

## CIWP Team & Schedules

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### Indicators of Quality CIWP: CIWP Team

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

[CIWP Team Guidance](#)

Name	Role	Email
Jacqueline Medina	Principal	jmedina@cps.edu
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Baldemar Rodriguez	ELPT	brodriguez1@cps.edu
Francisco Lozornio	Resource Coordinator	fjlozornio@cps.edu
Marissa Farmer	Counselor	mjfarmer@cps.edu
Julia Carbajal	LSC Member	jojejurenteria@gmail.com
Crystal Ramirez	Teacher	CDominguez@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	6/1/23	
Reflection: Curriculum & Instruction (Instructional Core)	7/13/23	
Reflection: Inclusive & Supportive Learning (Instructional Core)	8/7/23	
Reflection: Connectedness & Wellbeing	8/30/23	
Reflection: Postsecondary Success	8/30/23	
Reflection: Partnerships & Engagement	8/30/23	
Priorities	6/1/23	
Root Cause	6/1/23	
Theory of Acton	6/1/23	
Implementation Plans	9/6/23	
Goals	9/6/23	
Fund Compliance	9/5/23	
Parent & Family Plan	9/5/23	
Approval	9/7/23	

## 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	2/9/23
Quarter 4	4/1/24

**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**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</p> <p><a href="#">CPS High Quality Curriculum Rubrics</a></p>	<p><b>Math</b>                      The Talman Team has worked together in establishing a data responsive school culture (Attendance, 360, Iready, On Track, etc.). This involves reflecting on a variety of data and instructional practices.</p> <p>After reviewing the academic performance of our students in kinder through 2nd grade during grade cycle meetings 59 out of 92 students are below grade levels below in Math. Many students struggling to meet the standards are English Language learners. These figures highlight the importance to implement targeted support systems and instructional methodologies to address these skill gaps effectively. In Spanish Math (K-2) 10% of students have met early grade level expectations. Only 47% of students in grades 3-8 are testing above the 50th percentile in achievement in Math. While 26% of ELL students are currently at the 50th percentile. We are confronted with the reality of the challenges we face in promoting academic success for our students. This metric highlights the need for focused attention and intervention to ensure that more students are reaching proficiency levels that will set them on a path towards future success.</p> <p>As a team, we recognize the significance of this data point in guiding our instructional practices and decision-making. It serves as a reminder that we must continuously assess and adapt our strategies to address the individual needs of our students. By implementing data-informed instruction and utilizing ongoing assessments, we can identify specific areas of improvement and tailor our interventions accordingly. Professional development will focus on sharing best practices with teachers. The ILT will engage teachers in focused lesson observations and provide opportunities for feedback and follow ups. The ILT will engage teachers in opportunities to review lesson plans and provide feedback.</p> <p><b>READING</b></p> <p>The Talman team conducted an analysis of the reading metrics. The data demonstrated the following: 27% of students in grades 3-8 testing above the 50th percentile in reading. After reviewing the academic performance of our students in kinder through 2nd grade during grade cycle meetings and during professional development opportunities, a significant number of our students are not at grade level in Reading. These metrics indicate that 46 out of 92 students are below grade level in Reading. 50% of the students in Kindergarten through 2nd grade are below grade level in Reading. In Spanish Reading (K-2) 40% of students met grade level expectations.</p>	<p><a href="#">iAR (Math)</a></p> <p><a href="#">iAR (English)</a></p> <p>Rigor Walk Data (School Level Data)</p>
Partially	<p>Students experience grade-level, standards-aligned instruction.</p> <p><a href="#">Rigor Walk Rubric</a></p> <p><a href="#">Teacher Team Learning Cycle Protocols</a></p> <p><a href="#">Quality Indicators Of Specially Designed Instruction</a></p>	<p>Upon analysis, the Talman team has successfully pinpointed several root causes that have contributed to our reading metrics. This empowers us to take proactive and positive steps toward improvement. Firstly, we acknowledge that some of our students may have inadequate foundational reading skills. This insight allows us to develop targeted interventions to fundamental skills and provide the support needed for growth. Secondly, recognizing the need for enhanced instructional support. By identifying these root causes, we are well-positioned to take proactive and positive actions for our reading instruction.</p> <p>The Talman team understands the need for a comprehensive plan of action. As a team, we are committed to implementing data-informed instruction, differentiated approaches, and explicit reading instruction to meet the diverse needs of our students. By regularly assessing student progress and analyzing data, we will identify specific areas of weakness and tailor our instruction accordingly. Grade cycle meetings will engage teachers</p> <p>To enhance students' reading experiences, we will strive to integrate reading across the curriculum, providing authentic and relevant opportunities for students to apply their reading skills in various subjects. Reading and writing strategies will be integrated in all content areas. Reading at home for a designated time will be assigned to all students to provide students with additional time to practice reading. We also recognize the significance of professional development workshops to equip ourselves with effective instructional strategies and stay up-to-date with research-based practices in reading instruction. Professional development will focus on sharing best practices with teachers. The ILT will engage teachers in focused lesson observations and provide opportunities for feedback and follow ups. The ILT will engage teachers in opportunities to review lesson plans and provide feedback.</p>	<p><a href="#">PSAT (EBRW)</a></p> <p><a href="#">PSAT (Math)</a></p> <p><a href="#">STAR (Reading)</a></p>
Yes	<p>Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.</p> <p><a href="#">Powerful Practices Rubric</a></p> <p><a href="#">Learning Conditions</a></p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>After reviewing the reading and math end of school academic performance, Talman engaged the staff in examining best practices and curricular materials. The staff determined that there is a need to differentiate instruction (below, on grade-level, and above the grade level).</p> <p>To further support our instructional leadership, our ILT is working on increased participation from different team members to participate in the Instructional Leadership Team (ILT). We are also delving into the analysis of PreK data, leveraging new technology like iPads to facilitate learning and engagement at that level.</p>	<p><a href="#">STAR (Math)</a></p> <p><a href="#">iReady (Reading)</a></p> <p><a href="#">iReady (Math)</a></p> <p><a href="#">Cultivate</a></p>
	<p><a href="#">Continuum of ILT Effectiveness</a></p>		

Partially	The ILT leads instructional improvement through distributed leadership.	<a href="#">Distributed Leadership Foundational Pillars</a>	Talman staff have also identified emphasizing on differentiated small group activities and interventions. Our approach is grounded in student-centered instruction and fostering patience as we strive for growth and improvement.	<a href="#">Grades</a>
Yes	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.	<a href="#">Customized Balanced Assessment Plan</a> <a href="#">ES Assessment Plan Development Guide</a> <a href="#">HS Assessment Plan Development Guide</a>	We have observed positive outcomes from math reviews and the incorporation of spiral review skills. To elevate the significance of reading, we are placing greater emphasis on making reading a priority. This includes improving our libraries and organizing book fairs to encourage exploration and reading.  Understanding the importance of differentiated learning, we are creating more opportunities for students to engage with reading in diverse ways. Additionally, we recognize the significance of IXL as a crucial tool for learning. We are constantly refining our strategies, keeping in mind our ultimate goal of providing enriching and effective educational experiences.	<a href="#">ACCESS</a> <a href="#">TS Gold</a> <a href="#">Interim Assessment Data</a>
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.	<a href="#">Assessment for Learning Reference Document</a>	<b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b>  After reviewing the data, there is a need in consistently reviewing data and implementing differentiated small and whole group instruction. The ILT has decided to circle back to the the cycle of continuous improvement that focuses on teacher conducting consistent item analysis and small group differentiated instruction.  A significant barrier is the lack of sufficient funding. The use of Skyline materials have been offered online, but requires further development for use.  Moreover, the school is grappling with staffing shortages and inadequate space, making it challenging to create a comfortable environment for both students and teachers. These obstacles need to be addressed to ensure the successful implementation of the improvement efforts.	

**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.

- Additional Access to Curricular Resources and Professional Development Focused on Differentiating Instruction: If not all teachers have access to high-quality curricular materials, this could lead to an inequitable distribution of learning resources among students. Some students may have access to comprehensive, standards-aligned materials while others do not, creating a disparity in learning opportunities. Need for time to prepare differentiated instruction using high-quality materials to address the diverse needs of their students.
- Additional Culturally Responsive Materials: The absence of culturally responsive materials can lead to a lack of engagement and understanding among students from diverse cultural backgrounds. This could potentially alienate these students and make it more difficult for them to connect with the curriculum.
- Additional Foundational Skills Development: Without access to high-quality foundational skills materials, students may not develop the basic skills they need to progress in their education. This could lead to long-term academic struggles. Based on these challenges, it's clear that there's a need for additional materials and professional development that are standards-aligned and culturally responsive curricular materials in order to address the differentiated needs of students.

[Return to Top](#) **Inclusive & Supportive Learning Environment**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<a href="#">MTSS Integrity Memo</a> <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a>	The metrics review has not only highlighted the challenges that impact reading and math academic performance but has also emphasized the need for growth and improvement of Talman's inclusive and supportive learning environment. By incorporating data-driven decision-making, establishing baseline data, and collaborating with the behavioral health team, we are taking critical steps toward providing a more structured, effective, and responsive support system for our students. This foundational year sets the stage for continued growth and development in creating an inclusive and supportive learning environment for all students including Diverse learners and English language learners.	<a href="#">Unit/Lesson Inventory for Language Objectives (School Level Data)</a> <a href="#">MTSS Continuum</a> <a href="#">Roots Survey</a> <a href="#">ACCESS</a> <a href="#">MTSS Academic Tier Movement</a> <a href="#">Annual Evaluation of Compliance (ODLSS)</a> <a href="#">Quality Indicators of Specially Designed Curriculum</a>
Partially	<a href="#">MTSS Integrity Memo</a>		
Yes	<a href="#">LRE Dashboard Page</a>	<b>What is the feedback from your stakeholders?</b>  In order to create an inclusive environment, Talman has asked staff to identify professional development topics. Talman is providing school-wide and targeted professional development for staff depending on staff needs. Professional Development will focus on using data to inform whole-group and small-group differentiated instruction. Stakeholders have expressed a need for expanded MTSS services and a dedicated Tier 3 interventionist.	<a href="#">EL Program Review Tool</a>
Yes	<a href="#">IDEA Procedural Manual</a>	This year the school received funding for 2 MTSS interventionists that will support Tier 3 students in reading and in math.	
Partially	<a href="#">EL Placement Recommendation Tool ES</a> <a href="#">EL Placement Recommendation Tool HS</a>	Talman staff have also requested more comprehensive training in bilingual procedures and teaching and additional support with the Branching Minds platform.  <b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b>  Talman staff have identified the need to continue to have an MTSS team and a comprehensive MTSS system to address student needs through interventions and support.	
Partially		After reflection some potential logistical challenges may arise. One challenge could be the effective coordination and collaboration required among various stakeholders to ensure the seamless functioning of the MTSS team and system. It may be difficult to coordinate schedules and align resources.  As we work toward enhancing our English Language (EL) teaching practices might involve adjustments to curriculum	

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

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A few student-oriented difficulties that might emerge comprise:

- Students frequently missing out on whole-group instruction due to interventions.
- Discrepancies arising when Branching Minds tiers do not truly represent students' capabilities.
- Instances where classrooms lack teachers holding the appropriate endorsements.
- Providing differentiated support for new teachers.

teaching practices might involve adjustments to curriculum, teaching methodologies, and assessment practices that require careful training and planning.



