## CIWP Team & Schedules

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

| Name ✍ | Role ✍ | Email ✍ |
|---|---|---|
| Tracy Walker | Teacher Leader | tlwalker@cps.edu |
| Jennifer Peterson-Teckchandani | Inclusive & Supportive Learning Lead | jepeterson2@cps.edu |
| Erin Henry | Curriculum & Instruction Lead | ehenry6@cps.edu |
| Dena Davis | Connectedness & Wellbeing Lead | dldavis43@cps.edu |
| D'Mya Harris | Inclusive & Supportive Learning Lead | dharris192@cps.edu |
| Kai Murray | Principal | klmurray@cps.edu |
| Rozell Hodges | Inclusive & Supportive Learning Lead | rnhodges@cps.edu |
| Lynell Ingram | AP | lingram4@cps.edu |
| Breanne Dale | Connectedness & Wellbeing Lead | bdale@cps.edu |
|  | Select Role |  |
|  | Select Role |  |
|  | Select Role |  |

## Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

| CIWP Components | Planned Start Date ✍ | Planned Completion Date ✍ |
|---|---|---|
| Team & Schedule | 6/14/23 | 6/14/23 |
| Reflection: Curriculum & Instruction (Instructional Core) | 6/14/23 | 6/14/23 |
| Reflection: Inclusive & Supportive Learning (Instructional Core) | 6/14/23 | 6/14/23 |
| Reflection: Connectedness & Wellbeing | 6/14/23 | 6/14/23 |
| Reflection: Postsecondary Success | 6/14/23 | 6/14/23 |
| Reflection: Partnerships & Engagement | 6/14/23 | 6/14/23 |
| Priorities | 6/15/23 | 6/15/23 |
| Root Cause | 7/17/23 | 7/17/23 |
| Theory of Acton | 7/27/23 | 7/27/23 |
| Implementation Plans | 8/1/23 | 8/1/23 |
| Goals | 8/29/23 | 8/29/23 |
| Fund Compliance | NA | NA |
| Parent & Family Plan | 9/6/23 | 9/6/23 |
| Approval | 9/11/23 | 9/11/23 |

## SY24 Progress Monitoring Schedule

Indicate the SY24 dates when your CIWP team will hold progress monitoring check-ins.

As a reference, these dates will auto-populate in your implementation plans.

| CIWP Progress Monitoring Meeting Dates ✍ | |
|---|---|
| Quarter 1 | 10-27-23 |
| Quarter 2 | 12-22-23 |
| Quarter 3 | 3-22-24 |
| Quarter 4 | 6-5-24 |

### 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

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| 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 | K-6 ELA teachers had autonomy to create and use their own curricular resources that lacked vertical alignment and consistent implementation of core standards. As a result, not all students were able to experience grade-level, standards aligned instruction. Teachers of diverse learners had challenges exposing students to grade-level, standards aligned instruction which was reflected in our Spring 2023 i-Ready data. | IAR (Math) |
| Partially | Students experience grade-level, standards-aligned instruction. | Rigor Walk Rubric  Teacher Team Learning Cycle Protocols  Quality Indicators Of Specially Designed Instruction | | IAR (English)  Rigor Walk Data (School Level Data)  PSAT (EBRW)  PSAT (Math)  STAR (Reading)  STAR (Math) |
| Partially | Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn. | Powerful Practices Rubric  Learning Conditions | **What is the feedback from your stakeholders?**  Stakeholders notice the social emotional challenges students exhibit both in and out of school and seek support with strategies to promote positive interactions with peers and family members. The current SEL curriculum lacks the opportunity for both staff and students to engage in reflective conversations about self and indenity and the two can harmonisoly exist within the classroom. | iReady (Reading)  iReady (Math)  Cultivate |
| Partially | The ILT leads instructional improvement through distributed leadership. | Continuum of ILT Effectiveness  Distributed Leadership | | Grades  ACCESS |
| Partially | School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals. | Customized Balanced Assessment Plan  ES Assessment Plan Development Guide  HS Assessment Plan Development | | TS Gold  Interim Assessment Data |
| Partially | Evidence-based assessment for learning practices are enacted daily in every classroom. | Assessment for Learning Reference Document | **What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**  Knowledge of students, use of a rigorous, standards based curriculum that reaches all learners. Making connections between content and real work situations. Creating a GLT cycle that explores the buckets of work that need the most attention; instruction, student and adult SEL, and MTSS. | |

**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.

Measuring universal growth with universal curriculum. Students access to high quality Tier 1 instruction and interventions in not consistent in all classrooms. Students are not able to explain the purpose of learning.

