

## CIWP Team & Schedules

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### 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
Ana Rodriguez	AP	amrodriguez18@cps.edu
Nancy Pena	Curriculum & Instruction Lead	npena2@cps.edu
Susan Echeverria	Curriculum & Instruction Lead	secheverria@cps.edu
Leticia Contreras	Curriculum & Instruction Lead	lcontreras@cps.edu
Lourdes Jimenez	Principal	ljimenez1@cps.edu
Lesley Escobar	Teacher Leader	lescobar@cps.edu
Monica Ortiz	Inclusive & Supportive Learning Lead	mcortiz@cps.edu
Deidre Robertson	Postsecondary Lead	drobertson@cps.edu
Guadalupe Sotello	Curriculum & Instruction Lead	gasotello@cps.edu
Hugo Miranda	Connectedness & Wellbeing Lead	hdmiranda@cps.edu
Donna Perez	Teacher Leader	dlperez1@cps.edu
Miriam Ortizar	Teacher Leader	mortuzar@cps.edu

## Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	5/30/23	7/19/2023
Reflection: Curriculum & Instruction (Instructional Core)	7/19/23	7/24/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/24/23	7/27/23
Reflection: Connectedness & Wellbeing	7/24/23	7/28/23
Reflection: Postsecondary Success	7/24/23	7/28/23
Reflection: Partnerships & Engagement	7/31/23	8/4/23
Priorities	7/24/23	8/4/23
Root Cause	7/27/23	8/4/23
Theory of Acton	8/7/23	8/15/23
Implementation Plans	8/29/23	9/5/23
Goals	8/29/23	9/5/23
Fund Compliance	5/17/23	6/27/23
Parent & Family Plan	6/9/23	7/20/23
Approval	9/7/23	9/14/23

## 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	10/10/2023
Quarter 2	12/12/2023
Quarter 3	3/12/2024
Quarter 4	5/21/2024

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

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

**Resources**

[Reflection on Foundations Protocol](#)

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**Curriculum & Instruction**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<a href="#">CPS High Quality Curriculum Rubrics</a>	<ul style="list-style-type: none"> <li>- Star360 Percentage Met: Reading (English) 34% vs Math (English) 43%</li> <li>- IAR Growth: Reading (English) 51% vs Math (English) 48%</li> <li>- Targets for IAR and Star360 are NOT aligned</li> <li>- Overall schoolwide scores include non-English speakers for IAR ELA</li> <li>- 23/24SY Schoolwide Skyline implementation</li> <li>- Moving away from skill &amp; drill and recall instruction and focus more on critical thinking</li> <li>- Co-teaching as an instructional practice vs. Push-in</li> <li>- Giving students' voice (Student Council and LSC representation)</li> <li>- Grades as an incentive to come out of uniform for a week for all students receiving As and Bs every 5 weeks (Progress Report and Report Card)</li> <li>- Clear objectives on GLM Agendas to maximize time</li> <li>- DLCC Year 2 (Ms. Echeverria &amp; Ms. Contreras)</li> <li>- Skyline Lesson, Unit, and Interim assessments</li> <li>- Social Committee</li> </ul>	<a href="#">IAR (Math)</a> <a href="#">IAR (English)</a> Rigor Walk Data (School Level Data) <a href="#">PSAT (EBRW)</a> <a href="#">PSAT (Math)</a> <a href="#">STAR (Reading)</a>
Partially	<a href="#">Rigor Walk Rubric</a> <a href="#">Teacher Team Learning Cycle Protocols</a> <a href="#">Quality Indicators Of Specially Designed Instruction</a>	<p><b>What is the feedback from your stakeholders?</b></p> <ul style="list-style-type: none"> <li>- Star360 Math English and Reading English scores show a drop from Winter to Spring</li> <li>- DLs and African American students in the red</li> <li>- 3rd Grade shows continued growth in Reading for past two years</li> </ul>	<a href="#">STAR (Math)</a> <a href="#">iReady (Reading)</a> <a href="#">iReady (Math)</a>
Yes	<a href="#">Powerful Practices Rubric</a> <a href="#">Learning Conditions</a>		<a href="#">Cultivate</a> <a href="#">Grades</a> <a href="#">ACCESS</a>
Yes	<a href="#">Continuum of ILT Effectiveness</a> <a href="#">Distributed Leadership</a>		<a href="#">TS Gold</a> <a href="#">Interim Assessment Data</a>
Partially	<a href="#">Customized Balanced Assessment Plan</a> <a href="#">ES Assessment Plan Development Guide</a> <a href="#">HS Assessment Plan Development</a>		
Partially	<a href="#">Assessment for Learning Reference Document</a>	<p><b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b></p> <ul style="list-style-type: none"> <li>- Researched-based fluency interventions in 3rd-5th, expanding from Intermediate to Primary and Upper Grades</li> <li>- Schoolwide implementation of Skyline Curriculum for all subjects</li> <li>- IAR mindset change</li> <li>- Create a plan to support teachers to expose students to IAR format, tasks and language</li> <li>- Teachers becoming familiar with IAR questioning format to expose students to test language and complex tasks</li> <li>- Teachers becoming familiar with Skyline Interim Assessments</li> <li>- Incorporate Teacher Walk-throughs</li> <li>- Incorporate Sense-Making Strategies into daily math instruction</li> <li>- Branching Minds consistently implemented by intermediate cluster</li> </ul>	
<p><b>What student-centered problems have surfaced during this reflection?</b>                      If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <ul style="list-style-type: none"> <li>-finding a balance between recall instruction and critical thinking tasks</li> <li>-no uniform interim assessments school wide</li> <li>-inconsistent small group instruction school wide</li> <li>-intentional targeted interventions not implemented with fidelity</li> <li>-inconsistency with progress monitoring</li> </ul>			