In summary, our response to teacher feedback is marked by an awareness of potential challenges. By establishing the MTSS team and systems, broadening student opportunities, and strengthening EL teaching practices, we aim to provide a supportive and enriched educational experience to all Talman students.

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## Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p><a href="#">BHT Key Component Assessment</a></p> <p>Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.</p> <p><a href="#">SEL Teaming Structure</a></p>	<p>Talman Elementary has both a Behavioral Health team and a Culture and Climate Team. These teams reflect a proactive commitment to fostering a conducive educational environment. However, it is discerned that while these teams are firmly established, their efficacy in comprehensively reflecting student well-being and cultivating an atmosphere of contentedness remains a subject of consideration. An assessment of the current landscape suggests that there exists room for further enhancement and refinement in order to ensure that the endeavors undertaken by these teams result in a more holistic and substantiated support system for Talman's entire student body.</p> <p>Students currently receive some basic support, but a consistent and structured support system, like Second Step, along with data tracking, would be even more effective. Creating a consistent tier one support system, along with a curriculum backed by data, is very important. Right now, we use restorative practices for discipline, but we want a more organized approach. While restorative practices help create a positive discipline environment, we need consistent discipline practices to improve our school's culture and climate.</p>	<p> <a href="#">% of Students receiving Tier 2/3 interventions meeting targets</a></p> <p><a href="#">Reduction in OSS per 100</a></p> <p><a href="#">Reduction in repeated disruptive behaviors (4-6 SCC)</a></p>
Partially	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>	<p>Out-of-school time programs play a pivotal role in enhancing and enriching student learning experiences. Students are afforded the opportunity to access a range of out-of-school programs.</p> <p>There currently is no intentional re-entry plan for students with extended absences or chronic absenteeism.</p>	<p><a href="#">Access to OST</a></p> <p><a href="#">Increase Average Daily Attendance</a></p> <p><a href="#">Increased Attendance for Chronically Absent Students</a></p>
Partially	<p>All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.</p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>Following discussions involving staff members, a more structured approach to discipline has been identified for SSC levels 1-6. The current implementation of consequences needs to be aligned to a standardized system in order to promote a sense of fairness and equity that we strive to uphold. A clear description of behaviors and consequences that classroom teachers follow up with and office referrals need to clearly defined.</p>	<p> <a href="#">Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</a></p> <p><a href="#">Cultivate (Belonging &amp; Identity)</a></p> <p>Staff trained on alternatives to exclusionary discipline (School Level Data)</p>
Partially	<p>Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.</p>	<p>Among the insights shared by some stakeholders, there is a need to integrate more student voice and opportunities for diverse experiences. Stakeholders emphasize that granting students a platform to voice their thoughts, ideas, and concerns not only enriches the learning process but also cultivates a deeper sense of ownership and engagement within the school community.</p>	<p><a href="#">Enrichment Program Participation: Enrollment &amp; Attendance</a></p> <p><a href="#">Student Voice Infrastructure</a></p> <p><a href="#">Reduction in number of students with dropout codes at EOY</a></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.

Social Integration: Students who have been absent for an extended period may find it difficult to reintegrate into the social dynamics of the classroom and school community.

Lack of Engagement: Students who have experienced chronic absenteeism might face difficulties in engaging with the material and participating actively in classroom activities.

Emotional Well-being: Re-entering school after an extended absence can evoke various emotions, such as anxiety, isolation, or feelings of inadequacy, which can impact the students' overall well-being.

Skill Gap: Prolonged absenteeism can lead to skill gaps, making it challenging for students to keep up with peers and meet grade-level expectations.

Lack of Clear Expectations: When students and staff are unclear about the school's rules, behavioral expectations, and consequences for misconduct, it can lead to inconsistent enforcement and confusion.

Inadequate Behavior Management Strategies: Schools might struggle to implement effective behavior management techniques that address various types of behavioral issues while promoting positive conduct.

Inconsistent Enforcement: Uneven application of discipline measures can lead to feelings of unfairness among students and undermine the credibility of the school's disciplinary system.

External Factors: Students facing challenges outside of school, such as family issues, community problems, or socioeconomic stressors, may exhibit behavioral issues that require support and understanding from the school.

**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?**

In the ongoing pursuit of nurturing students' social and emotional well-being, a significant advancement has been made this academic year: the integration of standardized Tier One Social and Emotional Learning (SEL) lessons developed by Second Step as an SEL curriculum. A notable attribute of the "Second Step" program is its capacity to gather and organize data, effectively transforming insights into actionable strategies. This data-driven approach serves as a monitoring tool and addressing SEL concerns. By capturing critical information related to students' emotional growth and behavioral dynamics, this program provides Talman staff with a comprehensive view of students' evolving needs.




Efforts are also being made as the behavioral health team undergoes revision. The team is working towards extending interventions beyond Tier Three alone. The team is diligently working to improve Tier Two and Tier One interventions in order to be more impactful. By harnessing the expertise of the Behavioral Health team in discerning the most suitable interventions across various tiers, this strategic revision represents a substantial stride toward holistic support. This approach reinforces the team's overarching goal of nurturing a learning environment where each student's emotional and behavioral needs are meticulously recognized and catered to.

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## Postsecondary Success

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



Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
No	<p><a href="#">College and Career Competency Curriculum (C4)</a></p> <p>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).</p>	<p>Talman collaborates with high schools to bring in speakers and also provides a high school fair for middle school students. Students are also provided information on shadowing high school students to experience the high school environment. Multiple meetings are held throughout the year with 8th grade parents and students to review the high school application process and the selective enrollment process. Speakers are sought to present to parents strategies to begin to prepare for college at the elementary level. One on one support is also provided to families to carefully select the right high school option. University field trips are scheduled for middle school students to attend. Career day will also take place. Talman School will continue to collaborate with external organizations to offer the mentioned career and college perspectives middle school students as a way to enhance their educational experience.</p> <p>CPS offers College and Career Competency Curriculum (C4) instruction via CPS Success Bound as a resource for students in grades 6 to 8. Talman counselors and social worker will host student workshops for students in 6th -8th to present this material to students.</p>	<p> <a href="#">Graduation Rate</a></p> <p><a href="#">Program Inquiry: Programs/participation/attainment rates of % of ECCC</a></p> <p><a href="#">3 - 8 On Track</a></p> <p><a href="#">Learn, Plan, Succeed</a></p> <p><a href="#">% of KPIs Completed (12th Grade)</a></p> <p><a href="#">College Enrollment and Persistence Rate</a></p>
N/A	<p><a href="#">Individualized Learning Plans</a></p> <p>Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).</p>	<p><b>What is the feedback from your stakeholders?</b></p> <p>The collaboration with external organizations for career and college readiness is a positive move that can significantly enhance our students' educational journey. Feedback from staff and students indicate that the implementation have made a positive impact on students: High school fairs, shadow days, college campus visits, career day, student and parent workshops, etc.</p> <p>Talman staff have also shared the importance of closely monitoring On Track data to monitor students that need additional academic support and interventions to stay on track. Regular monitoring and intervention strategies can make a significant difference in student success.</p>	<p><a href="#">9th and 10th Grade On Track</a></p> <p> <a href="#">Cultivate (Relevance to the Future)</a></p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
No	<p><a href="#">Work Based Learning Toolkit</a></p> <p>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).</p>	<p><b>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</b></p> <p>Talman School has proactively established efforts to provide enriching opportunities for our students, including engaging Career Day events and career exploration initiatives. These initiatives are designed to expose students to various career pathways and empower them to envision their future possibilities.</p> <p>Moreover, our commitment to our students is unwavering. Talman School consistently seeks out new avenues and opportunities to further enhance their educational journey and prepare them for success. Talman staff are dedicated to staying proactive in identifying ways to broaden students' horizons and open doors to a range of promising prospects.</p>	<p></p>
N/A	<p><a href="#">ECCE Certification List</a></p> <p>Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).</p>	<p>Talman staff have also shared the importance of closely monitoring On Track data to monitor students that need additional academic support and interventions to stay on track. Regular monitoring and intervention strategies can make a significant difference in student success.</p>	
N/A	<p><a href="#">PLT Assessment Rubric</a></p> <p>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).</p>		
N/A	<p><a href="#">Alumni Support Initiative One Pager</a></p> <p>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).</p>		
<p><b>What student-centered problems have surfaced during this reflection?</b> If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p>			
<p>Talman school can collaborate with high schools to provide informational meetings regarding college planning, financial aid, etc. Students may encounter problems understanding the different types of colleges available, how they are categorized/organized, the Dual Enrollment programs CPS offers in high school, the availability of offering Seal of Biliteracy for high school seniors, etc.. This can help with having students understand how the college planning process begins early on with the choosing of classes and electives and AP courses in high school.</p>			

[Return to Top](#) **Partnership & Engagement**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p><a href="#">Spectrum of Inclusive Partnerships</a></p> <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>The review of metrics focusing on partnership and engagement has provided valuable insights into the areas where our efforts have been successful and where improvements are needed. The Talman team has identified the importance of creating partnerships with our students' families and community. One of the primary takeaways from our metrics review is need for more parent engagement.</p> <p>Another significant takeaway is the recognition that parents are eager for guidance on how to support their children's learning at home. This feedback provides guidance on how the critical role of the school is when providing resources, strategies, and insights to help parents become effective partners in their children's education.</p>	<p> <a href="#">Cultivate</a></p> <p><a href="#">5 Essentials Parent Participation Rate</a></p> <p><a href="#">5E: Involved Families</a></p>
Partially	<p><a href="#">Reimagining With Community Toolkit</a></p> <p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p>	<p>Feedback and suggestions received from parents at parent meetings are taken into consideration and often implemented. For example parents have been asking for additional security. This was made possible this school year thanks to the community support and input.</p>	<p><a href="#">5E: Supportive Environment</a></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 &amp; CIWP).</p> <p style="text-align: right;"><a href="#">Student Voice Infrastructure Rubric</a></p>
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Formal and informal family and community feedback received locally. (School Level Data)

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

Talman staff have provided feedback having a structured school wide monthly incentive programs. Students need to feel motivated and engaged in the school community. In response to this feedback, Talman staff are actively working on streamlining the planning and execution of these incentives. This includes establishing clear criteria for participation, providing advanced notice of upcoming incentives, and ensuring that the rewards are meaningful and relevant to our stakeholders. Planning will also include students to ensure that student voice is taken into account.



