

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
Hallie Askuvich	Teacher Leader	hmpeskin@cps.edu
Michael Tader	Curriculum & Instruction Lead	matader@cps.edu
Katie Murphy	Inclusive & Supportive Learning Lead	kmurphy22@cps.edu
Mary McKenna	LSC Member	mcmckenna@cps.edu
Krista Evans	Curriculum & Instruction Lead	kjohnson182@cps.edu
Sean Kennedy	Principal	sekennedy@cps.edu
Chris Munns	AP	cdmunns@cps.edu
Fernando Lopez	Connectedness & Wellbeing Lead	flopez75@cps.edu
Emily Carroll	Postsecondary Lead	eereardon@cps.edu
Deepak Babu	Parent	deepakbabu@hotmail.com
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	6/15/23	6/15/23
Reflection: Curriculum & Instruction (Instructional Core)	6/15/23	6/15/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/15/23	6/15/23
Reflection: Connectedness & Wellbeing	6/15/23	6/15/23
Reflection: Postsecondary Success	6/15/23	8/30/23
Reflection: Partnerships & Engagement	6/15/23	8/30/23
Priorities	6/15/23	8/30/23
Root Cause	6/15/23	8/30/23
Theory of Acton	6/15/23	8/30/23
Implementation Plans	6/15/23	8/30/23
Goals	6/15/23	8/30/23
Fund Compliance	6/15/23	8/30/23
Parent & Family Plan	6/15/23	8/30/23
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	10/18/2023
Quarter 2	12/20/2023
Quarter 3	3/20/2024
Quarter 4	5/22/2024

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	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness 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.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document

Rigor Walk Data indicated teachers needed additional culturally responsive texts.
 Rigor Walk Data indicated all teachers will add standard based objectives and will post in their rooms as visual cues for all.

What is the feedback from your stakeholders?

Parents, PTO executive board and LSC members were given the opportunity to provide feedback in spring of '23, summer of '23, and fall of '23.
 LSC indicated that they like Branching Minds to support student progress monitoring and staff communication.

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

[Impact on most students; impact on specific student groups]
 We have a GSA that started spring of '23.
 Parents responded positively to the multi cultural libraries being built as well as the focus on student identity support.

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

What student-centered problems have surfaced during this reflection?

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

[problems experienced by most students; problems experienced by specific student groups]
 Do students feel they have enough choice?
 Possibly use the data from "cultivate"

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey
		MTSS Integrity Memo

[takeaways reflecting most students; takeaways reflecting specific student groups]
 It will be more effective for teachers to input evidence to support tiered instructions using Branching Minds and if needed to allow students to be identified.

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

Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page
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
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.	

What is the feedback from your stakeholders?

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

LSC indicated that they like Branching Minds to support student progress monitoring and staff communication.

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] 🍌

Our efforts are working toward providing immediate support for students new to English who have recently arrived. These cross curricular supports are being used to address student needs at all grade levels.

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

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] 🍌

Emerging ELs need more support
Students need creative scheduling and pull out solutions

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

Using the associated references, is this practice consistently implemented?	References
Partially	BHT Key Component Assessment SEL Teaming Structure
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.

What are the takeaways after the review of metrics?

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

Systems are in place but are not meeting the neediest students needs



More consistent, schoolwide structures that include positive incentives

What is the feedback from your stakeholders?

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




Parent involvement/partnership is lacking in certian, problematic situations.