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## Inclusive & Supportive Learning Environment

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| 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 | There will need to be a revamp to our system and structures to make sure that proper entry of MTSS data is happening. This will be our first year implementing Branching Minds. Staff has newly adopted Branching Minds, learning the platform and holding all service providers, teachers and SECAS accountable for entering and progress monitoring student academic and SEL interventions. | Unit/Lesson Inventory for Language Objectives (School Level Data)  MTSS Continuum  Roots Survey |
| No | School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo. | MTSS Integrity Memo | | ACCESS  MTSS Academic Tier Movement  Annual Evaluation of Compliance (ODLSS) |
| Partially | Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP. | LRE Dashboard Page | **What is the feedback from your stakeholders?**  Building strong student relationships that can provide pertinent data about students that can help determine the just in time and SMART supports that students need academically and socially/emotionally. Students feel like their | Quality Indicators of Specially Designed Curriculum  EL Program Review Tool |

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

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

Students feel like the adult staff don't know them or know what's occuring socially, which impacts the culture within classrooms ✍️

academically and socially/emotionally. Students feel like their teachers don't know them or know what's going on.

**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?**

ILT created a more robust PBIS system that offers opportunity for student ownership of the positive behaviors, opportunities to model behaviors for students. ✍️

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## Connectedness & Wellbeing

| **Using the associated references, is this practice consistently implemented?** | | **References** |
|---|---|---|
| Yes | Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team. | [BHT Key Component Assessment](#) [SEL Teaming Structure](#) |
| Partially | Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices. | |
| Partially | All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs. | |
| Partially | Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment. | |

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

Need for student surveys to determine interest. ABC data, student led initiatives, safe use of tech., SEL resources that build character, after school enrichment to strengthen student and family connections. ✍️

**What is the feedback from your stakeholders?**

communication logs, "HELP data", support and promote SEL initiatives ✍️

**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](#)

[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.

Students ability to self -regulate and manage emotions, lack skills and knowlege to address those challenges. ✍️

**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?**

Small subgroup of students can impact the rest of classroom culture. Adults need langauge and skills to help sub-group with SEL challenges. ✍️

## 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). | College and Career Competency Curriculum (C4) | We are a K-6 school, so postsecondary looks very different than a K-8 school. We focus on preparing our students for 7&8 selective enrollment schools through Tiered instruction, test prep support, parent meetings for GoCPS application system. ✏️ | Graduation Rate<br><br>Program Inquiry: Programs/participation/attainment rates of % of ECCC<br><br>3 - 8 On Track<br><br>Learn, Plan, Succeed<br><br>% of KPIs Completed (12th Grade)<br><br>College Enrollment and Persistence Rate<br><br>9th and 10th Grade On Track<br><br>Cultivate (Relevance to the Future)<br><br>Freshmen Connection Programs Offered (School Level Data) |
| Partially | Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th). | Individualized Learning Plans | | |
| 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). | Work Based Learning Toolkit | **What is the feedback from your stakeholders?** | |
| Partially | 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). | | Create opportunities for 6th grade students to serve as peer mentors, tutors, etc through Civic engagement tenants. During our April college week, increasing the rigor of the 6th grade projects, so they can connect to career. ✏️ | |
| N/A | Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th). | ECCE Certification List | | |
| N/A | There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th). | PLT Assessment Rubric | **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?** | |
| N/A | Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni). | Alumni Support Initiative One Pager | The 6th grade team closely works with counselor to plan yearlog opportunities to engage with college and career content through guest speakers, Shoesmith alum. visists, field trips that connect curricular themes. ✏️ | |

**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 voice opportunities, leadership opportuntites within the day-to-day school experiences, like morning annoucements, peer tutoring, PBIS incentives vote, extracurricular activities. ✏️