Another crucial element of the feedback involves the importance of continuous surveys. Stakeholders appreciate our commitment to gathering their input through surveys, as it allows them to express their opinions, share concerns, and provide suggestions for improvement. Additionally, they have emphasized the importance of actionability in response to

**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?**

Talman staff is creating ongoing improvement efforts aimed at enhancing the overall student experience and addressing the needs of all student groups, including those who may be furthest from opportunity. One of the key initiatives currently underway is the establishment of a student-led committee. These councils empower students to actively participate in decision-making processes, ensuring that their voices are heard and their perspectives are considered when shaping policies and programs. This approach not only fosters a sense of ownership and engagement among students but also provides valuable insights into their unique needs and challenges. Routine check-ins with these student-led committees is also important. These regular meetings serve as a platform for open dialogue and feedback. Through these check-ins, Talman staff aims to stay attuned to evolving student needs and preferences, allowing the school to make timely adjustments to strategies and initiatives. The LSC (Local School Council) student representative collaborates with the student group as well. These representatives play a crucial role in providing firsthand insights into the student body's sentiments and concerns. By working closely with them, Talman can develop strategies to foster a stronger sense of buy-in from the entire student body.



**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.

During our reflective process, several student-centered issues have come to the forefront, and one of the most significant challenges is related to student voice and input within the school community. Students have voiced their desire for increased opportunities to actively contribute and make a greater impact on the school environment. The problem of limited student voice and input is multifaceted. It involves students feeling that their perspectives, opinions, and ideas are not fully integrated into the decision-making processes within the school. This lack of engagement can manifest in several ways: Extracurricular Activities and Leadership Opportunities: Students also desire more opportunities to take leadership roles in extracurricular activities, clubs, and student organizations. They want to actively participate in organizing events, projects, and initiatives that align with their passions and talents. Communication Channels: There's a need for improved communication channels between



Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of metrics?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Yes	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Partially	The ILT leads instructional improvement through distributed leadership.
Yes	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.

**Math**  
The Talman Team has worked together in establishing a data responsive school culture (Attendance, 360, Iready, On Track, etc.). This involves reflecting on a variety of data and instructional practices.

After reviewing the academic performance of our students in kinder through 2nd grade during grade cycle meetings 59 out of 92 students are below grade levels below in Math. Many students struggling to meet the standards are English Language learners. These figures highlight the importance to implement targeted support systems and instructional methodologies to address these skill gaps effectively. In Spanish Math (K-2) 10% of students have met early grade level expectations. Only 47% of students in grades 3-8 are testing above the 50th percentile in achievement in Math. While 26% of ELL students are currently at the 50th percentile. We are confronted with the reality of the challenges we face in promoting academic success for our students. This metric highlights the need for focused attention and intervention to ensure that more students are reaching proficiency levels that will set them on a path towards future success.

As a team, we recognize the significance of this data point in guiding our instructional practices and decision-making. It serves as a reminder that we must continuously assess and adapt our strategies to address the individual needs of our students. By implementing data-informed instruction and utilizing ongoing assessments, we can identify specific areas of improvement and tailor our interventions accordingly. Professional development will focus on sharing best practices with teachers. The ILT will engage teachers in focused lesson observations and provide opportunities for feedback and follow ups. The ILT will engage teachers in opportunities to review lesson plans and provide feedback.

**READING**

The Talman team conducted an analysis of the reading metrics. The data demonstrated the following: 27% of students in grades 3-8 testing above the 50th percentile in reading. After reviewing the academic performance of our students in kinder through 2nd grade during grade cycle meetings and during professional development opportunities, a significant number of our students are not at grade level in Reading. These metrics indicate that 46 out of 92 students are below grade level in Reading. 50% of the students in Kindergarten through 2nd grade are below grade level in Reading. In Spanish Reading (K-2) 40% of students met grade level expectations.

Upon analysis, the Talman team has successfully pinpointed several root causes that have contributed to our reading metrics. This empowers us to take proactive and positive steps toward improvement. Firstly, we acknowledge that some of our students may have inadequate foundational reading skills. This insight allows us to develop targeted interventions to fundamental skills and provide the support needed for growth. Secondly, recognizing the need for enhanced instructional support. By identifying these root causes, we are well-positioned to take proactive and positive actions for our reading instruction.

The Talman team understands the need for a comprehensive plan of action. As a team, we are committed to implementing data-informed instruction, differentiated approaches, and explicit reading instruction to meet the diverse needs of our students. By regularly assessing student progress and analyzing data, we will identify specific areas of weakness and tailor our instruction accordingly. Grade cycle meetings will engage teachers

To enhance students' reading experiences, we will strive to integrate reading across the curriculum, providing authentic and relevant opportunities for students to apply their reading skills in various subjects. Reading and writing strategies will be integrated in all content areas. Reading at home for a designated time will be assigned to all students to provide students with additional time to practice reading. We also recognize the significance of professional development workshops to equip ourselves with effective instructional strategies and stay up-to-date with research-based practices in reading instruction. Professional development will focus on sharing best practices with teachers. The ILT will engage teachers in focused lesson observations and provide opportunities for feedback and follow ups. The ILT will engage teachers in opportunities to review lesson plans and provide feedback.

What is the feedback from your stakeholders?

After reviewing the reading and math end of school academic performance, Talman engaged the staff in examining best practices and curricular materials. The staff determined that there is a need to differentiate instruction (below, on grade-level, and above the grade level).

To further support our instructional leadership, our ILT is working on increased participation from different team members to participate in the Instructional Leadership Team (ILT). We are also delving into the analysis of PreK data, leveraging new technology like iPads to facilitate learning and engagement at that level.

Talman staff have also identified emphasizing on differentiated small group activities and interventions. Our approach is grounded in student-centered instruction and fostering patience as we strive for growth and improvement.

We have observed positive outcomes from math reviews and the incorporation of spiral review skills. To elevate the significance of reading, we are placing greater emphasis on making reading a priority. This includes improving our libraries and organizing book fairs to encourage exploration and reading.

Understanding the importance of differentiated learning, we are creating more opportunities for students to engage with reading in diverse ways. Additionally, we recognize the significance of IXL as a crucial tool for learning. We are constantly refining our strategies, keeping in mind our ultimate goal of providing enriching and effective educational experiences.

What student-centered problems have surfaced during this reflection?

-Additional Access to Curricular Resources and Professional Development Focused on Differentiating Instruction: If not all teachers have access to high-quality curricular materials, this could lead to an inequitable distribution of learning resources among students. Some students may have access to comprehensive, standards-aligned materials while others do not, creating a disparity in learning opportunities. Need for time to prepare differentiated instruction using high-quality materials to address the diverse needs of their students.

-Additional Culturally Responsive Materials: The absence of culturally responsive materials can lead to a lack of engagement and understanding among students from diverse cultural backgrounds. This could potentially alienate these students and make it more difficult for them to connect with the curriculum.

-Additional Foundational Skills Development: Without access to high-quality foundational skills materials, students may not develop the basic skills they need to progress in their education. This could lead to long-term academic struggles. Based on these challenges, it's clear that there's a need for additional materials and professional development that are standards-aligned and culturally responsive curricular materials in order to address the differentiated needs of students.

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?

After reviewing the data, there is a need in consistently reviewing data and implementing differentiated small and whole group instruction. The ILT has decided to circle back to the cycle of continuous improvement that focuses on teacher conducting consistent item analysis and small group differentiated instruction.

A significant barrier is the lack of sufficient funding. The use of Skyline materials have been offered online, but requires further development for use.

Moreover, the school is grappling with staffing shortages and inadequate space, making it challenging to create a comfortable environment for both students and teachers. These obstacles need to be addressed to ensure the successful implementation of the improvement efforts.



Resources:

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

[Determine Priorities Protocol](#)

**Students...**

The student -Centered Problem we will address is low achievement in Math. Specially targeting our English Language Learners.



**Indicators of a Quality CIWP: Determine Priorities**

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

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**Root Cause**

Resources:

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

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

**As adults in the building, we...**

1. Inadequate foundational skills: Students may struggle in math if they lack a strong foundation in basic math concepts and skills. This could be a result of ineffective instruction in earlier grades or a lack of opportunities for remediation.
2. Limited instructional support: Insufficient support for struggling students, such as limited one-on-one attention, small group instruction, or differentiated teaching methods, can hinder their progress in math. Teachers may face challenges in meeting the diverse needs of students within a classroom setting.
3. Lack of engaging and meaningful instruction: Math instruction that does not connect with students' interests, real-life applications, or fails to provide hands-on activities and manipulatives can lead to disengagement and difficulty in understanding mathematical concepts.
4. Ineffective teaching strategies: Teachers may need additional support and professional development opportunities to enhance their math instructional strategies. A lack of training in effective teaching methods for math could impact their ability to engage students and convey complex concepts in a meaningful way.
5. Insufficient resources and materials: A lack of access to appropriate math resources, textbooks, technology, manipulatives, or other teaching aids can limit students' opportunities for hands-on learning and hinder their understanding of mathematical concepts.
6. Language and cultural barriers: English Language Learners (ELLs) may face unique challenges in learning math due to language barriers or cultural differences in mathematical problem-solving approaches.
7. Home environment and parental involvement: Students' home environments and parental involvement play a significant role in their academic success. A lack of support, resources, or understanding of the importance of math education at home may contribute to students falling behind in math.
8. Attendance



**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?**

Resources:

**If we....**

1. Develop a comprehensive math intervention program to address the needs of students below grade level in Math.
2. Utilize differentiated instruction to cater to diverse learning needs and abilities in math classrooms.
3. Provide hands-on activities and manipulatives to enhance conceptual understanding of mathematical concepts.
4. Offer after-school math support programs and tutoring opportunities for students who require additional assistance.
5. Facilitate professional development workshops for teachers to enhance their math instructional strategies.



**Indicators of a Quality CIWP: Theory of Action**

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

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

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

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

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

**then we see....**

1. Improved Math Performance: The comprehensive math intervention program will specifically target students who are below grade level in Math. By providing targeted support and individualized instruction, students will have a better opportunity to catch up and improve their math skills. As a result, we can anticipate an increase in the number of students performing on grade level in Math.
2. Increased Engagement and Understanding: Utilizing differentiated instruction and incorporating hands-on activities and manipulatives will enhance students' engagement and conceptual understanding of mathematical concepts. This approach allows students to explore math in a more interactive and meaningful way, leading to a deeper understanding of the subject matter.
3. Enhanced Support for Struggling Students: Offering after-school math support programs and tutoring opportunities demonstrates a commitment to providing additional assistance to students who require it. These extra resources and focused interventions will give struggling students the chance to receive personalized attention and targeted support to bridge their skill gaps.
4. Teacher Growth and Development: The facilitation of professional development workshops for teachers will enhance their math instructional strategies and pedagogical knowledge. Teachers will gain new insights into effective instructional techniques, assessment methods, and differentiated instruction approaches. This professional growth will enable them to better meet the diverse learning needs of their students.
5. Positive Learning Environment: By implementing these strategies, we create a positive learning environment where students feel supported and encouraged in their math learning journey. This can lead to increased motivation, confidence, and a sense of achievement among students.