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**Inclusive & Supportive Learning Environment**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<a href="#">MTSS Integrity Memo</a> <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a>	<ul style="list-style-type: none"> <li>- Strengthen the progress monitoring systems for MTSS (baseline assessments, frequency and duration)</li> <li>- CMB Lectura data was unavailable to feed into Branching Minds for newcomers in the SY22/23</li> <li>- Continue to familiarize with Branching Minds, focusing on Primary Grades</li> <li>- Are Skyline Foundational Skills available for both ELA and ALE?</li> <li>- Progress monitoring was consistent across grade clusters, but Branching Minds was unavailable to sink data from iReady and CMB Lectura for newcomers/dual language</li> <li>- DL students' support/services focuses more on Language Arts and Math</li> <li>- For the SY 23/24, DL instructional support will take place in Science and Social Studies</li> <li>- More collaboration among all content teachers and DL teachers is needed, including Science and Social Studies</li> </ul>	Unit/Lesson Inventory for Language Objectives (School Level Data) <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a> <a href="#">ACCESS</a> <a href="#">MTSS Academic Tier Movement</a> <a href="#">Annual Evaluation of Compliance (ODLSS)</a>
Partially	<a href="#">MTSS Integrity Memo</a>		<a href="#">Quality Indicators of Specially Designed Curriculum</a>
Partially	<a href="#">LRE Dashboard Page</a>	<p><b>What is the feedback from your stakeholders?</b></p> <ul style="list-style-type: none"> <li>- DL teachers and GenEd teachers (including Science and Social Studies teachers) will engage in more collaboration meetings on a weekly basis outside the Principal Directed</li> </ul>	<a href="#">EL Program Review Tool</a>


Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	<a href="#">IDEA Procedural Manual</a>
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	<a href="#">EL Placement Recommendation Tool ES</a> <a href="#">EL Placement Recommendation Tool HS</a>
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.	

weekly grade level meetings (i.e. during prep, before or after school)  
 - Less whole group instruction and more individualized instruction during pull-out minutes for DL students  
 - 3 out of 20 teachers without ESL endorsement?  
 - All teachers must include Language Objectives on weekly Lesson Plans

**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?**

Not everyone includes language objectives in their lesson plans. Emphasize this portion in future lesson plans. 


