited and engaged when families are invited to participate in school activities. Overall, students perceive a partnership between parents and teachers. 📌</p>	Formal and informal family and community feedback received locally. (School Level Data)
	<p>What student-centered problems have surfaced during this reflection?</p> <p>If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>	
	<p>There is a strong importance on building the connection between the school and community. It is important to publicize the events and successes of the school within additional community organizations. 📌</p>	<p>Further programming is being developed that includes opportunities for parent involvement. The school has set their events calendar to include traditional events that will occur on an annual basis to increase consistency amongst the school and family community. These activities support the entire school community, 📌</p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
No	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

Schoolwide it has been noticed that SEL is an area of need. Certain structures (Calm Classroom) have consistently been put into place and utilized across the entire school. Beyond Calm Classroom further Tier 1 supports need to be put into place. In addition, clear, defined plans for our Tier 2 and Tier 3 students need to be consistently implemented and recorded. This may require further staff training around appropriate interventions for SEL needs.

What is the feedback from your stakeholders?

With the increased SEL needs of our students and staff, there is an immediate need for more professional development and hands on supports from administration to best improve student/staff connectedness and increase schoolwide trust. Families have also expressed an interest for SEL supports from the school which would support an increase in student success.

What student-centered problems have surfaced during this reflection?

Students do receive SEL lessons, calm classroom daily, and SEL practices within the classroom. There needs to be more consistent implementation of daily supports for students who express SEL needs. There needs to be flexibility around student SEL needs, aligned with support from staff. Flexibility needs to happen because students come to us in a different space every day and different students will express different needs. Staff needs further development on the importance and necessity of getting students what they need when they need it socially and emotionally.

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?

Calm classroom and SEL lessons are in place. These things support the needs of whole classroom however these supports does not always reach students of higher needs.

Return to Top Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

are demonstrating repeated behaviors that inhibit their ability to actively participate in the learning environment and connect with the school community, and express ideas, knowledge and interests.



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

Resources:

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

[5 Whys Root Cause Protocol](#)

As adults in the building, we...

1. need to prioritize the development of these skills in our staff. 2. aren't creating an environment where they feel safe, supported and loved.



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....

prioritize the development of social emotional response skills in our staff and create spaces where students feel safe, supported and loved



Resources:


Indicators of a Quality CIWP: Theory of Action

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

then we see....

less repeated behaviors from students and more active participation in the learning environment, more connection to the school community and more students expressing their ideas






which leads to...
students academic and social emotional growth. 

[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
Robinson Staff	Q1 10/27/2023 Q3 4/4/2024 Q2 1/11/2024 Q4 5/30/2024

	SY24 Implementation Milestones & Action Steps 	Who 	By When 	Progress Monitoring
Implementation Milestone 1	100 % of staff implementing SEL curriculum with fidelity in all classrooms.	All staff	End of first quarter	Select Status
Action Step 1	Daily SEL Morning Meeting/Student Check-Ins	All staff	November 2023	Select Status
Action Step 2	Calm Corner Integrated in Each Classroom with key elements	All staff	November :	Select Status
Action Step 3	Calm Classroom Consistently 2x Per Day and an additional time as ne	All staff	November :	Select Status
Action Step 4	Weekly SEL Lesson Implementation	All staff	End of first quarter	Select Status
Action Step 5				Select Status
Implementation Milestone 2	Teachers receive professional development that provide strategies to utilize in SEL needs.	All staff	May 2024	Select Status
Action Step 1	Understanding Stress and Trauma Informed Practices PD	All Staff	October 2023	Select Status
Action Step 2	Build schoolwide implementation plan/Cycles of learning	All staff	November 2024	Select Status
Action Step 3	Restorative Practices Professional Development	All Staff	November 2024	Select Status
Action Step 4	Psychologist/Social Work/School Based Team Scheduled Support	Clinicians	On-Going	Select Status
Action Step 5				Select Status
Implementation Milestone 3	Inclusion of SEL Practices within Arts Programs	All Staff and Arts Liason	May 2024	Select Status
Action Step 1	Collaboration with Arts Instructors around Schoolwide SEL focus	Arts External Partners, Clinicians and Admin team	April 2024	Select Status
Action Step 2	Intentional Planning with Arts Partners around School Wide Social Emotional Themes and Character Building.	Arts External Partners, Clinicians and Admin team	April 2024	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 staff effectively implementing solid T1 SEL instruction and support; Consistency in classroom calm spaces with effective student utilization of those spaces ; implementation if differentiated SEL practices to support students who need small group and/or individualized support; focus on continued professional development for teachers and support staff to implement concrete, research-based strategies to best support the SEL needs of the students. 
SY26 Anticipated Milestones	Focus on monitoring and maintaining the effectiveness of previously implemented practices; Making necessary adjustments to ensure SEL needs of all students are met. 