## Partnership & Engagement

| Using the associated references, is this practice consistently implemented? | | References | What are the takeaways after the review of metrics? | Metrics |
|---|---|---|---|---|
| Partially | The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals. | Spectrum of Inclusive Partnerships | - Parent involvement opporutnities via committees (BAC, LSC, FOG), but could improve on getting input on parent education<br>- There is a small number of dedicated parents who take leadership of most of the activities. How do we expand this, while also being cognizant of working parents.<br>- Let's bring back parent book club and find an invested parent to lead it<br>- Options of virtual meetings/conferences very helpful<br>- Let's have virtual parent career days!<br>- Parents report strong responses of involved families on 5 Essentials Survey<br>- Active Student Voice Committee as part of after school program - providing input on exisitng structures (i.e. Starbucks and out of uniform days). Goal is to move to additional feedback on curriculum and school culture in coming months and to have voice in development of ideas and systems rather than only feedback. ✏️ | Cultivate<br><br>5 Essentials Parent Participation Rate<br><br>5E: Involved Families<br><br>5E: Supportive Environment<br><br>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) |
| *Partially* | Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate. | Reimagining With Community Toolkit | | |

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

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

*Partially*

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

Student Voice Infrastructure Rubric

**What is the feedback from your stakeholders?**

- Parents and students appreciate and want to continue additional arts and other partnerships during and after school
- Need for clearer communication in departmentalized grades
- parent survey feedback indicated stronger communication in K-3 than 4-8
- Parents have differing views on levels of student voice as a priority.

**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.

NA-not current priority, exploring partnerships for primary enrichment

**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?**

K-6 SVC ongoing - want to ensure additional opportunites during day (i.e. lunch recess) are available so all kids who would like to share their ideas.

# Curriculum & Instruction

## 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?**

K-6 ELA teachers had autonomy to create and use their own curricular resources that lacked vertical alignment and consistent implementation of core standards. As a result, not all students were able to experience grade-level, standards aligned instruction. Teachers of diverse learners had challenges exposing students to grade-level, standards aligned instruction which was reflected in our Spring 2023 i-Ready data.

**What is the feedback from your stakeholders?**

Stakeholders notice the social emotional challenges students exhibit both in and out of school and seek support with strategies to promote positive interactions with peers and family members. The current SEL curriculum lacks the opportuntiy for both staff and students to engage in reflective conversations about self and indenity and the two can harmonisoly exist within the classroom.

**What student-centered problems have surfaced during this reflection?**

Measuring universal growth with universal curriculum. Students access to high quality Tier 1 instruction and interventions in not consistent in all classrooms. Students are not able to explain the purpose of learning.

**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?**

Knowledge of students, use of a rigorous, standards based curriculum that reaches all learners. Making connections between content and real work situations. Creating a GLT cycle that explores the buckets of work that need the most attention; instruction, student and adult SEL, and MTSS.

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## Determine Priorities

Resources: 🚀

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

Students...

ELA Students do not have access to a consistent, streamlined curriculum that builds off of objectives and skills as they move through grade levels.
Math Students are not effectively communicating their mathematical processes to demonstrate proficiency.

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.

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## Root Cause

Resources: 🚀

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

As adults in the building, we...

ELA: As adults in the building, we lack the infrastructure and resources to deliver high quality, rigorous instruction that is consistent across all grade levels which limits our capacity to have vertical collaborative conversations. Math: As adults in the building, we struggle to deliver instruction that helps students build mathematical literacy skills that would support them in demonstrating proficiency.

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....

ELA: If teachers commit to implementing all aspects of the high quality curriculum, . Math: If teachers commit to building and delivering instruction that emphasizes literacy skills as a way to connect to mathematical practices

then we see....

ELA: then we create opportunities to have vertical and collaborative conversations about the standards and how students are responding to specific content and skill-based material
Math: then we create opportunities for students to develop skills that help them analyze, interpret, and communicate mathematical ideas

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.

which leads to...

ELA: which leads to improved student achievement
Math: which leads to improved student achievement.          ✏️

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**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**