**which leads to...**

1. Increased Math Proficiency: Students who were previously below grade level in Math will have the opportunity to catch up and improve their math skills. As a result, we can expect to see an overall increase in math proficiency among students.
2. Narrowing of Achievement Gaps: By targeting students who are below grade level and providing them with personalized support, the achievement gaps in math performance should start to narrow. This means that the difference in math proficiency between struggling students and their peers will decrease over time.
3. Enhanced Conceptual Understanding: The use of hands-on activities and manipulatives





3. Enhanced Conceptual Understanding: The use of hands-on activities and manipulatives will help students develop a deeper conceptual understanding of mathematical concepts. This understanding will not only improve their performance in math but also equip them with essential problem-solving and critical thinking skills.

4. Increased Student Engagement: By incorporating differentiated instruction and interactive learning experiences, students will be more engaged and actively involved in their math learning. This heightened engagement can lead to improved motivation, participation, and overall enjoyment of the subject.

5. Improved Teaching Practices: The professional development workshops for teachers will enhance their instructional strategies and pedagogical knowledge in math. As a result, teachers will be better equipped to meet the diverse needs of their students, implement effective instructional techniques, and utilize assessment methods that inform their teaching practices.

6. Positive School Culture: Creating a supportive environment where students receive the necessary interventions and opportunities for growth fosters a positive school culture. Students will feel valued, supported, and empowered in their learning journey, leading to improved overall academic achievement and a sense of belonging within the school community.

[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**   
 All Staff

**Dates for Progress Monitoring Check Ins**  
 Q1 10/27/23 Q3 2/9/23  
 Q2 12/22/23 Q4 4/1/24

	<b>SY24 Implementation Milestones &amp; Action Steps</b>	<b>Who</b>	<b>By When</b>	<b>Progress Monitoring</b>
<b>Implementation Milestone 1</b>	Lesson Plan Revamp	All Teachers	9/29/23	In Progress
<b>Action Step 1</b>	Focus on incorporate Differentiation and Assessment DOK / MTSS	All Teachers	8/18/23	Completed
<b>Action Step 2</b>	Set Clear Learning Objectives (Bilingual)	All Teachers	8/18/23	Completed
<b>Action Step 3</b>	Professional development / New software programs	All Teachers	8/18/23	Completed
<b>Action Step 4</b>	New Template and Presentation	All Teachers	9/22/23	Not Started
<b>Action Step 5</b>	Peer Reviews at Grade Cycle	All Teachers	9/29/23	Not Started
<b>Implementation Milestone 2</b>	Data Review	All Teachers	9/29/23	In Progress
<b>Action Step 1</b>	Gather Relevant Data	All Teachers	9/15/23	Not Started
<b>Action Step 2</b>	Define Review Objectives	All Teachers	9/22/23	Not Started
<b>Action Step 3</b>	Analyze and Interpret Data in Grade cycles	All Teachers	9/29/23	Not Started
<b>Action Step 4</b>	Generate Actionable Insights and Recommendations	All Teachers	9/29/23	Not Started
<b>Action Step 5</b>	Plan for Implementation and Follow-Up	All Teachers	10/06/23	Not Started
<b>Implementation Milestone 3</b>	After School Math Program	All Teachers	10/20/23	Not Started
<b>Action Step 1</b>	Finding Volunteers and Staff	Administrative Team	10/06/23	In Progress
<b>Action Step 2</b>	Qualified Staff and Training	Administrative Team	10/13/23	Not Started
<b>Action Step 3</b>	Needs Assessment and Goal Setting	All Teachers	10/06/23	Not Started
<b>Action Step 4</b>	Curriculum and Resource Selection	All Teachers	10/13/23	Not Started
<b>Action Step 5</b>	Monitoring and Communication	OST Staff	12/15/23	Not Started
<b>Implementation Milestone 4</b>	Peer Observations / Review Student Work	ILT	11/17/23	Not Started
<b>Action Step 1</b>	Pre-Observation Planning	ILT	10/20/23	Not Started
<b>Action Step 2</b>	Scheduling and Logistics	ILT	10/27/23	Not Started
<b>Action Step 3</b>	Establish Clear Guidelines	ILT	11/03/23	Not Started
<b>Action Step 4</b>	Pre-Observation Meeting	ILT	11/10/23	Not Started
<b>Action Step 5</b>	Data Collection Tools	ILT	11/10/23	Not Started

**SY25-SY26 Implementation Milestones**

**SY25 Anticipated Milestones**   
 We will persist in our practice of thoroughly reviewing lesson plans and conducting weekly assessments. Additionally, we're committed to increasing the frequency of peer observations and instructional rounds. Our dedication to providing ample professional development opportunities for teachers remains unwavering. We are taking a deliberate approach to evaluate the efficacy of our existing curriculum and make strategic adjustments where needed. This involves a focused effort to secure funding for potential updates or the continuation of the current curriculum. Our budget allocation will be carefully orchestrated to align with our strategic priorities.

**SY26 Anticipated Milestones**   
 The SY26 anticipated milestones that we are actively exploring are collaborations with community partners to enrich our educational offerings. We are determined to foster increased parental involvement, recognizing the vital role it plays in our students' success. Moreover, we are embarking on a transformative journey to reshape the school culture, nurturing an environment of mutual support and collaboration among students, teachers, and staff. This holistic approach, encompassing curriculum enhancements, financial strategy, community engagement, and a revitalized school culture, underscores our commitment to providing the best possible educational experience for every member of our learning community. This holistic approach, encompassing curriculum enhancements, financial strategy, community engagement, revitalized school culture, and academic after school programs, underscores our commitment to providing the best possible educational experience for every member of our learning community.

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

Resources:

Indicators of a Quality CIWP: Goal Setting

IL-EMPOWER Goal Requirements

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.

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
Improve Academic Performance and Achieve in Math. By the end of SY26 56% of students at/or above 50%. Improve ELL outcomes, by the end of SY26 40% of ELL students at/or above 40%. (Grades 3-8)	Yes	STAR (Math)	Overall	47%	50%	53%	56%
			English Learners	26%	31%	36%	40%
Improve Academic Performance and Achieve in Math. By the end of SY26 45% of students at/or above 45%. Improve ELL outcomes, by the end of the year 40% of ELL of students at/or above 40%. (Grades K-2)	Yes	iReady (Math)	Overall	34%	38%	42%	45%
			English Learners	21%	27%	33%	40%

### 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.	<p>Goal: Ongoing Curriculum Evaluation and Selection Establish a regular process for evaluating and selecting curricular materials. This includes reviewing and updating materials to ensure they remain current, effective, and aligned with educational standards. Goal: Professional Development and Training Provide training and professional development opportunities for teachers on how to effectively use the curricular materials to enhance instruction, differentiate learning, and address diverse student needs.</p>	<p>Goal: Monitoring and Feedback Mechanisms Implement a system for teachers to provide feedback on the efficacy of the curricular materials. Regular monitoring helps identify strengths, areas for improvement, and specific needs that arise in the teaching process.</p> <p>Goal: Collaboration and Sharing Foster a culture of collaboration among teachers by encouraging the sharing of effective teaching strategies and best practices related to using curricular materials. This can enhance the overall quality of instruction.</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>Goal: Comprehensive Equity-Based MTSS Implementation Implement an equity-driven MTSS framework that encompasses all tiers of support across the school. Ensure that the framework is aligned with the principles of equity, diversity, and inclusion.</p> <p>Goal: Collaborative Teaming and Professional Learning Develop strong collaborative teams that consist of teachers, specialists, administrators, and support staff. Provide ongoing professional learning opportunities to enhance team effectiveness, culturally responsive practices, and effective problem-solving techniques.</p> <p>Goal: Clearly Defined Systems and Structures Establish clearly defined systems and structures for each tier of the MTSS framework. This includes protocols for identifying students' needs, delivering interventions, monitoring progress, and evaluating outcomes.</p> <p>Goal: Data-Driven Decision-Making Implement a data-driven approach to decision-making within the MTSS framework. Set objectives for collecting and analyzing data to inform interventions, adjustments, and support strategies for individual students and groups</p>	<p>Goal: Continuous Progress Monitoring Establish a system for ongoing progress monitoring to assess the effectiveness of interventions and supports provided through the MTSS framework. Set targets for the frequency and depth of progress reviews.</p> <p>Goal: Equity-Centered Family Communication Develop strategies for effective communication with families that consider their diverse cultural, linguistic, and socioeconomic backgrounds. Ensure that information is shared transparently and in a manner that promotes meaningful collaboration.</p> <p>Goal: Capacity Building and Sustainability Build the capacity of school teams to sustain the equity-based MTSS framework over time. Provide resources, training, and ongoing support to ensure that the framework remains an integral part of the school's culture and practices.</p>	<p>Goal: Continuous Reflection and Improvement Encourage regular reflection on the implementation of the equity-based MTSS framework. Use feedback from stakeholders to refine practices, address challenges, and continuously enhance the equity-focused approach.</p>	