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

Resources: 

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

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

Performance Goals

Specify the Goal 🏆	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 🏆	Numerical Targets [Optional] 🏆		
					SY24	SY25	SY26
% of students showing repeated disruptive behaviors	Yes	Reduction in repeated disruptive behaviors (4-6 SCC)	Overall	75%	77%	79%	81%
			Male	68%	70%	72%	74%
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 🏆

Specify your practice goal and identify how you will measure progress towards this goal. 🏆

	SY24	SY25	SY26
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	100% of staff will receive Professional Development focused on Restorative Practices and Trauma Informed Responses. 100% of staff will implement SEL curriculum with fidelity.	100% of staff participates in learning cycles centered on SEL implementation with necessary adjustments to meet student needs.	Observation of the implementation of SEL
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Culture and Climate Team and BHT are established with consistently scheduled meetings, team roles and school-wide structures.	Checks and balances which ensures that all student data/feedback from BHT and Culture and Climate are utilized to inform required interventions	Data and reflection strategies from BHT are consistently implemented across settings.
Select a Practice			

[Return to Top](#)

SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
% of students showing repeated disruptive behaviors	Reduction in repeated disruptive behaviors (4-6 SCC)	Overall	75%	77%	Select Status	Select Status	Select Status	Select Status
		Male	68%	70%	Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	100% of staff will receive Professional Development focused on Restorative Practices and Trauma Informed Responses. 100% of staff will implement SEL curriculum with fidelity.	Select Status	Select Status	Select Status	Select Status
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Culture and Climate Team and BHT are established with consistently scheduled meetings, team roles and school-wide structures.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
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?

MTSS is active and operating within the school environment. However, there is a strong need for more clarity and communication to ensure that MTSS data is consistently used to inform educational needs and goals for students. Despite the increase in interventivists, general education teachers should also be aware of specific student goals to support instructing students in their gap areas. There needs to be consistent documenting of social emotional needs and more support for classroom level behavior management systems.

What is the feedback from your stakeholders?

Student behaviors that are not aligned to school expectations have increased over the past two academic years. There is a strong need for increased SEL on a consistent basis with all school stakeholders. In addition, there is a need for increased professional development for staff members to improve student connectedness and trust within the classroom environment and school community. There is a need for stakeholders to come together and develop norms and expectations around student to student interactions, student to staff interactions, and staff to family interactions.

What student-centered problems have surfaced during this reflection?

There is a need for clarity and consistent communication regarding the MTSS process (interventions provided, data collection and transition of students in and out of MTSS tiers). There is also a need for increased family communication, involvement and clarity with the process of student support so that there can be a home/school connection to improve overall student academic success. Diverse learner teacher schedules, tasks and specific student objectives should be more clearly communicated during collaboration with the general education staff to ensure alignment with grade level standards and student goals.

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?

More staff members have begun to track interventions within the Branching Minds system. Classroom behavior management systems are starting to be implemented. Staff communication has increased and more efforts have been made for family involvement. MTSS efforts have been targeted at the students who are furthest from opportunity.