ILT, GLT, CIWP

| | | | | |
|---|---|---|---|---|
| | Q1 | 10-27-23 | Q3 | 3-22-24 |
| | Q2 | 12-22-23 | Q4 | 6-5-24 |

| | **SY24 Implementation Milestones & Action Steps** ✏️ | **Who** ✏️ | **By When** ✏️ | **Progress Monitoring** |
|---|---|---|---|---|
| **Implementation Milestone 1** | Implement<br>Develop and execute a plan to prepare teachers and leaders to implement the materials and assess the progress of implementation. | K-6 ELA teachers | August 18, 2023 | Completed |
| **Action Step 1** | Create an on-going professional learning plan that includes "getting to know" the materials as well as sustained professional learning that directly focuses on how teachers will learn to teach using the new materials. | K-6 ELA teachers | 8-18-23 | Completed |
| **Action Step 2** | Articulate plans for short-term and long-term activities to support implementation (e.g. teacher and leader professional learning, necessary adjustments to district assessments, classroom walkthroughs to monitor implementation) and expectations for use. | K-6 ELA teachers | 9-1-23 | Completed |
| **Action Step 3** | Establish feedback systems so professional learning can be responsive to teachers' needs. | K-6 ELA teachers | monthly | In Progress |
| **Action Step 4** | Ensure there is a structure and adequate time for the district staff who will train and support teachers to learn the materials themselves. | K-6 ELA teachers | monthly | In Progress |
| **Action Step 5** | Include in your professional learning plans the specific training site leaders will need to support teachers with timely, appropriate feedback. | K-6 ELA teachers | monthly | In Progress |
| **Implementation Milestone 2** | Evidence of 100% of teachers engaged in planning and implementation of Q1 PD expectations | Teachers/ILT/admin | 3/22/2023 | Select Status |
| **Action Step 1** | Conduct baseline observations aligned to look-for tool | | 1/19/2023 | Select Status |
| **Action Step 2** | Continued safe practice and observation of model classrooms | | 2/23/2023 | Select Status |
| **Action Step 3** | Revision of unit plans stage 3, co-teaching planning docs to reflect grade-level determined needs/actions | | 2/23/2023 | Select Status |
| **Action Step 4** | | | | Select Status |
| **Action Step 5** | | | | Select Status |
| **Implementation Milestone 3** | | | | Select Status |
| **Action Step 1** | | | | Select Status |
| **Action Step 2** | | | | Select Status |
| **Action Step 3** | | | | Select Status |
| **Action Step 4** | | | | Select Status |
| **Action Step 5** | | | | Select Status |
| **Implementation Milestone 4** | | | | Select Status |
| **Action Step 1** | | | | Select Status |
| **Action Step 2** | | | | Select Status |
| **Action Step 3** | | | | Select Status |
| **Action Step 4** | | | | Select Status |
| **Action Step 5** | | | | Select Status |

**SY25-SY26 Implementation Milestones**

| | | |
|---|---|---|
| **SY25 Anticipated Milestones** | Understanding the curricular resources better and how it offers embedded TFG Skyline Supports & Scaffolds for all learners (ELL, DL) | ✏️ |
| **SY26 Anticipated Milestones** | Deeper Differentiation, co-planning and co-teaching, increase in small group instruction that yields deeper mastery of the standards, DOK. | ✏️ |

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**Goal Setting**

# Curriculum & Instruction

**Resources:** 🚀

**Indicators of a Quality CIWP: Goal Setting**

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

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

Goals seek to address priorities and opportunity gaps by embracing the principles of Targeted Universalism.

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

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

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

**IL-EMPOWER Goal Requirements**

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

## Performance Goals

| Specify the Goal ✍ | Can this metric be frequently monitored? | Metric | Student Groups (Select 1-2) | Baseline ✍ | Numerical Targets [Optional] ✍ | | |
|---|---|---|---|---|---|---|---|
| | | | | | SY24 | SY25 | SY26 |
| Reduction of students three or more years below grade level | Yes | iReady (Reading) | Overall | 26 | 23 | 20 | 17 |
| | | | Overall | | | | |
| | | | 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. | Implementation of Skyline ELA (year 1) | Implementation of Skyline ELA (year 2) | Implementation of Skyline ELA (year 3 |
| C&I:2 Students experience grade-level, standards-aligned instruction. | Performance on interim assessments demonstrate students consistent exposure to grade level instruction. | Performance on interim assessments demonstrate students consistent exposure to grade level instruction. | Performance on interim assessments demonstrate students consistent exposure to grade level instruction. |
| C&I:4 The ILT leads instructional improvement through distributed leadership. | ILT plans and provides PD, engage collegial planning | ILT models Tier 1 and co-teaching strategies engage and learning walks | ILT models and supports SECA's with Tiered instruction |