**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]* 

[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
No	<a href="#">Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.</a> <a href="#">BHT Key Component Assessment</a> <a href="#">SEL Teaming Structure</a>	<ul style="list-style-type: none"> <li>- Make sure to have a complete Behavioral Health Team for the SY 23/24</li> <li>- Identify what the Climate and Culture Team will look like for the SY 23/24</li> <li>- Set up clear objectives, criteria, purpose, and agenda for both Behavioral Health and Climate and Culture Teams</li> <li>- All staff has access to Second Step curriculum (available in both English and Spanish) and it being implemented, but not with fidelity by all stakeholders</li> <li>- During the SY 22/23, all students had equitable access to student-centered enrichment and out-of-school programs led by Salazar OST Coordinator (Ms. Gangi)</li> <li>- There is no re-entry plan available schoolwide to facilitate attendance for extended absences or chronic absenteeism</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">% of Students receiving Tier 2/3 interventions meeting targets</a></li> <li><a href="#">Reduction in OSS per 100</a></li> <li><a href="#">Reduction in repeated disruptive behaviors (4-6 SCC)</a></li> <li><a href="#">Access to OST</a></li> <li><a href="#">Increase Average Daily Attendance</a></li> <li><a href="#">Increased Attendance for Chronically Absent Students</a></li> <li><a href="#">Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</a></li> </ul>
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	- With the support of Administration, our school needs clear objectives, criteria and purpose for carrying out with fidelity the Behavioral Health and Climate & Culture teams - During then SY 23/24, implement 3-4 shorter sessions of after school programs to increase teacher participation - Salazar is in need of a re-intry plan to facilitate attendance for extended absences or chronic absenteeism - Propose a plan or contract with clear expectations/criteria, specifically for 8th Graders, where students are being held accountable for attendance, tardies, and/or behavior and can potentially lose 8th Grade celebrations and extra curricular activities (i.e. field trips, luncheons, dances, etc) - BHT and Climate & Culture CPS roles... where to find this information? - Homework detention for 3rd-8th grade	<ul style="list-style-type: none"> <li><a href="#">Cultivate (Belonging &amp; Identity)</a></li> <li>Staff trained on alternatives to exclusionary discipline (School Level Data)</li> <li><a href="#">Enrichment Program Participation: Enrollment &amp; Attendance</a></li> <li><a href="#">Student Voice Infrastructure</a></li> <li><a href="#">Reduction in number of students with dropout codes at EOY</a></li> </ul>
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.	<p><b>What is the feedback from your stakeholders?</b></p>	
No	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.

- More textbooks/materials needed in Spanish (upper grades) 

**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]* 

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## Postsecondary Success



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

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

**References**


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

**Metrics**

Partially	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	<a href="#">College and Career Competency Curriculum (C4)</a>	- The curriculum is currently being piloted in phases based on grade levels. (SY 2024: 6-8th grade curricula pilot during the school year 2024, accessible in August 2023) -Many of the Success Bound student tasks/lessons were addressed in the High school/Career/College Readiness classes for the 8th graders in the 22-23 SY. The lessons were aligned to the three domains: Foundational skills, Career Readiness/Alignment, and Academic and Financial Readiness. -In SY 23-24, we will host a Career Fair for 6th-8th grades with presenters to broaden student knowledge and career exploration. -During SY 22-23, the structures for supporting student learning were embedded into the student experiences i.e. Intro to Middle School for 6th and 7th grades, Eighth grade students explored the following: High schools in their Communities, Finding the Best High schools, Career Assessment, and High School Knowledge and General High school course requirements. -In SY 22-23, structures for the supporting of ILPs were not embedded into the staff planning times. In SY 23-24 the counselor will present the structures for supporting the completion of post-secondary individualized Learning Plans with the staff during planning times.	 <a href="#">Graduation Rate</a> <a href="#">Program Inquiry: Programs/participation/attainment rates of % of ECCC</a> <a href="#">3 - 8 On Track</a> <a href="#">Learn, Plan, Succeed</a> <a href="#">% of KPIs Completed (12th Grade)</a> <a href="#">College Enrollment and Persistence Rate</a> <a href="#">9th and 10th Grade On Track</a>
Partially	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	<a href="#">Individualized Learning Plans</a>		<a href="#">Cultivate (Relevance to the Future)</a> Freshmen Connection Programs Offered (School Level Data)
Partially	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	<a href="#">Work Based Learning Toolkit</a>	<b>What is the feedback from your stakeholders?</b> -The stakeholders believe that the students were provided quality learning activities and career instruction during SY 22-23. -In SY 22-22, the 8th graders participated in career awareness and career exploration throughout the school year. The Work Based Learning Tool kit was not used; however, the student tasks were similar to some of those provided in the WBL Toolkit. -Students explored high schools that provided programs and/or pathways to colleges and CTE. -Students comprehended the connection between academics and careers. -Students explored high schools that offered pathways to their career interests. -Students were engaged in TED talks from various speakers regarding career exploration and skills. -In SY 23-24, we will utilize the Work Based Learning activities from the toolkit and the experience will culminate in a Career Day event with activities and speakers with a question and answer session.	
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).			
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	<a href="#">ECCE Certification List</a>		
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	<a href="#">PLT Assessment Rubric</a>		
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	<a href="#">Alumni Support Initiative One Pager</a>		

### 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.

-Identify high schools that support ELL students -Support newcomers get to part on their high school selection process -Students need College and Career Ready exposure, especially 6th-8th grade	
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## Partnership & Engagement