<p>C&amp;I:4 The ILT leads instructional improvement through distributed leadership.</p>	<p>Goal: Collaborative Goal Setting Facilitate collaborative goal-setting sessions within the ILT to establish clear instructional improvement objectives that align with the school's mission, vision, and student needs.</p> <p>Goal: Data-Informed Decision-Making Ensure that the ILT consistently uses data to inform instructional decisions. Set objectives for analyzing student performance data, identifying trends, and adjusting instructional strategies accordingly.</p> <p>Goal: Strategic Professional Development Develop a professional development plan that addresses the specific needs of teachers and instructional staff. Set goals for providing targeted training and resources that enhance instructional practices.</p> <p>Goal: Learning Walks and Observations Establish a schedule for learning walks and classroom observations. Set objectives for the ILT to provide timely feedback, identify effective teaching practices, and share insights with the broader staff.</p> <p>Goal: Differentiated Support Develop strategies for providing differentiated support to teachers based on their individual strengths and areas for growth. Set goals for offering personalized coaching, mentoring, and resources.</p>	<p>Goal: Curriculum Alignment and Implementation Ensure that the ILT collaborates with teachers to align curriculum with standards and instructional best practices. Set objectives for monitoring curriculum implementation and making adjustments as needed.</p> <p>Goal: Professional Learning Communities (PLCs) Promote the development of PLCs within the school. Set goals for the ILT to facilitate meaningful PLC discussions focused on instructional improvement, data analysis, and sharing effective strategies.</p> <p>Goal: Student-Centered Approach Set goals for the ILT to emphasize student-centered instructional practices that cater to diverse learning needs and promote active engagement in the learning process.</p>	<p>Goal: Promoting Innovation Encourage the ILT to explore innovative instructional approaches and technologies. Set objectives for piloting new strategies that can enhance teaching and learning outcomes.</p> <p>Goal: Reflective Practices and Continuous Improvement Establish a culture of reflective practice within the ILT. Set goals for regular reflection on the team's effectiveness, achievements, challenges, and areas for improvement.</p> <p>Goal: Stakeholder Collaboration Encourage collaboration between the ILT, teachers, parents, and students. Set objectives for creating avenues for open dialogue, incorporating diverse perspectives, and fostering a sense of shared ownership in instructional improvement.</p>
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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
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		English Learners	26%	31%	Select Status	Select Status	Select Status	Select Status
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		English Learners	21%	27%	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.	Goal: Ongoing Curriculum Evaluation and Selection Establish a regular process for evaluating and selecting curricular materials. This includes reviewing and updating materials to ensure they remain current, effective, and aligned with educational standards. Goal: Professional Development and Training	Select Status	Select Status	Select Status	Select Status
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.	Goal: Comprehensive Equity-Based MTSS Implementation Implement an equity-driven MTSS framework that encompasses all tiers of support across the school. Ensure that the framework is aligned with the principles of equity, diversity, and inclusion.	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	Goal: Collaborative Goal Setting Facilitate collaborative goal-setting sessions within the ILT to establish clear instructional improvement objectives that align with the school's mission, vision, and student needs.	Select Status	Select Status	Select Status	Select Status



Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of metrics?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Yes	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
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**Math**  
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After reviewing the academic performance of our students in kinder through 2nd grade during grade cycle meetings 59 out of 92 students are below grade levels below in Math. Many students struggling to meet the standards are English Language learners. These figures highlight the importance to implement targeted support systems and instructional methodologies to address these skill gaps effectively. In Spanish Math (K-2) 10% of students have met early grade level expectations. Only 47% of students in grades 3-8 are testing above the 50th percentile in achievement in Math. While 26% of ELL students are currently at the 50th percentile. We are confronted with the reality of the challenges we face in promoting academic success for our students. This metric highlights the need for focused attention and intervention to ensure that more students are reaching proficiency levels that will set them on a path towards future success.

As a team, we recognize the significance of this data point in guiding our instructional practices and decision-making. It serves as a reminder that we must continuously assess and adapt our strategies to address the individual needs of our students. By implementing data-informed instruction and utilizing ongoing assessments, we can identify specific areas of improvement and tailor our interventions accordingly. Professional development will focus on sharing best practices with teachers. The ILT will engage teachers in focused lesson observations and provide opportunities for feedback and follow ups. The ILT will engage teachers in opportunities to review lesson plans and provide feedback.

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The Talman team conducted an analysis of the reading metrics. The data demonstrated the following: 27% of students in grades 3-8 testing above the 50th percentile in reading. After reviewing the academic performance of our students in kinder through 2nd grade during grade cycle meetings and during professional development opportunities, a significant number of our students are not at grade level in Reading. These metrics indicate that 46 out of 92 students are below grade level in Reading. 50% of the students in Kindergarten through 2nd grade are below grade level in Reading. In Spanish Reading (K-2) 40% of students met grade level expectations.

Upon analysis, the Talman team has successfully pinpointed several root causes that have contributed to our reading metrics. This empowers us to take proactive and positive steps toward improvement. Firstly, we acknowledge that some of our students may have inadequate foundational reading skills. This insight allows us to develop targeted interventions to fundamental skills and provide the support needed for growth. Secondly, recognizing the need for enhanced instructional support. By identifying these root causes, we are well-positioned to take proactive and positive actions for our reading instruction.

The Talman team understands the need for a comprehensive plan of action. As a team, we are committed to implementing data-informed instruction, differentiated approaches, and explicit reading instruction to meet the diverse needs of our students. By regularly assessing student progress and analyzing data, we will identify specific areas of weakness and tailor our instruction accordingly. Grade cycle meetings will engage teachers

To enhance students' reading experiences, we will strive to integrate reading across the curriculum, providing authentic and relevant opportunities for students to apply their reading skills in various subjects. Reading and writing strategies will be integrated in all content areas. Reading at home for a designated time will be assigned to all students to provide students with additional time to practice reading. We also recognize the significance of professional development workshops to equip ourselves with effective instructional strategies and stay up-to-date with research-based practices in reading instruction. Professional development will focus on sharing best practices with teachers. The ILT will engage teachers in focused lesson observations and provide opportunities for feedback and follow ups. The ILT will engage teachers in opportunities to review lesson plans and provide feedback.

What is the feedback from your stakeholders?

After reviewing the reading and math end of school academic performance, Talman engaged the staff in examining best practices and curricular materials. The staff determined that there is a need to differentiate instruction (below, on grade-level, and above the grade level).

To further support our instructional leadership, our ILT is working on increased participation from different team members to participate in the Instructional Leadership Team (ILT). We are also delving into the analysis of PreK data, leveraging new technology like iPads to facilitate learning and engagement at that level.

Talman staff have also identified emphasizing on differentiated small group activities and interventions. Our approach is grounded in student-centered instruction and fostering patience as we strive for growth and improvement.

We have observed positive outcomes from math reviews and the incorporation of spiral review skills. To elevate the significance of reading, we are placing greater emphasis on making reading a priority. This includes improving our libraries and organizing book fairs to encourage exploration and reading.

Understanding the importance of differentiated learning, we are creating more opportunities for students to engage with reading in diverse ways. Additionally, we recognize the significance of IXL as a crucial tool for learning. We are constantly refining our strategies, keeping in mind our ultimate goal of providing enriching and effective educational experiences.

What student-centered problems have surfaced during this reflection?

-Additional Access to Curricular Resources and Professional Development Focused on Differentiating Instruction: If not all teachers have access to high-quality curricular materials, this could lead to an inequitable distribution of learning resources among students. Some students may have access to comprehensive, standards-aligned materials while others do not, creating a disparity in learning opportunities. Need for time to prepare differentiated instruction using high-quality materials to address the diverse needs of their students.

-Additional Culturally Responsive Materials: The absence of culturally responsive materials can lead to a lack of engagement and understanding among students from diverse cultural backgrounds. This could potentially alienate these students and make it more difficult for them to connect with the curriculum.

-Additional Foundational Skills Development: Without access to high-quality foundational skills materials, students may not develop the basic skills they need to progress in their education. This could lead to long-term academic struggles. Based on these challenges, it's clear that there's a need for additional materials and professional development that are standards-aligned and culturally responsive curricular materials in order to address the differentiated needs of students.

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?

After reviewing the data, there is a need in consistently reviewing data and implementing differentiated small and whole group instruction. The ILT has decided to circle back to the cycle of continuous improvement that focuses on teacher conducting consistent item analysis and small group differentiated instruction.

A significant barrier is the lack of sufficient funding. The use of Skyline materials have been offered online, but requires further development for use.

Moreover, the school is grappling with staffing shortages and inadequate space, making it challenging to create a comfortable environment for both students and teachers. These obstacles need to be addressed to ensure the successful implementation of the improvement efforts.



[Return to Top](#) **Determine Priorities**

Resources: 

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

[Determine Priorities Protocol](#)

**Students...**

The student-centered problem is the low reading achievement levels in grades k-8 and the significant number of students performing below grade level.



**Indicators of a Quality CIWP: Determine Priorities**

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

[Return to Top](#) **Root Cause**

Resources: 

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

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

**As adults in the building, we...**

1. Inadequate foundational reading skills: Students may struggle in reading if they have not developed strong foundational skills, such as phonics, decoding, fluency, and vocabulary. Insufficient emphasis on these skills in earlier grades or gaps in instruction could hinder students' reading proficiency. (X)
2. Limited access to quality reading materials: A lack of access to diverse and engaging reading materials both at school and at home can limit students' exposure to different genres, topics, and texts, affecting their reading comprehension and motivation.
3. Insufficient instructional support: Inadequate instructional support, such as limited time for reading instruction, large class sizes, and a lack of individualized attention, can impact students' reading progress. Teachers may face challenges in providing differentiated instruction and addressing the diverse needs of students.
4. Ineffective reading strategies and instruction: Teachers may need additional training and support in implementing research-based reading strategies and instructional techniques. Lack of knowledge or inconsistency in using effective reading instruction methods could impact students' reading achievement.
5. Limited emphasis on literacy across the curriculum: Reading skills are not solely developed in English/language arts classes. A lack of integration of reading instruction and practice across various subjects may limit opportunities for students to apply and develop their reading skills in different contexts.
6. Home environment and parental involvement: The home environment plays a crucial role in supporting students' reading development. Limited access to reading materials, lack of parental involvement, or low literacy levels at home can affect students' reading progress.
7. Individual student factors: Some students may face individual challenges, such as learning disabilities, language barriers, or socioeconomic factors, which can impact their reading achievement. Identifying and addressing these individual needs is important in providing appropriate support.



**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?**

Resources: 

**If we....**

1. Data-Informed Instruction: Utilize data, such as formative and summative assessments, to identify specific areas of weakness and target instruction accordingly. Regularly assess students' reading progress to monitor growth and make instructional adjustments as needed.
2. Differentiated Instruction: Implement differentiated instruction strategies to meet the diverse learning needs of students. Provide personalized learning experiences, small group instruction, and targeted interventions to address individual skill gaps and promote accelerated progress.
3. Explicit Reading Instruction: Ensure that reading instruction is explicit, systematic, and based on research-based practices. Teach foundational reading skills, including phonics, fluency, vocabulary, and comprehension strategies, in a structured and explicit manner.
4. Reading Across the Curriculum: Promote literacy integration across all subject areas to reinforce reading skills and provide authentic opportunities for application. Support teachers in incorporating reading strategies and text-based activities in various content areas to develop students' content knowledge and reading proficiency simultaneously.
5. Professional Development: Provide ongoing professional development opportunities for teachers focused on effective reading instruction strategies, assessment practices, and differentiation techniques. Support teachers in staying abreast of current research and best practices in literacy instruction.
6. Intensive Intervention: Implement targeted and intensive intervention programs for students who are significantly below grade level in reading. Provide additional support through intervention specialists, reading specialists, or intervention programs that use evidence-based interventions to accelerate progress for struggling readers.
7. Family and Community Engagement: Foster strong partnerships with families and the wider community to support students' reading development. Provide resources and strategies for parents/guardians to promote literacy at home and establish regular communication channels to share student progress and provide support.
8. Monitoring and Evaluation: Continuously monitor and evaluate the effectiveness of implemented strategies and interventions. Use ongoing data analysis to assess student growth, identify areas for improvement, and make informed decisions about instructional practices and interventions.