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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 |
|---|---|---|---|---|---|---|---|---|
| Reduction of students three or more years below grade level | iReady (Reading) | Overall | 26 | 23 | Select Status | Select Status | Select Status | Select Status |
| | | Overall | | | Select Status | Select Status | Select Status | Select Status |
| | | 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

| 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. | Implementation of Skyline ELA (year 1) | On Track | Select Status | Select Status | Select Status |
| C&I:2 Students experience grade-level, standards-aligned instruction. | Performance on interim assessments demonstrate students consistent exposure to grade level instruction. | On Track | Select Status | Select Status | Select Status |
| C&I:4 The ILT leads instructional improvement through distributed leadership. | ILT plans and provides PD, engage collegial planning | On Track | Select Status | Select Status | Select Status |

<div align="right">

## Connectedness & Wellbeing

</div>

## Reflection on Foundation

### Using the associated documents, is this practice consistently implemented?

| | |
|---|---|
| Yes | Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team. |
| Partially | Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices. |
| Partially | All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs. |
| Partially | Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment. |

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

Need for student surveys to determine interest. ABC data, student led initiatives, safe use of tech., SEL resources that build character, after school enrichment to strengthen student and family connections.

### What is the feedback from your stakeholders?

communication logs, "HELP data", support and promote SEL initiatives

### What student-centered problems have surfaced during this reflection?

Students ability to self -regulate and manage emotions, lack skills and knowlege to address those challenges.

### 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?

Small subgroup of students can impact the rest of classroom culture. Adults need language and skills to help sub-group with SEL challenges.

---

Return to Top | **Determine Priorities**

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

Students...

As adults we are not providing tiered supports for students to support them with attendance and behaviors that are outside the scope of the general education classroom.

**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...

BHT was not present within the building. PD was not assigned to the needs of teachers so they could assist students. Second Step was not addressing the needs of the students. Students didn;t have reliable transportation and missed school for non-CPS approved reasons. Staff didn't have consistent processes in place in order to support students with Tier 3 behaviors. School-wide expectations were not consistent. Teachers don't have the necessary supports within the classroom to address the needs.

**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 consistent working BHT, an SEL program that addresses our students' needs, teachers have the strategies to support student needs, and BAG (Behavior, Attendance, and Grades On-Track) monthly celebrations

then we see....

a decrease in Tier 2 and 3 behaviors, an increase in attendance rates, and improvement in grades

**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 pracrices), which results in... (goals)"

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

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

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

Connectedness & Wellbeing

which leads to...

better relationships between staff and students and academic success. ✍️

---

**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** ✍️

Culture and Climate team, BHT

**Dates for Progress Monitoring Check Ins**

| | | | |
|---|---|---|---|
| Q1 | 10-27-23 | Q3 | 3-22-24 |
| Q2 | 12-22-23 | Q4 | 6-5-24 |

| **SY24 Implementation Milestones & Action Steps** ✍️ | **Who** ✍️ | **By When** ✍️ | **Progress Monitoring** |
|---|---|---|---|
| **Implementation Milestone 1** Create teaming structures in order for staff to develop the skills and strategies to support the needs of the students. | | 8-21-23 | Completed |
| **Action Step 1** Establish SEL Team | Social Worker | 8-21-23 | Completed |
| **Action Step 2** Establish BHT Team | Counselor | 8-21-23 | Completed |
| **Action Step 3** Establish Attendance Team | Clerk | 8-21-23 | Completed |
| **Action Step 4** Identify Engagement Lead | Davis/Allen | 8-21-23 | Completed |
| **Action Step 5** | | | Select Status |
| **Implementation Milestone 2** Building staff competency around SEL curricular resource implementation | | | In Progress |
| **Action Step 1** Professional development around resource | SEL team | 8-21-23 | In Progress |
| **Action Step 2** Cycles of learning within GLM to progress monitior implementation | SEL team | ongoing | In Progress |
| **Action Step 3** | | | Select Status |
| **Action Step 4** | | | Select Status |
| **Action Step 5** | | | Select Status |
| **Implementation Milestone 3** Using the PBIS model to promote positive attendance, behavior and grades | Culture & Climate team | | In Progress |
| **Action Step 1** Introduce PBIS systems and structures | Culture & Climate team | 8-21-23 | In Progress |
| **Action Step 2** Staff and students model and create PBIS culture | Culture & Climate team | ongoing | In Progress |
| **Action Step 3** Use branching minds to capture and assess PBIS implementation | Culture & Climate team | ongoing | In Progress |
| **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** | All pertinent teaming structures are established and have systems and structures in place to properly identify students that need tier-2 and tier-3 inter | ✍️ |
| **SY26 Anticipated Milestones** | Providing high-quality tiered behavior instruction that is transparent and consistent from classroom to classroom. | ✍️ |