- Metrics**
- [% of Students receiving Tier 2/3 interventions meeting targets](#)
 - [Reduction in OSS per 100](#)
 - [Reduction in repeated disruptive behaviors \(4-6 SCC\)](#)
 - [Access to OST](#)
 - [Increase Average Daily Attendance](#)
 - [Increased Attendance for Chronically Absent Students](#)
 - [Reconnected by 20th Day, Reconnected after 8 out of 10 days absent](#)
 - [Cultivate \(Belonging & Identity\)](#)
 - Staff trained on alternatives to exclusionary discipline (School Level Data)
 - [Enrichment Program Participation: Enrollment & Attendance](#)


No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		Student Voice Infrastructure Reduction in number of students with dropout codes at EOY
What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.		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?	
[problems experienced by most students; problems experienced by specific student groups]  <i>Students' learning is being negatively impacted in certain grades/classes as a result of specific high need student behaviors.</i>		[impact on most students; impact on specific student groups]  Attendance letters will be sent out again during SY23-24	

[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
No	College and Career Competency Curriculum (C4) 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).	[takeaways reflecting most students; takeaways reflecting specific student groups]  Curriculum is not available until August 2023 8th graders presented a college and career fair to 6th and 7th graders	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCE 3 - 8 On Track Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate
Partially	Individualized Learning Plans Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).		9th and 10th Grade On Track
Partially	Work Based Learning Toolkit 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).	What is the feedback from your stakeholders?  Stakeholder groups were excited about the two tiered system with junior high teachers and counselor working collaboratively to ensure the students had all of the necessary tools to have confidence in their next steps.	Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).		
N/A	ECCE Certification List Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		
N/A	PLT Assessment Rubric 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).	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]	
N/A	Alumni Support Initiative One Pager 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).	HS research project for families (spreadsheet provided)	

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.

Student centered problems would be from them not having enough exposure to post-secondary planning and options. With a new focus in this area and more consistency the students should have a clearer idea of long term goals and post secondary success. Providing students with a consistent survey, rubric, and alumni support will assist our middle school students. 

Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.</p>	<p><i>[takeaways reflecting most students; takeaways reflecting specific student groups]</i> 🍌</p> <p>Expand students' exposure to a variety of cultural and ethnic experiences via fieldtrips</p> <p>Use parents as resources</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
Partially	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>		<p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
Partially	<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>What is the feedback from your stakeholders?</p> <p><i>[feedback trends across stakeholders; feedback trends across specific stakeholder groups]</i> 🍌</p> <p>Make it more systemic</p> <p>Bring back International Night</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</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>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><i>[problems experienced by most students; problems experienced by specific student groups]</i> 🍌</p> <p>More representation of students' backgrounds</p>		<p>The student groups having more of a voice will allow for better representation. Including more documents in various languages to ensure everyone has access. Potential barriers would be making sure that all of this vertical from PK-8th grade. 🍌</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.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Partially	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

Rigor Walk Data indicated teachers needed additional culturally responsive texts. Rigor Walk Data indicated all teachers will add standard based objectives and will post in their rooms as visual cues for all.

What is the feedback from your stakeholders?

Parents, PTO executive board and LSC members were given the opportunity to provide feedback in spring of '23, summer of '23, and fall of '23. LSC indicated that they like Branching Minds to support student progress monitoring and staff communication.

What student-centered problems have surfaced during this reflection?

[problems experienced by most students; problems experienced by specific student groups]
Do students feel they have enough choice? Possibly use the data from "cultivate"

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

[impact on most students; impact on specific student groups]
We have a GSA that started spring of '23. Parents responded positively to the multi cultural libraries being built as well as the focus on student identity support.

Return to Top Determine Priorities

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

Students...
Students need additional exposure to other cultures and diverse experiences through curriculum.

Resources:

[Determine Priorities Protocol](#)

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

Return to Top Root Cause

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

As adults in the building, we...
don't always model the behavior we want to see our students exhibit
have a lack of parental support in trying to curb behaviors
don't have access to updated, culturally responsive curriculum
need professional development to support our need to update our curriculum to be more culturally responsive
need to better vertically align a culturally responsive schoolwide curriculum
need professional development and support around how to use appropriate interventions for a culturally diverse student body

Resources:

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

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

Return to Top Theory of Action

What is your Theory of Action?