**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.

**then we see....**

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.

- 1. Improved Reading Achievement:** With data-informed instruction, differentiated approaches, and explicit reading instruction, we can anticipate an overall improvement in reading achievement among students. Students will develop stronger foundational skills, improve comprehension, expand their vocabulary, and demonstrate increased reading proficiency.
- 2. Accelerated Progress for Students Below Grade Level:** The targeted interventions and intensive support provided to students below grade level will help them make significant academic growth. With personalized learning experiences, small group instruction, and evidence-based interventions, these students will have the opportunity to catch up and bridge their skill gaps.
- 3. Increased Engagement and Motivation:** By incorporating strategies that promote active learning, relevance, and meaningful connections, students will become more engaged in their reading experiences. This heightened engagement can lead to increased motivation, enjoyment, and a positive attitude towards reading.
- 4. Strengthened Instructional Practices:** Through ongoing professional development opportunities, teachers will enhance their knowledge and skills in effective reading instruction strategies. This will result in improved instructional practices, including the ability to differentiate instruction, implement research-based strategies, and utilize formative assessment to guide instruction.
- 5. Integration of Reading Across the Curriculum:** With a focus on reading integration across subject areas, students will develop their reading skills in authentic and relevant contexts. They will apply reading strategies and comprehension skills to comprehend and analyze texts in various disciplines, leading to improved content knowledge and critical thinking abilities.
- 6. Enhanced Family and Community Engagement:** By actively involving families and the wider community in supporting students' reading development, we can create a collaborative partnership. Parents/guardians will have access to resources and strategies to promote literacy at home, and regular communication channels will facilitate ongoing support and engagement.
- 7. Continuous Improvement:** Regular monitoring and evaluation of student progress, instructional practices, and interventions will allow for continuous improvement. Data analysis will provide insights into the effectiveness of implemented strategies, identify areas for refinement, and inform future decision-making to ensure sustained progress.

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...

- 1. Increased Reading Proficiency:** Students' reading proficiency levels are likely to improve as a result of targeted instruction, differentiated approaches, and explicit reading instruction. They will demonstrate stronger foundational skills, enhanced comprehension abilities, improved fluency, and expanded vocabulary knowledge.
- 2. Closing the Achievement Gap:** The focused interventions and personalized support provided to students below grade level will contribute to narrowing the achievement gap. By addressing their individual needs and providing tailored instruction, these students will have the opportunity to catch up and approach grade-level reading proficiency.
- 3. Academic Success:** Improved reading proficiency serves as a foundational skill for academic success across all subjects. As students become more proficient readers, they will be better equipped to comprehend and analyze texts in various disciplines, leading to improved performance in other subjects as well.
- 4. Increased Engagement and Motivation:** The incorporation of engaging and relevant reading activities, along with differentiated instruction, will foster increased student engagement and motivation. Students will develop a love for reading, enjoy exploring different genres, and feel more empowered as confident readers.
- 5. Empowered Educators:** Through professional development opportunities and training, teachers will enhance their instructional practices and gain confidence in delivering effective reading instruction. This will empower educators to address the diverse learning needs of their students, implement research-based strategies, and make informed instructional decisions.
- 6. Positive School Culture:** A focus on improving reading achievement and providing support to struggling students contributes to a positive school culture. Students will feel valued, supported, and encouraged to succeed, creating an inclusive and nurturing learning environment.
- 7. Long-term Benefits:** Developing strong reading skills has lifelong benefits beyond the academic realm. Improved reading proficiency enhances communication skills, critical thinking abilities, and overall cognitive development, empowering students to become lifelong learners and active participants in society.

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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**

All Staff

**Dates for Progress Monitoring Check Ins**

Q1	10/27/23	Q3	2/9/23
Q2	12/22/23	Q4	4/1/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
<b>Implementation Milestone 1</b>	Lesson Plan Revamp	All Teachers	9/29/23	In Progress
<b>Action Step 1</b>	Focus on incorporate Differentiation and Assessment DOK / MTSS	All Teachers	8/18/23	Completed
<b>Action Step 2</b>	Set Clear Learning Objectives (Bilingual)	All Teachers	8/18/23	Completed
<b>Action Step 3</b>	Professional development / New software programs	All Teachers	8/18/23	Completed
<b>Action Step 4</b>	New Template and Presentation	All Teachers	9/22/23	Not Started
<b>Action Step 5</b>	Peer Reviews at Grade Cycle	All Teachers	9/29/23	Not Started
<b>Implementation Milestone 2</b>	Data Review	All Teachers	9/29/23	In Progress
<b>Action Step 1</b>	Gather Relevant Data	All Teachers	9/15/23	Not Started
<b>Action Step 2</b>	Define Review Objectives	All Teachers	9/22/23	Not Started
<b>Action Step 3</b>	Analyze and Interpret Data in Grade cycles	All Teachers	9/29/23	Not Started

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>	Curriculum & Instruction	
Reflection	Root Cause	Implementation Plan					
Action Step 4	Generate Actionable Insights and Recommendations			All Teachers	9/29/23	Not Started	
Action Step 5	Plan for Implementation and Follow-Up			All Teachers	10/06/23	Not Started	
<b>Implementation Milestone 3</b>	Afterschool Reading Program			All Teachers	10/20/23	Not Started	
Action Step 1	Finding Volunteers and Staff			Administrative Team	10/06/23	In Progress	
Action Step 2	Qualified Staff and Training			Administrative Team	10/13/23	Not Started	
Action Step 3	Needs Assessment and Goal Setting			All Teachers	10/06/23	Not Started	
Action Step 4	Curriculum and Resource Selection			All Teachers	10/13/23	Not Started	
Action Step 5	Monitoring and Communication			OST Staff	12/15/23	Not Started	
<b>Implementation Milestone 4</b>	Peer Observations / Review Student Work			ILT	11/17/23	Not Started	
Action Step 1	Pre-Observation Planning			ILT	10/20/23	Not Started	
Action Step 2	Scheduling and Logistics			ILT	10/27/23	Not Started	
Action Step 3	Establish Clear Guidelines			ILT	11/03/23	Not Started	
Action Step 4	Pre-Observation Meeting			ILT	11/10/23	Not Started	
Action Step 5	Data Collection Tools			ILT	11/10/23	Not Started	

### SY25-SY26 Implementation Milestones

<b>SY25 Anticipated Milestones</b>	We will persist in our practice of thoroughly reviewing lesson plans and conducting weekly assessments. Additionally, we're committed to increasing the frequency of peer observations and instructional rounds. Our dedication to providing ample professional development opportunities for teachers remains unwavering. We are taking a deliberate approach to evaluate the efficacy of our existing curriculum and make strategic adjustments where needed. This involves a focused effort to secure funding for potential updates or the continuation of the current curriculum. Our budget allocation will be carefully orchestrated to align with our strategic priorities.	
<b>SY26 Anticipated Milestones</b>	The SY26 anticipated milestones that we are actively exploring are collaborations with community partners to enrich our educational offerings. We are determined to foster increased parental involvement, recognizing the vital role it plays in our students' success. Moreover, we are embarking on a transformative journey to reshape the school culture, nurturing an environment of mutual support and collaboration among students, teachers, and staff. This holistic approach, encompassing curriculum enhancements, financial strategy, community engagement, and a revitalized school culture, underscores our commitment to providing the best possible educational experience for every member of our learning community. This holistic approach, encompassing curriculum enhancements, financial strategy, community engagement, revitalized school culture, and academic after school programs, underscores our commitment to providing the best possible educational experience for every member of our learning community.	

## 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
By SY 26, 45% of students will be at/or above the 50th percentile. BY SY26 ELL 35% of students will be at/or above the 50th percentile.	Yes	STAR (Reading)	Overall	27%	35%	40%	45%
			English Learners	17%	23%	29%	35%
By SY26 60% of students will be at/or above the 50th percentile. By Sy 26 55% of students will be at/or above the 50th percentile.	Yes	iReady (Reading)	Overall	50%	52%	55%	60%
			English Learners	41%	45%	50%	55%

### 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.	Goal: Ongoing Curriculum Evaluation and Selection Establish a regular process for evaluating and selecting curricular materials. This includes reviewing and updating materials to ensure they remain current, effective, and aligned with educational standards. Goal: Professional Development and Training Provide training and professional development opportunities for teachers on how to effectively use the curricular materials to enhance instruction, differentiate learning, and address diverse student needs.	Goal: Monitoring and Feedback Mechanisms Implement a system for teachers to provide feedback on the efficacy of the curricular materials. Regular monitoring helps identify strengths, areas for improvement, and specific needs that arise in the teaching process.  Goal: Collaboration and Sharing Foster a culture of collaboration among teachers by encouraging the sharing of effective teaching strategies and best practices related to using curricular materials. This can enhance the overall quality of instruction.	Goal: Parent and Community Engagement Communicate with parents and the community about the curricular materials being used. Provide avenues for them to understand the content, objectives, and how they can support their children's learning.  Goal: Continuous Improvement Establish a cycle of continuous improvement for curricular materials by incorporating feedback, evaluating student outcomes, and making necessary adjustments to optimize teaching and learning experiences.