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

**References**

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

**Metrics**

Select Rating	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.	<a href="#">Spectrum of Inclusive Partnerships</a>	- Expand staff participation in school committees - Salazar is in need of more staff proactively fostering relationships with families through schoolwide parent events - Salazar has hosted coat drives, clothes drive, parent luncheon - There is no clear communication on everything that goes on with the school (programming, purpose of BAC and who is involved, etc - Each Salazar team/program/committee should have the following: identify purpose, members, services provided and to who specifically, who is the coordinator, scheduled meetings and outcomes - Student voice is represented by the Student Council and LSC Student Rep, but staff is often unaware of what their roles and responsibilities are	 <a href="#">Cultivate</a> <a href="#">5 Essentials Parent Participation Rate</a> <a href="#">5E: Involved Families</a>
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	<a href="#">Reimagining With Community Toolkit</a>		<a href="#">5E: Supportive Environment</a> Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)

			<p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
<p>Partially</p>	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles &amp; CIWP).</p> <p><a href="#">Student Voice Infrastructure Rubric</a></p>	<p><b>What is the feedback from your stakeholders?</b></p> <ul style="list-style-type: none"> <li>- For the SY 23/24, schedule Family Literacy Night and Family Math Night</li> <li>- Allow parents to volunteer for schoolwide events such as EOY Carnival, fundraisers, luncheons, teacher appreciation week, etc</li> <li>- Propose a Salazar Parent Committee to help and assist in schoolwide events</li> <li>- Propose a Staff Newcomer Committee to help with fundraisers, drives, luncheons, etc</li> <li>- Clear expectations and criteria for Staff Committees that will hold everyone accountable for actively participating throughout the school year</li> <li>- Minimum require of staff joining at least 1 committee</li> <li>- Establish a classroom parent for each classroom</li> </ul>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
	<p><b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>	<p><b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b></p>	
<p><i>[problems experienced by most students; problems experienced by specific student groups]</i></p>		<p><i>[impact on most students; impact on specific student groups]</i></p> 	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Yes	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.
Yes	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?

- Star360 Percentage Met: Reading (English) 34% vs Math (English) 43%
- IAR Growth: Reading (English) 51% vs Math (English) 48%
- Targets for IAR and Star360 are NOT aligned
- Overall schoolwide scores include non-English speakers for IAR ELA
- 23/24SY Schoolwide Skyline implementation
- Moving away from skill & drill and recall instruction and focus more on critical thinking
- Co-teaching as an instructional practice vs. Push-in
- Giving students' voice (Student Council and LSC representation)
- Grades as an incentive to come out of uniform for a week for all students receiving As and Bs every 5 weeks (Progress Report and Report Card)
- Clear objectives on GLM Agendas to maximize time
- DLCC Year 2 (Ms. Echeverria & Ms. Contreras)
- Skyline Lesson, Unit, and Interim assessments
- Social Committee

What is the feedback from your stakeholders?

- Star360 Math English and Reading English scores show a drop from Winter to Spring
- DLs and African American students in the red
- 3rd Grade shows continued growth in Reading for past two years

What student-centered problems have surfaced during this reflection?

- finding a balance between recall instruction and critical thinking tasks
- no uniform interim assessments school wide
- inconsistent small group instruction school wide
- intentional targeted interventions not implemented with fidelity
- inconsistency with progress monitoring

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?

- Researched-based fluency interventions in 3rd-5th, expanding from Intermediate to Primary and Upper Grades
- Schoolwide implementation of Skyline Curriculum for all subjects
- IAR mindset change
- Create a plan to support teachers to expose students to IAR format, tasks and language
- Teachers becoming familiar with IAR questioning format to expose students to test language and complex tasks
- Teachers becoming familiar with Skyline Interim Assessments
- Incorporate Teacher Walk-throughs
- Incorporate Sense-Making Strategies into daily math instruction
- Branching Minds consistently implemented by intermediate cluster

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Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

- will receive a rigorous tier 1 instruction
- receive research based interventions
- will receive differentiated instruction
- expose to rigorous and complex tasks, mirroring IAR academic demands



Indicators of a Quality CIWP: Determine Priorities

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

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Root Cause

Resources:

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

[5 Whys Root Cause Protocol](#)

As adults in the building, we...

- will implement Skyline curriculum schoolwide
- provide all students with rigorous tier 1 instruction
- provide research based-interventions
- plan for differentiated instruction
- shift our school wide mindset on IAR through exposure to rigorous and complex tasks in all contents



Indicators of a Quality CIWP: Root Cause Analysis

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

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Theory of Action

What is your Theory of Action?