If we....
have a school wide culturally responsive curriculum and pedagogy, reinforced by comprehensive professional development

Resources:

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

then we see....
greater student and staff investment and participation in the curriculum through exposure to other cultures and diverse experiences.

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

which leads to...
enhanced relationships among all stakeholders and improved academic progress in all content areas and among sub groups.

[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 10/18/2023 Q3 3/20/2024
Q2 12/20/2023 Q4 5/22/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Utilize staff data collected and input in order to drive future instructional practices school-wide.	Connectedness and Wellbeing Team	End of 23/24 school year	Not Started
Action Step 1	Form a Connectedness and Wellbeing Team.	Administration	End of Q1 of 23/24 school year	In Progress
Action Step 2	Create the Units of Study Vertical Alignment Google form utilizing Skyline's essential questions to identify alignment with Common Core Standards for staff completion.	All staff	End of 23/24 school year	Not Started
Action Step 3	Teachers complete the Units of Study Vertical Alignment Google form.	Connectedness and Wellbeing Team	End of 23/24 school year	Not Started
Action Step 4	Connectedness and Wellbeing team will identify areas in need of cultural enrichment across grade levels and subject areas.	All Staff	End of 23/24 school year	Not Started
Action Step 5				Not Started
Implementation Milestone 2	Analyze Cultivate survey data to drive future instructional practices school-wide.	All Staff	End of 23/24 school year	Not Started
Action Step 1	Connected and Wellbeing team will identify common trends from Cultivate Survey	Connectedness and Wellbeing Team	End of 23/24 school year	Not Started
Action Step 2	Present Cultivate data to all staff, and have staff meet in grade level teams to analyze data and identify trends within each grade level.	Connectedness and Wellbeing Team Staff	End of Q2 SY23/24	Not Started
Action Step 3	For grades 3-8, grade level teams will utilize Cultivate data trends in order to identify areas in need of improvement within standards-aligned curriculum and assessment.	Staff Grades 3-8	End of Q3 SY23/24	Not Started
Action Step 4	For grades K-2 and specials teachers, analyze trends to determine areas in need of improvement within their curriculums.	Staff Grades K-2	End of Q3 SY23/24	Not Started
Action Step 5	Monthly administrative prep designated for cross curricular planning based on Priority 1	Grade Level Teams Specials Teams BHT Teams Administration	All SY23-24	Not Started
Implementation Milestone 3	Staff is onboarded with school-wide expectations around culturally responsive curriculum	Staff	End of 24/25 school year	Not Started
Action Step 1	Connectness and Wellbeing Team utilize Units of Study Vertical Alignment form in order to cross-reference current curriculum with Skyline.	Connectness and Wellbeing Team	End of Q1 24/25 school year	Not Started
Action Step 2	Connectness and Wellbeing Team will investigate and identify enriched, standards-based curricular resources across subject areas reflective of collected data.	Connectness and Wellbeing Team	End of Q2 24/25 school year	Not Started
Action Step 3	Connectedness and Wellbeing Team, in conjunction with administration and staff, will share new curricular resources to bolster standards-aligned and culturally responsive curriculum and assessment practices.	Connectness and Wellbeing Team Staff Administration	End of Q3 24/25 school year	Not Started
Action Step 4	Connectedness and Wellbeing team will facilitate ongoing professional development with staff.	Connectedness and Wellbeing Team Staff	End of Q3 24/25 school year	Not Started
Action Step 5	Teachers will coplan to develop cross-curricular units during monthly administrative preps.	Grade Level Teams Specials Teams BHT Teams Administration	End of SY24/25	In Progress
Implementation Milestone 4	All teachers adopt culturally responsive, standards-based curriculum and assessments	Staff	End of 25/26 school year	Not Started