<p>I&amp;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>Goal: Comprehensive Equity-Based MTSS Implementation Implement an equity-driven MTSS framework that encompasses all tiers of support across the school. Ensure that the framework is aligned with the principles of equity, diversity, and inclusion.</p> <p>Goal: Collaborative Teaming and Professional Learning Develop strong collaborative teams that consist of teachers, specialists, administrators, and support staff. Provide ongoing professional learning opportunities to enhance team effectiveness, culturally responsive practices, and effective problem-solving techniques.</p> <p>Goal: Clearly Defined Systems and Structures Establish clearly defined systems and structures for each tier of the MTSS framework. This includes protocols for identifying students' needs, delivering interventions, monitoring progress, and evaluating outcomes.</p> <p>Goal: Data-Driven Decision-Making Implement a data-driven approach to decision-making within the MTSS framework. Set objectives for collecting and analyzing data to inform interventions, adjustments, and support strategies for individual students and groups</p>	<p>Goal: Continuous Progress Monitoring Establish a system for ongoing progress monitoring to assess the effectiveness of interventions and supports provided through the MTSS framework. Set targets for the frequency and depth of progress reviews.</p> <p>Goal: Equity-Centered Family Communication Develop strategies for effective communication with families that consider their diverse cultural, linguistic, and socioeconomic backgrounds. Ensure that information is shared transparently and in a manner that promotes meaningful collaboration.</p> <p>Goal: Capacity Building and Sustainability Build the capacity of school teams to sustain the equity-based MTSS framework over time. Provide resources, training, and ongoing support to ensure that the framework remains an integral part of the school's culture and practices.</p>	<p>Goal: Continuous Reflection and Improvement Encourage regular reflection on the implementation of the equity-based MTSS framework. Use feedback from stakeholders to refine practices, address challenges, and continuously enhance the equity-focused approach.</p>
<p>C&amp;I:4 The ILT leads instructional improvement through distributed leadership.</p>	<p>Goal: Collaborative Goal Setting Facilitate collaborative goal-setting sessions within the ILT to establish clear instructional improvement objectives that align with the school's mission, vision, and student needs.</p> <p>Goal: Data-Informed Decision-Making Ensure that the ILT consistently uses data to inform instructional decisions. Set objectives for analyzing student performance data, identifying trends, and adjusting instructional strategies accordingly.</p> <p>Goal: Strategic Professional Development Develop a professional development plan that addresses the specific needs of teachers and instructional staff. Set goals for providing targeted training and resources that enhance instructional practices.</p> <p>Goal: Learning Walks and Observations Establish a schedule for learning walks and classroom observations. Set objectives for the ILT to provide timely feedback, identify effective teaching practices, and share insights with the broader staff.</p> <p>Goal: Differentiated Support Develop strategies for providing differentiated support to teachers based on their individual strengths and areas for growth. Set goals for offering personalized coaching, mentoring, and resources.</p>	<p>Goal: Curriculum Alignment and Implementation Ensure that the ILT collaborates with teachers to align curriculum with standards and instructional best practices. Set objectives for monitoring curriculum implementation and making adjustments as needed.</p> <p>Goal: Professional Learning Communities (PLCs) Promote the development of PLCs within the school. Set goals for the ILT to facilitate meaningful PLC discussions focused on instructional improvement, data analysis, and sharing effective strategies.</p> <p>Goal: Student-Centered Approach Set goals for the ILT to emphasize student-centered instructional practices that cater to diverse learning needs and promote active engagement in the learning process.</p>	<p>Goal: Promoting Innovation Encourage the ILT to explore innovative instructional approaches and technologies. Set objectives for piloting new strategies that can enhance teaching and learning outcomes.</p> <p>Goal: Reflective Practices and Continuous Improvement Establish a culture of reflective practice within the ILT. Set goals for regular reflection on the team's effectiveness, achievements, challenges, and areas for improvement.</p> <p>Goal: Stakeholder Collaboration Encourage collaboration between the ILT, teachers, parents, and students. Set objectives for creating avenues for open dialogue, incorporating diverse perspectives, and fostering a sense of shared ownership in instructional improvement.</p>

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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
By SY 26, 45% of students will be at/or above the 50th percentile.	STAR (Reading)	Overall	27%	35%	Select Status	Select Status	Select Status	Select Status
BY SY26 ELL 35% of students will be at/or above the 50th percentile.		English Learners	17%	23%	Select Status	Select Status	Select Status	Select Status
By SY26 60% of students will be at/or above the 50th percentile.	iReady (Reading)	Overall	50%	52%	Select Status	Select Status	Select Status	Select Status
By Sy 26 55% of students will be at/or above the 50th percentile.		English Learners	41%	45%	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.	Goal: Ongoing Curriculum Evaluation and Selection Establish a regular process for evaluating and selecting curricular materials. This includes reviewing and updating materials to ensure they remain current, effective, and aligned with educational standards. Goal: Professional Development and Training	Select Status	Select Status	Select Status	Select Status
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.	Goal: Comprehensive Equity-Based MTSS Implementation Implement an equity-driven MTSS framework that encompasses all tiers of support across the school. Ensure that the framework is aligned with the principles of equity, diversity, and inclusion.	Select Status	Select Status	Select Status	Select Status



Jump to...	<a href="#">Priority</a>	<a href="#">TOA</a>	<a href="#">Goal Setting</a>	<a href="#">Progress Monitoring</a>	Select the Priority Foundation to pull over your Reflections here =>	Curriculum & Instruction			
<a href="#">Reflection</a>	<a href="#">Root Cause</a>	<a href="#">Implementation Plan</a>				Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	<b>Goal: Collaborative Goal Setting</b> Facilitate collaborative goal-setting sessions within the ILT to establish clear instructional improvement objectives that align with the school's mission, vision, and student needs.								

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	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?

Talman Elementary has both a Behavioral Health team and a Culture and Climate Team. These teams reflect a proactive commitment to fostering a conducive educational environment. However, it is discerned that while these teams are firmly established, their efficacy in comprehensively reflecting student well-being and cultivating an atmosphere of contentedness remains a subject of consideration. An assessment of the current landscape suggests that there exists room for further enhancement and refinement in order to ensure that the endeavors undertaken by these teams result in a more holistic and substantiated support system for Talman's entire student body.

Students currently receive some basic support, but a consistent and structured support system, like Second Step, along with data tracking, would be even more effective. Creating a consistent tier one support system, along with a curriculum backed by data, is very important. Right now, we use restorative practices for discipline, but we want a more organized approach. While restorative practices help create a positive discipline environment, we need consistent discipline practices to improve our school's culture and climate.

Out-of-school time programs play a pivotal role in enhancing and enriching student learning experiences. Students are afforded the opportunity to access a range of out-of-school programs.

There currently is no intentional re-entry plan for students with extended absences or chronic absenteeism.

What is the feedback from your stakeholders?

Following discussions involving staff members, a more structured approach to discipline has been identified for SSC levels 1-6. The current implementation of consequences needs to be aligned to a standardized system in order to promote a sense of fairness and equity that we strive to uphold. A clear description of behaviors and consequences that classroom teachers follow up with and office referrals need to be clearly defined.

Among the insights shared by some stakeholders, there is a need to integrate more student voice and opportunities for diverse experiences. Stakeholders emphasize that granting students a platform to voice their thoughts, ideas, and concerns not only enriches the learning process but also cultivates a deeper sense of ownership and engagement within the school community.

What student-centered problems have surfaced during this reflection?

**Social Integration:** Students who have been absent for an extended period may find it difficult to reintegrate into the social dynamics of the classroom and school community.

**Lack of Engagement:** Students who have experienced chronic absenteeism might face difficulties in engaging with the material and participating actively in classroom activities.

**Emotional Well-being:** Re-entering school after an extended absence can evoke various emotions, such as anxiety, isolation, or feelings of inadequacy, which can impact the student's overall well-being.

**Skill Gap:** Prolonged absenteeism can lead to skill gaps, making it challenging for students to keep up with peers and meet grade-level expectations.

**Lack of Clear Expectations:** When students and staff are unclear about the school's rules, behavioral expectations, and consequences for misconduct, it can lead to inconsistent enforcement and confusion.

**Inadequate Behavior Management Strategies:** Schools might struggle to implement effective behavior management techniques that address various types of behavioral issues while promoting positive conduct.

**Inconsistent Enforcement:** Uneven application of discipline measures can lead to feelings of unfairness among students and undermine the credibility of the school's disciplinary system.

**External Factors:** Students facing challenges outside of school, such as family issues, community problems, or socioeconomic stressors, may exhibit behavioral issues that require support and understanding from the school.

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?

In the ongoing pursuit of nurturing students' social and emotional well-being, a significant advancement has been made this academic year: the integration of standardized Tier One Social and Emotional Learning (SEL) lessons developed by Second Step on SEL curriculum. A notable attribute of the "Second Step" program is its capacity to gather and organize data, effectively transforming insights into actionable strategies. This data-driven approach serves as a monitoring tool and addressing SEL concerns. By capturing critical information related to students' emotional growth and behavioral dynamics, this program provides Talman staff with a comprehensive view of students' evolving needs.

Efforts are also being made as the behavioral health team undergoes revision. The team is working towards extending interventions beyond Tier Three alone. The team is diligently working to improve Tier Two and Tier One interventions in order to be more impactful. By harnessing the expertise of the Behavioral Health team in discerning the most suitable interventions across various tiers, this strategic revision represents a substantial stride toward holistic support. This approach reinforces the team's overarching goal of nurturing a learning environment where each student's emotional and behavioral needs are meticulously recognized and catered to.

Determine Priorities

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

Students...

The student-centered challenges that the school will address in this priority are as follows:

- Social Reintegration:** Students who have been absent for an extended period may struggle to reintegrate into the social dynamics of the classroom and school community.
- Engagement/Emotional Difficulties:** Students with a history of chronic absenteeism might encounter difficulties in engaging with the material and actively participating in classroom activities. Returning to school after an extended absence can trigger various emotions, including anxiety, isolation, and feelings of inadequacy, which can affect the overall emotional well-being of the student.
- Behavior Management/Expectation Clarity:** Schools might struggle to effectively implement behavior management techniques that address various types of behavioral issues while fostering positive conduct. Unclear understanding among students and staff about the school's rules, behavioral expectations, and consequences for misconduct can result in inconsistent enforcement and overall confusion.
- Enforcement Consistency:** Uneven application of disciplinary measures can lead to perceptions of unfairness among students and undermine the credibility of the school's disciplinary system.

[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.

Root Cause

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

As adults in the building, we...

[5 Whys Root Cause Protocol](#)

As adults in the building, we...

1. Social Reintegration:
  - Extended Absences: Students who have missed a significant amount of school may have lost touch with peers and the social dynamics of the classroom.
  - Feeling Isolated: Absences might have led to feelings of isolation and disconnection from the school community.
  - Change in Group Dynamics: During the student's absence, group dynamics and friendships within the classroom might have evolved, making reintegration challenging.
2. Engagement/Emotional Difficulties:
  - Academic Gaps: Chronic absenteeism can lead to missed instruction, creating gaps in understanding that hinder engagement.
  - Emotional Distress: Students who faced challenges that led to absenteeism might carry emotional distress and anxiety upon returning.
  - Self-Esteem Issues: Feelings of inadequacy could arise from comparing themselves to peers who have been consistently present.
3. Behavior Management/Expectation Clarity:
  - Lack of Training: School staff might not have received proper training in implementing effective behavior management strategies.
  - Inconsistent Communication: Unclear communication about behavioral expectations and consequences can lead to confusion among students and staff.
  - Absence of Resources: Schools might lack appropriate resources and systems to support consistent behavior management.
4. Enforcement Consistency:
  - Subjectivity: Different teachers or administrators might interpret and apply disciplinary measures differently, leading to inconsistencies.
  - Lack of Guidelines: Absence of clear guidelines on how to enforce disciplinary actions uniformly can result in varying approaches.



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.

What is your Theory of Action?

If we....

Create a inclusive Culture and Climate, and Behavioral Health Team: The school will proactively build and sustain a culture and climate that promotes a positive and inclusive atmosphere. Additionally, the establishment of a dedicated behavioral health team will provide specialized support to address diverse student needs.