---

**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**

**Numerical Targets [Optional]** ✍️

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

# Connectedness & Wellbeing

| Specify the Goal ✍ | Can this metric be frequently monitored? | Metric | Student Groups (Select 1-2) | Baseline ✍ | SY24 | SY25 | SY26 |
|---|---|---|---|---|---|---|---|
| Decrease the number the behaviorial referrals by providing consistently providing Tier 3 strategies and tracking interventions in the Branching Minds platforms | Yes | % of Students receiving Tier 2/3 interventions meeting targets | Overall | 10 | 7 | 4 | 86 |
| | | | Select Group or Overall | | | | |
| | Select Answer | Select Metric | NA | | | | |
| | | | Select Group or Overall | | | | |

## Practice Goals

| Identify the Foundations Practice(s) most aligned to your practice goals. ✍ | Specify your practice goal and identify how you will measure progress towards this goal. ✍ | | |
|---|---|---|---|
| | SY24 | SY25 | SY26 |
| C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices. | All students are exposed to Tier SEL instruction and Skyline with fidelity. | | |
| 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 |
|---|---|---|---|---|---|---|---|---|
| Decrease the number the behaviorial referrals by providing consistently providing Tier 3 strategies and tracking interventions in the Branching Minds platforms | % of Students receiving Tier 2/3 interventions meeting targets | Overall | 10 | 7 | Select Status | Select Status | Select Status | Select Status |
| | | Select Group or Overall | | | Select Status | Select Status | Select Status | Select Status |
| | Select Metric | NA | | | Select Status | Select Status | Select Status | Select Status |
| | | Select Group or Overall | | | Select Status | Select Status | Select Status | Select Status |

### Practice Goals | Progress Monitoring

| Identified Practices | SY24 | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|---|---|---|---|---|---|
| C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices. | All students are exposed to Tier SEL instruction and Skyline with fid | On Track | 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 |

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

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

# Inclusive & Supportive Learning Environment

## 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. |
| No | School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo. |
| Partially | Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP. |
| Partially | Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity. |
| Partially | 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?

### What is the feedback from your stakeholders?

Building strong student relationships that can provide pertinent data about students that can help determine the just in time and SMART supports that students need academically and socially/emotionally. Students feel like their teachers don't know them or know what's going on.

### What student-centered problems have surfaced during this reflection?

Students feel like the adult staff don't know them or know what's occuring socially, which impacts the culture within classrooms

### 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?

ILT created a more robust PBIS system that offers opportunity for student ownership of the positive behaviors, opportunities to model behaviors for students.

---

Return to Top
## Determine Priorities

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

Students...

are not properly placed in MTSS groups that are focused on deficits skills and pulled with fidelity.

**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...

should group students based on strenghs and deficits and create a schedule for pulling groups to build on skills. Teachers are not yet recording every MTSS group in Branching Minds along with the intervention activities and how long the intervention will take place to serve as a tool of accountability and progress monitoring.

**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....

progress monitor skills taught and interpret data in order to group students into MTSS groups and enter them into Branching minds to start intervention.

then we see....

teachers working with identified groups of students to address their deficit skills, students practicing deficit skills, and differitiated work for each group (both independent and group work).

**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.

# Inclusive & Supportive Learning Environment

which leads to...

higher number of students moving benchmarks on interventions in Branching Minds, consistent improvement with their grades, and students meeting their academic and behavior goals  ✍️