Action Step 1	Teachers will coplan to develop cross-curricular, culturally responsive units.	Grade Level Teams Specials Teams BHT Teams Administration	Q4 SY24/25	In Progress
Action Step 2	Connectedness and Wellbeing team will facilitate ongoing professional development with staff.	All Staff Administration	SY 25/26	Not Started
Action Step 3	Purchase related curricular materials to support cross-curricular, culturally responsive units	Administration	ongoing	Not Started
Action Step 4	Teachers will progress monitor cross-curricular units during monthly administrative preps.	Grade Level Teams Specials Teams BHT Teams Administration	SY 25/26	Not Started
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Staff is onboarded with school-wide expectations around culturally responsive curriculum
SY26 Anticipated Milestones	All teachers adopt culturally responsive, standards-based curriculum and assessments

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
	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
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Teachers and staff are actively learning and communicating about where they already use Culturally Relevant Teaching (CRT) and where they could augment their units and learning experiences to add more CRT. Teachers and Staff are aware of how students expressed their feedback on their perceptions of CRT in curriculum from 2023 CSP 3-8 Cultivate Survey.	Grade level teams share their units and collaborate to see where they can provide more connections to CRT across disciplines and grade levels including Art, PE, Music, Spanish and STEM. Students begin to respond more aware and favorably when asked how they see CRT in their education.	All teachers and staff are well versed and comfortable speaking to instances of CRT in their units. Assessments are also inclusive and reflective of a culturally relevant pedagogy.
Select a Practice			

Select a Practice

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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
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Teachers and staff are actively learning and communicating about where they already use Culturally Relevant Teaching (CRT) and where they could augment their units and learning experiences to add more CRT. Teachers and Staff are aware of how students expressed their feedback on their perceptions of CRT in curriculum from 2023 CSP 3-8 Cultivate Survey.	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

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.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

[takeaways reflecting most students; takeaways reflecting specific student groups]
 It will be more effective for teachers to input evidence to support tiered instructions using Branching Minds and if needed to allow students to be identified.

What is the feedback from your stakeholders?

[feedback trends across stakeholders; feedback trends across specific stakeholder groups]
 LSC indicated that they like Branching Minds to support student progress monitoring and staff communication.

What student-centered problems have surfaced during this reflection?

[problems experienced by most students; problems experienced by specific student groups]
 Emerging ELs need more support
 Students need creative scheduling and pull out solutions

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

[impact on most students; impact on specific student groups]
 Our efforts are working toward providing immediate support for students new to English who have recently arrived. These cross curricular supports are being used to address student needs at all grade levels.

Return to Top Determine Priorities

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

Students...
 Students with academic and social emotional deficits require more consistent interventions to monitor their progress. EL learners require meaningful, ongoing differentiation within a developed infrastructure where a learning trajectory is created to meet their individual needs.

[Determine Priorities Protocol](#)

Resources:

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

Return to Top Root Cause

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

As adults in the building, we...
 are faced with scheduling limitations. As a result, students are not provided with consistent supports and interventions to address their needs. Additionally, we do not currently have consistent shared collaboration periods with relevant personnel in order to address and plan instructional interventions.

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

Resources:

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...
 develop an integrated team consisting of grade band representatives, special education teachers, EL endorsed teachers, related service providers and administrative representatives in order to identify student learning needs, set individual learning goals for students, and review progress monitoring (in conjunction utilizing Branching Minds as a platform to track student progress) data every five weeks.
 then we see...

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.

Resources:

Inclusive & Supportive Learning Environment

consistent implementation of MTSS interventions specific to each student's learning needs as determined by the Inclusion and Supportive Learning team as well as communication of strategies and supports across each student's teachers and service providers.

Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"
All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

which leads to...

student tier movement in Star 360, improved grades, increased attendance, and eventual transition out of the MTSS program. Additionally, students who require further interventions and/or evaluation for more intensive services will be identified.