If we....

implement tier 1 Skyline curriculum instruction for reading and math with differentiated instruction, instruct & plan with the Dual Language practices, and engage in cycles of observation with the Rigor Walk Tool



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.

then we see....

the implementation of targeted research based interventions and ongoing progress monitoring, with a focus on Reading and Math.



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.

Resources:

which leads to...  
 the end of SY 23-24, we will see student attainment in Reading reach 50% on Star360 for K-8th grades and 60% growth on IAR 3rd-8th. We shall also see 60% attainment on Math Star 360 for 3-8th grade and 50% attainment for K-2nd grade and 60% growth on IAR 3rd-8th grade. 🍌

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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.

<b>Team/Individual Responsible for Implementation Plan</b> 🍌	<b>Dates for Progress Monitoring Check Ins</b>	
ILT	Q1 10/10/2023	Q3 3/12/2024
	Q2 12/12/2023	Q4 5/21/2024

	<b>SY24 Implementation Milestones &amp; Action Steps</b> 🍌	<b>Who</b> 🍌	<b>By When</b> 🍌	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	Implement tier 1 Skyline curriculum instruction for reading and math with differentiated instruction and engage in cycles of observation with the Rigor Walk Tool	ILT, Classroom teachers	6/3/2024	Not Started
<b>Action Step 1</b>	ILT will establish GLM agenda, emphasizing data analysis and intervention plans with a focus on tiering and identifying interventions for students in Reading and Math	ILT	08/29/23	Select Status
<b>Action Step 2</b>	Lead teachers facilitate GLM to analyze student data and create action plans in Reading and Math	Teacher Leads	09/07/23	Select Status
<b>Action Step 3</b>	Classroom teachers implement action plan & tier 1 Skyline curriculum in all grade levels and bring student work to discuss during GLM	Classroom Teachers	09/28/23	Select Status
<b>Action Step 4</b>	Academic Coach and Intervention Teacher will begin intervention support for all tier 3 students in Reading and Math	Academic Coach and Intervention Teacher	09/11/23	Select Status
<b>Action Step 5</b>	Informal classroom observations with a focus on small group instruction, i.e. data driven using Freckle, Amira, IXL, Achieve 3000, Reading A-Z	Admin	09/11/23	Select Status
<b>Implementation Milestone 2</b>	Through the analysis of student data, teachers will develop an all-inclusive action plan to ensure differentiation of instruction.	ILT & teachers	10/10/23	Select Status
<b>Action Step 1</b>	ILT will analyze data and ID schoolwide priorities in reading and math with the use of filter option in Branching Minds.	ILT	8/29/23	Select Status
<b>Action Step 2</b>	During GLM, teachers analyze Star 360 data and create instructional planning reports for small groups. Teachers will maintain accurate records in Branching Minds.	Teachers	8/31/23	In Progress
<b>Action Step 3</b>	Teachers will create the targetted action plans using Renaissance CBMs, Amira, Freckle, IXL Diagnostic tool, Happy Numbers, Xtra Math, Achieve 3000, RazKids, Reading A-Z.	Teachers	9/18/23	Select Status
<b>Action Step 4</b>	Progress monitoring of the all-inclusive action plan using Skyline Interim Assessment. ELA in November, Math in December.	Teachers	11/6/23 (Reading); 12/4/23 (Math)	Select Status
<b>Action Step 5</b>	Establish informal classroom observations with a focus on small group instruction.	ILT	10/10/23	Select Status
<b>Implementation Milestone 3</b>	Engage in cycles of observation to ensure that students are engaging in rigorous tasks.	ILT & Teachers	10/27/23	Select Status
<b>Action Step 1</b>	The ILT defines rigorous tasks and creates cycles of observation tools.	ILT	9/29/23	Select Status
<b>Action Step 2</b>	Lead teachers introduce the components of rigorous tasks and cycles of observation protocols during GLM	Lead Teachers	10/5/23	Select Status
<b>Action Step 3</b>	Teachers deliver high quality instruction and share artifacts that demonstrate rigor in the classroom.	Teachers	10/27/23	Select Status
<b>Action Step 4</b>	Schedule cycles of observation and debriefing opportunities	ILT	10/12/23	Select Status
<b>Action Step 5</b>	Complete teacher reflection and next steps.	ILT & teachers	10/27/23	Select Status
<b>Implementation Milestone 4</b>	Implementing ALE and ELA Skyline curriculum to establish the biliteracy block components and assessment plan.	DL, ELPT coach and Teachers	10/27/23	In Progress
<b>Action Step 1</b>	Teachers participated in Skyline ALE professional development to establish our biliteracy block components and assesment plan.	Teachers	9/20/23	Select Status
<b>Action Step 2</b>	Dual Language Team meets to establish biliteracy block components (Skyline/ALE, Foundational Skills, Amira Program) and create a year-long curriculum and assessment plan. in English and Spanish.	Dual Language Team	10/5/23	Select Status
<b>Action Step 3</b>	Visible and actionable language and content objectives in all classrooms schoolwide (DLE & ELLs)	Teachers	9/11/23	Select Status
<b>Action Step 4</b>	Establish monthly Dual Language PLCs	Dual Language Team	9/14/23	Select Status
<b>Action Step 5</b>	Informational meetings for families & community regarding Dual Language Program and TBE Program	Dual Language and ELPT coaches	9/27/23	Select Status