[Return to Top](#)

Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

need timely and appropriate interventions and more opportunities to express their ideas, knowledge and interests in various forms of output.



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

Resources:

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

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

As adults in the building, we...

need ongoing professional development that clarifies specific MTSS processes, communication, roles and responsibilities as it relates to all stakeholders (interventionists, general education teachers, DL teachers, support staff and parents) to ensure that targeted instruction and supports are provided to all students with fidelity.



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....

create specific MTSS processes with clearly defined roles, effectively deliver primary instruction and core curriculum, create high quality well-documented student support and support plans, progress monitor supports and interpret data to adjust instruction (per MTSS Continuum)



Resources:

Indicators of a Quality CIWP: Theory of Action

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

then we see....

tier 2 and tier 3 intervention plans for academic and behavioral needs, students engaged in core curriculum and interventions, teachers differentiating instruction, implementing supports, and adjusting their instruction based off data



which leads to...
 effective instruction that meets all student needs, higher number of students moving benchmarks on interventions in Branching Minds, consistent growth in grades, and growth gap decreasing from overall student population 🍌

[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 🍌
 Robinson Staff

Dates for Progress Monitoring Check Ins
 Q1 10/27/2023 Q3 4/4/2024
 Q2 1/11/2024 Q4 5/30/2024

	SY24 Implementation Milestones & Action Steps 🍌	Who 🍌	By When 🍌	Progress Monitoring
Implementation Milestone 1	100% of teachers effectively implementing core curriculum	Instructional Coach/ILT	May 2024	Select Status
Action Step 1	ILT members review and provide feedback on teachers lesson/unit plans to ensure use of the core curriculum during GLTs, weekly	ILT	October 2023	Select Status
Action Step 2	ILT members conduct peer-to-peer walks to observe, collect data, provide feedback during GLTs on implementation of core curriculum, monthly	ILT	April 2024	Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Create a clear process for identifying and communicating tier 2 and tier 3 MTSS student support (academic and behavior)	MTSS Team/Teachers	November 2023	Select Status
Action Step 1	Collaborate to identify Assessment Data (academic) and Observation Data (Behavior) to support tier 2 and tier 3 placement.	MTSS Team/Teachers	October 2023	Select Status
Action Step 2	Clearly determine criteria for grouping and place students accordingly.	MTSS Team/Teachers	October 2023	Select Status
Action Step 3	Set consistent collaboration times and processes for the MTSS team,	MTSS Team/Teachers/Interventionist	September 2023	Select Status
Action Step 4	Create intervention plans for specific students/groups and document plans in branching minds.	Interventionist/Teachers	On-going	Select Status
Action Step 5	Communicate student needs with all stakeholders (specific	All Staff	On-going	Select Status
Implementation Milestone 3	Meets DEVELOPED components for high quality, well-documented student support & support plan on MTSS Continuum	Interventionist/MTSS Team	May 2024	Select Status
Action Step 1	Support plans for interventions are developed and documented within BM	MTSS Team	November 2023	Select Status
Action Step 2	Ensure personnel regularly interacting with student are providing interventions through documentation and observation	MTSS Team	October 2023	Select Status
Action Step 3	Plans are being updated and shared with stakeholders	MTSS Team	On-going	Select Status
Action Step 4	Intervention resources include math, literacy, SEL, and behavior health	MTSS Team	October 2023	Select Status
Action Step 5	Provide PD on documenting interventions in BMs	MTSS Team	September 2023	Select Status
Implementation Milestone 4	MTSS Team meets FOUNDATIONAL components for Supplemental Interventions	Interventionist/MTSS Team	January 2024	Select Status
Action Step 1	Provide PD on progress monitoring interventions in BMs	MTSS Team/ N9 MTSS Lead	October 2023	Select Status
Action Step 2	Lead GLTs on progress monitoring aligned to student skill deficits	MTSS Team/ N9 MTSS Lead	November 2023	Select Status
Action Step 3	Observe progress monitoring from iReady data and highlight teacher use aligned to student skill deficits	MTSS Team/Teachers	November 2023	Select Status
Action Step 4	GLTs review BMs data monthly	MTSS Team/Teachers	On-going	Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	In SY25, The Robinson Staff will continue to clearly define processes, roles and responsibilities in the MTSS process to ensure that student intervention plans are created and implemented with fidelity by all necessary stakeholders.-60% of teachers differentiating core instruction -OPERATIONAL components of high quality, well-documented student support and support plans: 100% of interventions are within the CPS curated list, 100% of interventions are documented and monitored within the Branching Minds Platform, 60% of student support plans and supports implemented with fidelity -DEVELOPED components of supplemental intervention: progress monitoring; MTSS team and 60% of teachers regularly progress monitor and	🍌
SY26 Anticipated Milestones	In SY26, The Robinson Staff will effectively document and monitor MTSS plans in Branching Minds to determine student progress and necessary tier movement. -100% of teachers effectively differentiating core instruction -Maintain OPERATIONAL components of high quality, well-documented students support and support plans: 100% of student support plans and supports implemented with fidelity -FULLY OPERATIONAL on supplemental intervention: 100% of teachers progress monitoring and adjusting interventions and supports based on data, -FULLY OPERATIONAL on Interpret Data and Adjust Instruction from MTSS Continuum	🍌