Utilizing Second Step for Holistic Student Development: To address the multifaceted needs of our students, the school will implement the Second Step Social-Emotional Learning (SEL) program. By integrating this program into our curriculum, we aim to foster emotional intelligence, interpersonal skills, and overall well-being among our students.

Expanding Out-of-School Time Programs: Recognizing the value of holistic education, the school will undertake the development of an array of engaging and enriching out-of-school time programs. These programs will not only supplement academic growth but also provide opportunities for social interaction, skill development, and creative exploration.

Attendance Enhancement Strategies: A comprehensive attendance component will be integrated, encompassing targeted interventions, parent engagement initiatives, and data-driven approaches to reduce absenteeism and increase student attendance rates.

Disciplinary Framework Reinforcement: A well-defined disciplinary component will be implemented, emphasizing clear behavioral expectations, consistent consequences, and a restorative approach to addressing misbehavior. This framework will ensure fairness, promote accountability, and support students in making positive choices.

then we see....

Improved Attendance Rates: Through targeted interventions, close collaboration with parents, and a data-informed approach, we expect to witness a notable reduction in absenteeism and a corresponding increase in student attendance rates.

Enhanced Behavior and Engagement: As the Second Step Social-Emotional Learning (SEL) program becomes integrated into the curriculum, we foresee a positive shift in student behavior and engagement. The cultivation of emotional intelligence and interpersonal skills will contribute to a more conducive learning environment.

Positive Out-of-School Engagement: The expansion of out-of-school time programs is anticipated to yield increased participation and active involvement among students. This, in turn, will foster a sense of community, enhance skills, and contribute to a more positive overall school experience.

Reinforced Disciplinary Framework: The disciplined implementation of clear expectations and consequences, combined with restorative practices, will lead to a more equitable and respectful disciplinary framework. This will result in a school culture characterized by accountability and responsible decision-making.

Strengthened Student Well-being: With the holistic approach embedded in our strategies, we expect to see a marked improvement in students' emotional well-being. Reduced feelings of anxiety, isolation, and inadequacy will contribute to a more positive self-perception and a conducive learning atmosphere.

which leads to...

Holistic Student Success: The comprehensive approach to attendance improvement, social-emotional learning, behavior management, and out-of-school engagement is expected to result in holistic student success. This success encompasses not only academic achievements but also emotional well-being, positive behavior, and active community involvement.

Positive School Culture: The combined impact of enhanced attendance, improved behavior, and a strong focus on emotional well-being will contribute to the cultivation of a positive and inclusive school culture. Students will feel valued, supported, and motivated to contribute positively to their learning environment.

Empowered Students: Equipped with improved emotional intelligence, interpersonal skills, and a strong sense of belonging, students will be empowered to navigate challenges and make responsible choices both within and beyond the school setting.

Family and Community Engagement: The collaborative efforts to address attendance, behavior, and emotional well-being will foster stronger partnerships between the school, families, and the broader community. This engagement will create a network of support that positively influences students' growth and success.



Indicators of a Quality CIWP: Theory of Action

Resources:

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.

**Indicators of a Quality CIWP: Implementation Planning**  
 Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.  
 Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.  
 Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.  
 Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.  
 Action steps are inclusive of stakeholder groups and priority student groups.  
 Action steps have relevant owners identified and achievable timelines.

**Team/Individual Responsible for Implementation Plan** 🏠  
 ILT/BHT/CC

**Dates for Progress Monitoring Check Ins**  
 Q1 10/27/23 Q3 2/9/23  
 Q2 12/22/23 Q4 4/1/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
<b>Implementation Milestone 1</b>	Creation of Behavioral Health Team and Culture and Climate Team	BHT and CC Lead	10/27/23	In Progress
<b>Action Step 1</b>	Needs Assessment and Planning	BHT and CC Lead	9/15/23	In Progress
<b>Action Step 2</b>	Team Formation and Composition	BHT and CC Lead	9/22/23	In Progress
<b>Action Step 3</b>	Resource Allocation/Professional Development	BHT and CC TEAM	9/29/23	Not Started
<b>Action Step 4</b>	Implementation of Programs and Strategies	BHT and CC TEAM	9/29/23	Not Started
<b>Action Step 5</b>	Monitoring and Evaluation	BHT and CC TEAM	10/27/23	Not Started
<b>Implementation Milestone 2</b>	Reducing Chronic Absenteeism	Support Staff	10/27/23	In Progress
<b>Action Step 1</b>	Data Collection and Analysis	Support Staff	9/15/23	In Progress
<b>Action Step 2</b>	Early Identification and Intervention	Support Staff	9/15/23	In Progress
<b>Action Step 3</b>	Engagement and Communication	All Staff	9/29/23	In Progress
<b>Action Step 4</b>	Positive School Environment and Incentives	CC Team	9/29/23	In Progress
<b>Action Step 5</b>	Collaboration and Partnerships	CC Team and Support Staff	10/27/23	Not Started
<b>Implementation Milestone 3</b>	Successful Implementation of SEL curriculum "Second Step"	BHT / CC / ILT	10/27/23	Select Status
<b>Action Step 1</b>	Professional Development for Educators	Support Staff	8/25/23	Completed
<b>Action Step 2</b>	Familiarize Yourself with the Curriculum	All Staff	9/15/23	In Progress
<b>Action Step 3</b>	Plan for Integration	All Staff	9/15/23	Not Started
<b>Action Step 4</b>	Monitor Progress and Adaptation	BHT / CC / ILT	10/13/23	Not Started
<b>Action Step 5</b>	Evaluation and Continuous Improvement	BHT / CC / ILT	10/27/23	Not Started
<b>Implementation Milestone 4</b>	After School Program	All Teachers	10/20/23	Not Started
<b>Action Step 1</b>	Finding Volunteers and Staff	Administrative Team	10/06/23	In Progress
<b>Action Step 2</b>	Qualified Staff and Training	Administrative Team	10/13/23	Not Started
<b>Action Step 3</b>	Needs Assessment and Goal Setting	All Teachers	10/06/23	Not Started
<b>Action Step 4</b>	Curriculum and Resource Selection	All Teachers	10/13/23	Not Started
<b>Action Step 5</b>	Monitoring and Communication	OST Staff	12/15/23	Not Started

**SY25-SY26 Implementation Milestones**

<b>SY25 Anticipated Milestones</b>	Milestones for SY25 will include all teachers will be comfortable and responsible for tier one SEL implementation. Attendance increased by 3% from 90% to 93% by the end of SY24. Chronic absenteeism decreases from 35% of students to 30% of students.	🏠
<b>SY26 Anticipated Milestones</b>	Milestones for SY26 will include increased attendance by another 3%, and a reduce in chronic absenteeism by another 5%	🏠

**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
Increase the attendance for chronically absent students targeting 5th and 1st grade students for SY24. Decrease chronic absenteeism in 1st and 5th grade by 30% by the end of Q3	Yes	Increased Attendance for Chronically Absent Students	Other - 5th grade students	16 students	11 students	8 students	5 students
			Other - 1st grade students	15 students	10 students	7 students	5 students



By fostering vibrant and engaging school environment and creating an environment that supports all students in academic and social emotional learning we hope to increase this attendance by addressing student needs.	Yes	Increase Average Daily Attendance	Overall	90% attendance	93%	96%	-
			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:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Implementation of BHT and CCT with consistent biweekly meetings by the end of Q1. Teacher awareness of the roles and responsibilities of each team and how to collaborate with each team to support students by the end of Q4.	BHT and CCT have a consistent meeting flow by the end of Q2. Tier 2 BHT interventions are being implemented on a monthly basis by the end of Q3.	BHT tier 3 referrals reduced by Q1, with a focus on more tier 2 and 1 support. BHT and CCT are an integral part of the school community and provide consistent and appropriate support for all students by the end of the school year.
C&W:3 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.	By the end of Q2 OST programming will become a welcome and encouraging environment for students who are part of the school's cluster program.	By the end of Q2 OST programming will align with school overarching goals and learning needs of the school community. By the end of Q4 60% of all students will participate in at least one OST programming opportunity for SY25.	By end of Q4 OST programming will match student needs and interests with at least 65% of students engaged in at least one OST program.
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	By end of Q2 a formalized re-entry plan will be developed and by end of Q4 re-entry and attendance plans will be implemented for students in grades 1 and 5.	By end of Q3 re-entry plan will be implemented for all students with chronic absenteeism and attendance.	By Q4 chronic absenteeism will decrease from 35% for SY23 to 25% for SY26.

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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
Increase the attendance for chronically absent students targeting 5th and 1st grade students for SY24. Decrease chronic absenteeism in 1st and 5th grade by 30% by the end of Q3	Increased Attendance for Chronically Absent Students	Other - 5th grade students	16 students	11 students	Select Status	Select Status	Select Status	Select Status
		Other - 1st grade students	15 students	10 students	Select Status	Select Status	Select Status	Select Status
By fostering vibrant and engaging school environment and creating an environment that supports all students in academic and social emotional learning we hope to increase this attendance by addressing student needs.	Increase Average Daily Attendance	Overall	90% attendance	93%	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:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Implementation of BHT and CCT with consistent biweekly meetings by the end of Q1. Teacher awareness of the roles and responsibilities of each team and how to collaborate with each team to support students by the end of Q4.	Select Status	Select Status	Select Status	Select Status
C&W:3 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.	By the end of Q2 OST programming will become a welcome and encouraging environment for students who are part of the school's cluster program.	Select Status	Select Status	Select Status	Select Status
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	By end of Q2 a formalized re-entry plan will be developed and by end of Q4 re-entry and attendance plans will be implemented for students in grades 1 and 5.	Select Status	Select Status	Select Status	Select Status

If Checked:  
Complete  
IL-Empower  
Section below

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

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

If Checked:  
No action needed

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



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

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.

## Parent and Family Plan

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

### SCHOOL & FAMILY ENGAGEMENT POLICY

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

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


### SCHOOL & FAMILY COMPACT

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

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

### PARENT & FAMILY ENGAGEMENT BUDGET

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

Outreach to improve and sustain parent and family engagement will focus on targeting Talman's three priorities: Student achievement in 1. Reading, 2. Math, and 3. social and emotional support for our students and parent community. During monthly scheduled meetings, parents will be invited to attend workshops focused on how to increase student achievement in Reading and in Math. Talman will provide workshops for parents on how to use online resources and reports to support their children at home. SEL topics will also be presented to parents. Strategies on how to monitor student progress will also be shared. State and district assessment information will be shared and how to understand parent data reports. Workshops on SEL Topics and physical well-being will be presented in order to increase SEL and physical well-being. Committee members are asked to provide feedback on topics they would like for workshops in order to increase parent and community participation. Presenters are sought out by the EL Liaison, Resource Coordinator, and Principals. The projected date for the Title I Annual Meeting and the Title I PAC Organizational Meeting during the second week of September. 

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