**SY25-SY26 Implementation Milestones**

<b>SY25 Anticipated Milestones</b>	<ol style="list-style-type: none"> <li>Expand the implementation of Skyline curriculum to Social Studies and Science with our core groups.</li> <li>Teachers will continue to analyze student data to support students with the use of Branching Minds as our core tool in all grades.</li> <li>Teachers will apply what was learned through the cycles of observation during SY24 to promote student Agency, Authority and Ownership.</li> <li>Establishing the biliteracy block components and assessment plan for 4th &amp; 5th grade.</li> </ol>	🍌
<b>SY26 Anticipated Milestones</b>	<ol style="list-style-type: none"> <li>With an increased in teacher confidence implementing the Skyline curriculum, teachers are able to analyze and adjust the scope and sequence for all contents.</li> <li>Branching Minds is the established schoolwide MTSS tool.</li> </ol>	🍌

3. After receiving rigorous instruction during the SY24 & SY25 promoting Student Agency, Authority and Ownership, students will be able to engage in rigorous student-to-student discourse.
4. Establishing the biliteracy block components and assessment plan for 6th-8th grade.

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## Goal Setting

### Indicators of a Quality CIWP: Goal Setting

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

### Resources:

#### IL-EMPOWER Goal Requirements

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

### Performance Goals

Specify the Goal 🍌	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 🍌	Numerical Targets [Optional] 🍌		
					SY24	SY25	SY26
At least 80 percent of teachers will be implementing Branching Minds with fidelity during SY 24 to differentiate instruction.	Yes	Other	Other [Tier 2 & 3]	64%	80%	90%	100%
	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
	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.	At least 80 percent of teachers will be implementing Branching Minds with fidelity. We will calculate percent of teachers using BrM each quarter.	At least 90 percent of teachers will be implementing Branching Minds with fidelity. We will calculate percent of teachers using BrM each quarter.
Select a Practice			
Select a Practice			

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## SY24 Progress Monitoring

### Resources:

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

### Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
At least 80 percent of teachers will be implementing Branching Minds with fidelity during SY 24 to differentiate instruction.	Other	Other [Tier 2 & 3]	64%	80%	Select Status	Select Status	Select Status	Select Status
					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
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.	At least 80 percent of teachers will be implementing Branching Minds with fidelity. We will calculate percent of teachers using BrM each quarter.	Select Status	Select Status	Select Status	Select Status



Jump to... Reflection	Priority Root Cause	TOA Implementation Plan	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>	Curriculum & Instruction			
Select a Practice					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	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Yes	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.
Yes	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?

- Star360 Percentage Met: Reading (English) 34% vs Math (English) 43%
- IAR Growth: Reading (English) 51% vs Math (English) 48%
- Targets for IAR and Star360 are NOT aligned
- Overall schoolwide scores include non-English speakers for IAR ELA
- 23/24SY Schoolwide Skyline implementation
- Moving away from skill & drill and recall instruction and focus more on critical thinking
- Co-teaching as an instructional practice vs. Push-in
- Giving students' voice (Student Council and LSC representation)
- Grades as an incentive to come out of uniform for a week for all students receiving As and Bs every 5 weeks (Progress Report and Report Card)
- Clear objectives on GLM Agendas to maximize time
- DLCC Year 2 (Ms. Echeverria & Ms. Contreras)
- Skyline Lesson, Unit, and Interim assessments
- Social Committee

What is the feedback from your stakeholders?

- Star360 Math English and Reading English scores show a drop from Winter to Spring
- DLs and African American students in the red
- 3rd Grade shows continued growth in Reading for past two years

What student-centered problems have surfaced during this reflection?

- finding a balance between recall instruction and critical thinking tasks
- no uniform interim assessments school wide
- inconsistent small group instruction school wide
- intentional targeted interventions not implemented with fidelity
- inconsistency with progress monitoring

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?