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

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting
 Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on 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](#).

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

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 goals include numerical targets
 -Schools designated as Targeted Support identify the student groups named in the designation within the goals above and any other IL-EMPOWER goals

Performance Goals

Specify the Goal 🏆	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 🏆	Numerical Targets [Optional] 🏆		
					SY24	SY25	SY26
% of students displaying repeated misbehaviors	Yes	Other: MTSS Academic and Behavior Tier Movement	Overall	76	78	80	82
			African American Male	74	76	78	80
Increase the percent of students receiving Tier 2/3 interventions who are meeting targets to 85%.	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Students in Tiers 2 and 3				
			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.	MTSS intervention plans (academic and behaviors) are implemented with fidelity by all designated stakeholders and documented appropriately to address student learning gaps and support tier 1 instruction. Progress on this goal will be measured through iReady growth, branching minds progress monitoring, and behavior data collection.	The MTSS Leadership Team rates as "Developed" or higher in the "High quality well-documented student support and support plans" and Foundational in the "Supplemental intervention; progress monitoring" components as measured by the MTSS Continuum.
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.	Intervention groups are formed and plans are documented in Branching Minds with progress monitored for tier movement consideration every 6 weeks.	MTSS Team monitors plans bi-monthly to suggest additional interventions/tier movement to ensure student progress. Data is updated in Branching Minds and Meeting Agenda/Notes recorded.	MTSS team and all teachers are interpreting data, progress monitoring, and adjusting instruction based on interventions and multiple types of data.	
Select a Practice				

[Return to Top](#)

SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
% of students displaying repeated misbehaviors	Other: MTSS Academic and Behavior Tier Movement	Overall	76	78	Select Status	Select Status	Select Status	Select Status
		African American Male	74	76	Select Status	Select Status	Select Status	Select Status
Increase the percent of students receiving Tier 2/3 interventions who are meeting targets to 85%.	% of Students receiving Tier 2/3 interventions meeting targets	Students in Tiers 2 and 3			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.	MTSS intervention plans (academic and behaviors) are implemented	Select Status	Select Status	Select Status	Select Status

Jump to... [Priority](#) [TOA](#) [Goal Setting](#) [Progress Monitoring](#)

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

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

Inclusive & Supportive Learning Environment

<p>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.</p>	<p>Intervention groups are formed and plans are documented in Branch</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>Select a Practice</p>		<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>

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

What are the takeaways after the review of metrics?