## Implementation Plan

Resources: 🚀

**Indicators of a Quality CIWP: Implementation Planning**

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

**Team/Individual Responsible for Implementation Plan** ✍️

**Dates for Progress Monitoring Check Ins**

| | | | |
|---|---|---|---|
| Q1 | 10-27-23 | Q3 | 3-22-24 |
| Q2 | 12-22-23 | Q4 | 6-5-24 |

| | SY24 Implementation Milestones & Action Steps ✍️ | Who ✍️ | By When ✍️ | Progress Monitoring |
|---|---|---|---|---|
| **Implementation Milestone 1** | 100% of teachers effectively implementing core curriculum | ILT | First Quarter of School Year | In Progress |
| Action Step 1 | All teachers sign up for and attend training for curriculum implementation | ILT members, respectively for grade/contents | First week of school | Not Started |
| Action Step 2 | ILT members review and provide feedback on teachers' lesson/unit plans to ensure use of the core curriculum during GLTs, weekly | ILT members, respectively for grade/contents | Begin by mid-October | Select Status |
| Action Step 3 | ILT members conduct rigorwalks to observe, collect data, provide feedback during GLTs on implementation of core curriculum, monthly | ILT members, respectively for grade/contents | | Select Status |
| Action Step 4 | Tier 2 teachers identified, assigned supports for curriculum implementation | ILT members, respectively for grade/contents | | Select Status |
| Action Step 5 | Tier 3 teachers identified, assigned supports for curriculum | ILT members, respectively for | | Select Status |
| **Implementation Milestone 2** | Meets DEVELOPED components for high quality, well-documented student support & support plan on MTSS continuum | MTSS Lead/Interventionist | | Select Status |
| Action Step 1 | Support plans for interventions are developed and documented within BM | MTSS Team, respectively for grade levels | | Select Status |
| Action Step 2 | Ensure personnel regularly interacting with student are providing interventions through documentation and observation | MTSS Team, respectively for grade levels | | Select Status |
| Action Step 3 | Plans are being updated and shared with stakeholders | MTSS Team, respectively for grade levels | | Select Status |
| Action Step 4 | Intervention resources include math, literacy, SEL, and behavior health | MTSS Team, respectively for grade levels | | Select Status |
| Action Step 5 | Provide PD on documenting interventions in BM | MTSS Team, respectively for grade levels | | Select Status |
| **Implementation Milestone 3** | MTSS Team meets FOUNDATIONAL components for Supplemental Intervention;Progress Monitoring on MTSS Continuum | MTSS Lead/Interventionist | | Select Status |
| Action Step 1 | Provide PD on progress monitoring interventions in BM | MTSS Team, respectively for grade levels | | Select Status |
| Action Step 2 | Lead GLTs on progress monitoring CBMs aligned to student skill deficits | MTSS Team, respectively for grade levels | | Select Status |
| Action Step 3 | Observe progress monitoring for CBMs and highlight teacher use aligned to student skill deficits | MTSS Team, respectively for grade levels | | Select Status |
| Action Step 4 | GLTs review BMs data monthly | MTSS Team, respectively for grade levels | | Select Status |
| Action Step 5 | PBIS system is used to incentivize students to meet their progress monitoring goals | MTSS Team, respectively for grade levels | | 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?] ✍️

## Goal Setting

Resources: 🚀

**Indicators of a Quality CIWP: Goal Setting**

IL-EMPOWER Goal Requirements

# Inclusive & Supportive Learning Environment

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.

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 |
| Select a Practice | | | |
| Select a Practice | | | |
| Select a Practice | | | |

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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

| Identified Practices | SY24 | Progress Monitoring | | | |
|---|---|---|---|---|---|
| | | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
| Select a Practice | | Select Status | Select Status | Select Status | Select Status |
| Select a Practice | | Select Status | Select Status | Select Status | Select Status |
| Select a Practice | | Select Status | Select Status | Select Status | Select Status |

If Checked:

Complete
IL-Empower
Section below

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

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

If Checked:

No action needed

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

Select a Goal

Select a Goal

Select a Goal

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

### SCHOOL & FAMILY ENGAGEMENT POLICY

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

☑ The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.

☑ At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.

☑ Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.

☑ Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.

☑ Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.

☑ Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.

☑ Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.

☑ Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct
other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

☑ Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.

### SCHOOL & FAMILY COMPACT

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

☑ The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.

☑ The school will hold parent-teacher conferences.

☑ The school will provide parents with frequent reports on their children's progress.

☑ The school will provide parents reasonable access to staff.

☑ The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.

☑ The parents will support their children's learning.

☑ The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

### PARENT & FAMILY ENGAGEMENT BUDGET

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

> The instructional core offers a high quality curricular experience for all students. Our partnerships with parents will explore how to offer tier 2 and tier 3 supports for academics and SEL to build skill development for early learners.

*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