- Researched-based fluency interventions in 3rd-5th, expanding from Intermediate to Primary and Upper Grades
- Schoolwide implementation of Skyline Curriculum for all subjects
- IAR mindset change
- Create a plan to support teachers to expose students to IAR format, tasks and language
- Teachers becoming familiar with IAR questioning format to expose students to test language and complex tasks
- Teachers becoming familiar with Skyline Interim Assessments
- Incorporate Teacher Walk-throughs
- Incorporate Sense-Making Strategies into daily math instruction
- Branching Minds consistently implemented by intermediate cluster

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Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

- will receive differentiated instruction to access Tier 1 curriculum
- will work in small groups with individualized plans using Amira, Freckle, IXL, just to name a few resources
- students will complete the Skyline interim assessments to determine how prepare students are to the academic rigor found in IAR



Indicators of a Quality CIWP: Determine Priorities

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

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Root Cause

Resources:

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

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

As adults in the building, we...

- have established a series of Professional Development sessions to support teachers with the implementation of Branching Minds, Amira, Freckle, CMS.
- Academic coaches will foster a growth mindset to plan and deliver intentional targeted interventions with fidelity.
- Teachers will receive support with analyzing data to establish groups and implement small groups emphasizing personal learning plans.



Indicators of a Quality CIWP: Root Cause Analysis

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

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Theory of Action

Resources:

What is your Theory of Action?

If we....

implement MTSS school wide with the use of Branching Minds and progress monitoring 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....

targeted and sustainable school-wide intervention and progress monitoring



which leads to...  
 MTSS Academic Tier 3 Movement of at least 50% to tier 2.

[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.

<b>Team/Individual Responsible for Implementation Plan</b>	<b>Dates for Progress Monitoring Check Ins</b>
ILT	Q1 10/10/2023      Q3 3/12/2024 Q2 12/12/2023      Q4 5/21/2024

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	Academic Coach and Interventionist provides a professional learning series for teachers in grades K-8.	Academic Coach & Interventionist	8/16/23	In Progress
<b>Action Step 1</b>	Teachers will deliver evidence based interventions through the use of the Branching Minds library.	Teachers	9/22/23	In Progress
<b>Action Step 2</b>	Support and trainings are provided for Amira and Freckle implementation.	Academic Coaches	9/22/23	In Progress
<b>Action Step 3</b>	Grades K-5: SY24 Skyline Foundational Skills Professional Learning Cohort guidance to support high quality first year implementation.	Teachers	08/31/23	In Progress
<b>Action Step 4</b>	Academic coaches establish procedural norms: schedule and routines to enact during SY24. New teachers receive continuous mentoring and academic coaching to strengthen instructional practices and ensure student engagement through focused observations and guided debriefings.	Academic Coaches	8/28/23	In Progress
<b>Action Step 5</b>	DLCC Year 2: Team Director and Lead Coach facilitate and engage cycles of learning that are focused on a Problem of Practice in reading and math.	Academic Coaches	9/19/23	In Progress
<b>Implementation Milestone 2</b>	Teachers are guided through data analysis sessions and create small groups plans with emphasis on personalized learning.	Academic Coaches	9/1/23	In Progress
<b>Action Step 1</b>	Teachers use the Star screener report to analyze the grouping (steering away from percentile) and with a focus on Scaled Score.	Teachers	9/14/23	In Progress
<b>Action Step 2</b>	Identify the suggested skill, grade level of material and CCSS resources that target the skills needed for small group instruction.	Teachers	9/1/23	In Progress
<b>Action Step 3</b>	Teachers create a schedule for small group instruction to take place for at least 3 days a week.	Teachers	9/22/23	In Progress
<b>Action Step 4</b>	Academic coach will observe and collaborate with next steps to foster an environment that builds teacher confidence in data analysis and small group planning.	Academic Coaches	9/25/23	In Progress
<b>Action Step 5</b>				Select Status
<b>Implementation Milestone 3</b>	Coaches support teachers in maintaining accurate record keeping in Branching Minds.	Academic Coaches	9/7/23	In Progress
<b>Action Step 1</b>	Teachers are able to create Branching Minds plans by creating small groups, identifying a goal and progress monitoring, identify an intervention, document weekly, review data and determine goal outcomes, repeat process with new goals/progress monitoring, intervention.	Teachers	9/14/23	In Progress
<b>Action Step 2</b>	Teachers are provided time during GLMs, Staff Development days and Flex Days to collaborate and maintain accurate records in Branching Minds.	Teachers	8/16/23	In Progress
<b>Action Step 3</b>	Teachers organize a protocol and schedule to administer Renaissance CBMs for progress monitoring. Teachers use identified protocol to progress monitor when necessary with CBMs: Red is weekly, Yellow is every two weeks and Green is monthly.	Academic Coaches & Teachers	9/11-9/18	Select Status
<b>Action Step 4</b>	ILT reviews tiering within Branching Minds after MOY Star360 testing. ILT repeats the tiering review within Branching Minds after MOY to EOY with Star360 data.	ILT	1/19/24	Select Status
<b>Action Step 5</b>	Analyze and have collaborative conversations around tier movement which would indicate further PD sessions and guided support.	ILT & Teachers	1/25/24	Select Status
<b>Implementation Milestone 4</b>	ILT analyzes data and provides opportunities of learning in cycles that foster teacher confidence in establishing and analyzing year long trends and patterns represented in the classroom.	ILT	1/25/24	Select Status
<b>Action Step 1</b>	Teachers analyze progress monitoring every 6 to 8 weeks to determine if the intervention is making a positive impact	Teachers	3/7/24	Select Status
<b>Action Step 2</b>	Teachers compare BOY to MOY Star360 data to analyze long term effect of selected interventions.	Teachers	1/25/24	Select Status
<b>Action Step 3</b>	Teachers compare MOY to EOY Star360 data to continue analyzing long term effect of selected interventions.	Teachers	5/9/24	Select Status
<b>Action Step 4</b>	ILT compares and analyzes data from BOY to EOY	ILT	May 16, 2023	Select Status
<b>Action Step 5</b>	Students complete the Skyline Interim assessments to determine if the Tier 1 and small group supports in place are preparing students for the academic rigor in IAR.	Teachers	11/6/23 (Reading); 12/4/23 (Math)	Select Status