Teachers are consistently using evidence based curriculum in the classroom with fidelity. Students are exposed to grade level standards daily with tasks aligned to varying levels of marzano's taxonomy. While there is daily assessment of student learning in every classroom, there is a need to ensure more consistency in utilizing data to construct small groups, set student-centered goals and inform instruction.

What is the feedback from your stakeholders?

There is an increased need for engaging tasks aligned to the learning standards that include an additional amount of student to student discourse.

What student-centered problems have surfaced during this reflection?

While students are engaging in on-grade level standards aligned instruction, their identities and classroom communities are not always involved in instruction and learning. Students need more opportunities to express their ideas, knowledge and interests in various forms of output to support their diverse needs.

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?

As a school we are implementing peer to peer observations to highlight best practices around student to student discourse and writing instruction. Students with learning deficits/gaps are currently supported within small groups and provided interventions. The increase of student to student discourse also provides struggling students more opportunities to express their knowledge and share ideas not with just their teacher and especially their peers.

[Return to Top](#)

Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...



Indicators of a Quality CIWP: Determine Priorities

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

[Return to Top](#)

Root Cause

Resources:

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

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

As adults in the building, we...



Indicators of a Quality CIWP: Root Cause Analysis

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

[Return to Top](#)

Theory of Action

What is your Theory of Action?

If we....

Resources:



Indicators of a Quality CIWP: Theory of Action

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



which leads to...

Return to Top Implementation Plan

Resources:

Indicators of a Quality CIWP: Implementation Planning

Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.

Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.

Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.

Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.

Action steps are inclusive of stakeholder groups and priority student groups.

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

Dates for Progress Monitoring Check Ins

Q1	10/27/2023	Q3	4/4/2024
Q2	1/11/2024	Q4	5/30/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]
SY26 Anticipated Milestones	[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]

Return to Top Goal Setting

Resources:

Indicators of a Quality CIWP: Goal Setting

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

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

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

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

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

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

IL-EMPOWER Goal Requirements

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

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

Performance Goals

Numerical Targets [Optional]

Specify the Goal 🏆	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 🏆	SY24	SY25	SY26
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				
	Select Answer	Select Metric	Select Group or Overall				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 🏆

Specify your practice goal and identify how you will measure progress towards this goal. 🏆

	SY24	SY25	SY26
Select a Practice			
Select a Practice			
Select a Practice			

[Return to Top](#)

SY24 Progress Monitoring

Resources: 📄

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
	Select Metric	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

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

If Checked:
Complete
IL-Empower
Section below

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

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

If Checked:
No action needed

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



<input type="text" value="Select a Goal"/>					
<input type="text" value="Select a Goal"/>					
<input type="text" value="Select a Goal"/>					

Parent and Family Plan

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

SCHOOL & FAMILY ENGAGEMENT POLICY

ESSA, Title I, Part A law requires schools to develop a parent and family policy that reflects their commitment to develop best engagement practices and maximizes meaningful consultation. Checking the boxes below indicates that your school understands and complies with each requirement listed.

- The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.
- At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.
- Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.
- Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.
- Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.
- Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.
- Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.
- Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.


SCHOOL & FAMILY COMPACT

Your school shall jointly develop, with parents, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. Checking off the statements below indicates your school will develop a compact that complies with each requirement. Compact statements will be housed at the school and shared with all parents.

- The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.
- The school will hold parent-teacher conferences.
- The school will provide parents with frequent reports on their children's progress.
- The school will provide parents reasonable access to staff.
- The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.
- The parents will support their children's learning.
- The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

The overarching goal for Title I Parent & Family Engagement funds is to increase student academic achievement through parental and family engagement and supporting skills development. In the box below, identify the academic priority areas around which your parent engagement & skills development will be aligned. As a reminder, use of your funds must occur in consultation with parents.

Funds will be used for the following goals: increase parents of Tier 2 and Tier 3 students knowledge of their student's performance and intervention information, improve communication between students receiving interventions and interventionists, create processes for ongoing parent collaboration and involvement. 

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