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	10/18/2023	Q3	3/20/2024
Q2	12/20/2023	Q4	5/22/2024

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

Implementation Milestone 1	Infrastructure trial for semester 1 of SY24	Whole Staff	Dec '23	In Progress
Action Step 1	Identify the ISLE team	Whole Staff	Week of Aug 14	In Progress
Action Step 2	Develop Monitoring Tool for grade level/special team meetings (google spreadsheet) to utilize in conjunction with Branching Minds to track student progress	Carroll	Summer '23	In Progress
Action Step 3	Make a calendar with grade level/special team meetings and BHT/ISLE team meetings and plan to review monitoring tool data every five weeks	ISLE Team	Fall '23	Not Started
Action Step 4	Develop a Grade Level Template for meetings with team team roles to ensure efficiency and productivity	Carroll	Summer '23	In Progress
Action Step 5	Collect feedback regarding current practices of ISLE team	Whole Staff	December '23	In Progress
Implementation Milestone 2	Infrastructure trial for semester 2 of SY24	ISLE Team	January '24	Not Started
Action Step 1	ISLE team analyzes and adjusts tool/calendar/teams as needed	ISLE Team	January '24	Not Started
Action Step 2	ISLE team continues to monitor student progress and collaborate according to calendar	ISLE Team	January '24	Not Started
Action Step 3	ISLE team and school staff continues to utilize Branching Minds as a	Whole Staff	January '24	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Reflect on practices from SY24 to drive future practices in SY25	ISLE Team	May '24	Not Started
Action Step 1	Evaluate effectiveness of teams, tools/resources, monitoring tool, schedule/calendar for SY25	ISLE Team	May '24	Not Started
Action Step 2	ISLE team analyzes and adjusts tool/calendar/teams as needed	ISLE Team	May '24	Not Started
Action Step 3	ISLE team continues to monitor student progress and collaborate according to calendar	ISLE Team	May '24	Not Started
Action Step 4	ISLE team will utilize end of year Cultivate data to inform future practices	ISLE Team	May '24	Not Started
Action Step 5	ISLE team and school staff continues to utilize Branching Minds as a	Whole Staff	May '24	In Progress
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?]
Develop the ISLE team consisting of grade band representatives, special education teachers, EL endorsed teachers, related service providers and administrative representatives and develop a timeline to meet and collaborate.

SY26 Anticipated Milestones
[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]
School-wide, students with deficits (academic, behavioral, social/emotional) and English Language Learners will be identified by the Inclusive and Supporting Learning Environment Team (ISLE) and the appropriate interventions will be implemented, resulting in positive tier movement or a 504 plan or IEP to address student needs.
Additionally, for students who struggle specifically with behavior in the school environment, as a result of the ISLE team collaboration and interventions, a

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

Resources:

Indicators of a Quality CIWP: Goal Setting

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

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
Increase Attendance to 96%	Yes	Increase Average Daily Attendance	Overall	13% Chronic Absenteeism			
			Overall				
5-Essentials	Yes	Formal and informal family and community feedback received locally. (School Level Data)	Overall	Neutral			
			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>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.</i>	School staff will develop the ISLE team and develop a set of practices for SY24 as a period infrastructural trial.	The ISLE team will utilize data and feedback to drive future practices and improve implementation of supports and interventions.	The ISLE team infrastructure is widely implemented throughout grade levels by all staff and resources and interventions are used with fidelity.
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	1. Foundations curriculum purchased for kindergarten, First and Second Grade including diverse learners and English language learners. 2. Provide professional development for teachers on how to implement foundational skills		
C&I:2 Students experience grade-level, standards-aligned instruction.	1. Network/District driven landscape and instructional rigor walks focus on standards-based objectives with aligned student tasks/activities. Is the assessment aligned with the tasks and how does the teacher know the student has mastered the standard		

[Return to Top](#) **SY24 Progress Monitoring**

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Increase Attendance to 96%	Increase Average Daily Attendance	Overall	13% Chronic Absenteeism		Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status
5-Essentials	Formal and informal family and community feedback received locally. (School Level Data)	Overall	Neutral		Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices

SY24

Quarter 1

Quarter 2

Quarter 3

Quarter 4

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

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

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

Inclusive & Supportive Learning Environment

<p>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.</p>	<p>School staff will develop the ISLE team and develop a set of practices for SY24 as a period infrastructural trial.</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</p>	<p>1. Foundations curriculum purchased for kindergarten, First and Second Grade including diverse learners and English language learners. 2. Provide professional development for teachers on how to implement foundational skills</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>C&I:2 Students experience grade-level, standards-aligned instruction.</p>	<p>1. Network/District driven landscape and instructional rigor walks focus on standards-based objectives with aligned student tasks/activities. Is the assessment aligned with the tasks and how does the teacher know the student has mastered the standard</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?

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.
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.
Partially	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).

What are the takeaways after the review of metrics?

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

Expand students' exposure to a variety of cultural and ethnic experiences via fieldtrips

Use parents as resources

What is the feedback from your stakeholders?

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

Make it more systemic

Bring back International Night

What student-centered problems have surfaced during this reflection?

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

More representation of students' backgrounds

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?

The student groups having more of a voice will allow for better representation. Including more documents in various languages to ensure everyone has access. Potential barriers would be making sure that all of this vertical from PK-8th grade.

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Determine Priorities

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

Students...

Students are not consistently responding effectively to current school-wide behavior interventions. The behaviors referrals are increasing and negatively impacting overall classroom productivity and academic progress.

Resources:

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

[Return to Top](#)

Root Cause

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

As adults in the building, we...

-We need consistent behavioral response infrastructure in place across grade levels.
 -We lack parental support and follow-through of behavior interventions, plans and consequences.

Resources:

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

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

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Theory of Action

What is your Theory of Action?

If we....

create a consistent structured behavioral system across grade levels with administrative, staff, parent, and student input that identifies accountability standards related to behavioral expectations and resulting positive and negative consequences that are transparent to families

Resources:

Indicators of a Quality CIWP: Theory of Action

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

then we see....

increased student respect toward peers and staff, increased student preparedness and on-task classroom behavior, increased student involvement toward incentives for positive behavior decreased misconduct reports, increased parent involvement and communication regarding student behavioral progress



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

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

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

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

which leads to...

-increased on-task behavior and resulting positive learning outcomes (grades, test scores)
 -increased student and staff morale
 -positive and open relationships between staff, students and parents



[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	10/18/2023	Q3	3/20/2024
Q2	12/20/2023	Q4	5/22/2024

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

Implementation Milestone 1	Create a parent partnership survey to determine family background information (occupation, cultural traditions, languages, and other assets)			In Progress
Action Step 1	Parent Survey			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	Each grade level creates a behavioral expectation norms agreement to share with parents and students (to be signed)			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	Reflection sheet infrastructure (developmentally appropriate per grade level)			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**

Indicators of a Quality CIWP: Goal Setting

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

Resources:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
	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
P&E:1 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.	Collected parent asset data is utilized to promote parent connection and involvement in the school environment and to educate students across all grade levels.	Establish relationships with parents and stakeholders in order to enhance student field trip opportunities and learning experiences.	Continue SY24 and SY25 practices and evaluate ongoing infrastructure to better improve parent and school connections.
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Students and families complete a school expectation norms agreement in order to promote communication and transparency between school personnel and families.	Continue practices regarding student and family completion of the school expectation norms agreement. Grade level teams adjust and refine previously implemented practices as needed.	
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
P&E:1 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.	Collected parent asset data is utilized to promote parent connection and involvement in the school environment and to educate students across all grade levels.	Select Status	Select Status	Select Status	Select Status
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Students and families complete a school expectation norms agreement in order to promote communication and transparency between school personnel and families.	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)**



<p>Select a Goal</p>				
<p>Select a Goal</p>				
<p>Select a Goal</p>				

Parent and Family Plan

If Checked:

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



Our school is a Title I school operating a Schoolwide Program

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

If Checked:

No action needed



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