**SY25-SY26 Implementation Milestones**

<b>SY25 Anticipated Milestones</b>	1. Academic Coach and Interventionist continue to provide a professional learning series based on a data reflection for teachers in grades K-8 ensuring the routines and structures created in SY24 continue. 2. Teachers continue to apply data analysis to create small group plans with a continued emphasis on personalized learning while increasing the	
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2. Teachers continue to apply data analysis to create small group plans with a continued emphasis on personalized learning, while increasing the frequency and duration to a minimum of 4 days a week.  
 3. Teachers maintain accurate record keeping in Branching Minds with minimal support due to increased confidence with the program.  
 4. ILT continues to analyze data and provides opportunities of learning in cycles that foster teacher confidence in establishing and analyzing year long trends and patterns represented in the classroom.

**SY26 Anticipated Milestones**  
 Academic Coach and Interventionist continue to provide a professional learning series based on a data reflection for teachers in grades K-8 ensuring the routines and structures created in SY25 continue. Teachers continue to apply data analysis to create small group plans with a continued emphasis on personalized learning, while increasing the frequency and duration to a 5 days a week. All teachers maintain accurate record keeping in Branching Minds with minimal support due to increased confidence with the program and are able to support new teachers from multiple years of experience and support. ILT continues to analyze data and provides opportunities of learning in cycles that foster teacher confidence in establishing and analyzing year long trends and patterns represented in the classroom.

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

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

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

**Performance Goals**

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
64% of all classrooms will establish small group instruction during SY24 with intentional differentiated tasks that are guided by data throughout the year.	Yes	Other	Overall	36%	64%	86%	100%
			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
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	64% of all classrooms will establish small group instruction during SY24 with intentional differentiated tasks that are guided by data throughout the year.	86% of all classrooms will establish small group instruction during SY24 with intentional differentiated tasks that are guided by data throughout the year.	100% of all classrooms will establish small group instruction during SY24 with intentional differentiated tasks that are guided by data throughout the year.
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 Status	Select Status	Select Status	Select Status
64% of all classrooms will establish small group instruction during SY24 with intentional differentiated tasks that are guided by data throughout the year.	Other	Overall	36%	64%	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
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	64% of all classrooms will establish small group instruction during SY24 with intentional differentiated tasks that are guided by data throughout the year.	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"/>	<b>Our school is a Title I school operating a Schoolwide Program</b> 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"/>	<b>Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)</b>
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.

Our parents will engage in monthly meetings to learn how to support their child's academic achievement at home. Meetings will empower parents to continue to be their children's first teachers. The parent and family engagement budget is as follow and will be adjusted after Title I committee is established and meets to finalize how to allocate funds. 

Total Title I Parent allocation is \$2,066:  
Commodities--Food Supplies: \$320  
Commodities- Supplies-Parent Training: \$950  
Services-Professional Development Services: \$400  
Property Equipment: \$396

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