

CIWP Team & Schedules

[Resources](#) 🚀

Indicators of Quality CIWP: CIWP Team

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

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

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

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

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

[CIWP Team Guidance](#)

Name	👉	Role	👉	Email	👉
Josephine Mounts		Principal		jmounts@cps.edu	
Maria Piscitelli		AP		mepiscitelli@cps.edu	
Elinor Sullivan		Math Instructional Coach/Interventionist		EJSullivan@cps.edu	
Dawn Casaday		Curriculum & Instruction Lead		dmalvarez@cps.edu	
Magdalena Roe		Other [Type In]		MARoe1@cps.edu	
Rosa Partida		Teacher-Primary		RIPartida@cps.edu	
Daniel Jankovich		LSC Member		drjankovich@cps.edu	
Gina James		Diverse Learner Teacher		gmjames@cps.edu	
Andre Porter		Fine Arts Teacher		arporter@cps.edu	
Nancy Zamarron		Social Worker		nezamarron1@cps.edu	
Latonya Ferrell		Intermediate Teacher		lferrell@cps.edu	
		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	5/11/23	9/13/23
Reflection: Curriculum & Instruction (Instructional Core)	5/18/23	9/13/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/18/23	9/13/23
Reflection: Connectedness & Wellbeing	5/18/23	9/13/23
Reflection: Postsecondary Success	5/18/23	9/13/23
Reflection: Partnerships & Engagement	5/18/23	9/13/23
Priorities	5/24/23	9/13/23
Root Cause	8/31/23	9/13/23
Theory of Acton	9/1/23	9/13/23
Implementation Plans	9/5/23	9/13/23
Goals	9/5/23	9/13/23
Fund Compliance	9/15/23	9/15/23
Parent & Family Plan	9/15/23	9/15/23
Approval	9/7/23	9/15/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates 📅

Quarter 1	9/22/2023
Quarter 2	10/27/2023
Quarter 3	2/9/2024
Quarter 4	6/7/2024

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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

[CPS High Quality Curriculum Rubrics](#)

IReady 

Reading - Students went from 36% percent to 84% in Reading. Students made a 48% growth increase.

GROWTH
K 41% - 85%
1st 35% - 80%
2nd 33% - 88%

Math - Students went from 72% percent to 99% in Math. Students made a 27% growth increase.

GROWTH
K 91% - 56%
1st 67% - 108%
2nd 58% 115%

Star 360
Reading
3rd Grade
Tier 3 went from 73% to 59%
Tier 1 went from 13% to 21%

Math
Tier 3 went from 50% to 36%
Tier 2 went from 20% to 16%
Tier 1 went from 30% to 46%

4th Grade

[IAR \(Math\)](#)

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Partially

All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.

4th Grade
Reading
Tier 1 dropped from 41% to 35%
Tier 2 increased from 19% to 25%

Math
No movement
65% at grade level

5th Grade
Reading
Tier 3 went from 40% to 57%
Tier 2 went from 28% to 19%
Tier 1 went from 32% to 23%

Math
Tier 3 went from 40% to 44%

6th Grade
Reading
Tier 3 went from 48% to 36%
Tier 2 went from 11% to 23%

Math
Tier 2 went from 9% to 22%
Tier 1 went from 46% to 37%

7th Grade
Reading
Tier 3 went from 45% to 40%
Tier 2 went from 17% to 20%
Tier 1 went from 37% to 40%

Math
Tier 3 went from 30% to 25%
Tier 2 went from 17% to 12%
Tier 1 went from 52% to 62%

[IAR \(English\)](#)

Rigor Walk Data
(School Level Data)

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Partially

Students experience grade-level, standards-aligned instruction.

[Rigor Walk Rubric](#)

[Teacher Team Learning Cycle Protocols](#)

[Quality Indicators Of Specially Designed Instruction](#)

8th Grade
Reading
Tier 2 went from 24% to 15%
Tier 1 went from 24% to 31%

Math
Tier 3 went from 32% to 38%
Tier 1 went from 46% to 40%

Grades
2023
Qtr 4 Semester 2

A 1021
B 681
C 424
D 78
F 26

ACCESS
2023

Entering 2%
Emerging 34%
Developing 27%
Expanding 23%
Bridging 11%
Reaching 3%

IAR
2023

Reading

Did not meet expectations 45%
Partially Met Expectations 22%
Approached Expectations 14%
Met Expectations 15%
Exceeded Expectations 3%

Math

Did not meet expectations 48%
Partially Met Expectations 28%
Approached Expectations 14%
Met Expectations 10%
Exceeded Expectations 1%

[PSAT \(EBRW\)](#)

[PSAT \(Math\)](#)

[STAR \(Reading\)](#)

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Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document

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.

English Language Learners are not serviced through Skyline curriculum. Distributive Leadership needs to be refined so that leaders are bringing information back to teams for the students benefit. Students that are identified as a Tier 2 and Tier 3 level need more support/differentiation with small group instruction. Progress monitoring needs to be recorded and entered into Branching Minds to demonstrate evidence of support.

What is the feedback from your stakeholders?

Tier 2 and 3 students need small-group instruction to be implemented in the classroom. Students need access to Spanish curriculum resources. ILT members need to lead and distribute information from meetings to team members. Evidence-based assessments for learning



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?

Taylor has developed an MTSS team to support Tier 2 and Tier 3 students. The data was collected to assess what concepts/skills to focus on during small group instruction. Intervention minutes have been increased for more direct services with Tier 3 students.



Taylor focused on implementing student discourse throughout instruction. Walkthroughs are showing a lack of consistency in student discourse from the beginning of the year to the end of the year.

Throughout the year, an increase in after school programming and student participation increased.

Taylor needs an increase in data dives for students to own their own progress. Creating a concept checklist for students to check-in with instructors.

[STAR \(Math\)](#)

[iReady \(Reading\)](#)

[iReady \(Math\)](#)

[Cultivate](#)

[Grades](#)

[ACCESS](#)

[TS Gold](#)

[Interim Assessment Data](#)

Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.</p>	<p>We have a MTSS team in place and they are working with the assigned students and documenting the information in Branching Minds. The MTSS team has been targeting tier 3 but throughout the majority of the year, there was providing support to as many students as possible instead of intensive support for targeted students. There was tier movement but we still have a number of tier 2 and tier 3 students that need additional support to be at grade level.</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p> <p>MTSS Continuum</p> <p>Roots Survey</p> <p>ACCESS</p> <p>MTSS Academic Tier Movement</p> <p>Annual Evaluation of Compliance (ODLSS)</p>
Partially	<p>School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.</p>		<p>Quality Indicators of Specially Designed Curriculum</p>
Yes	<p>Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.</p>	<p>What is the feedback from your stakeholders?</p> <p>We have a MTSS team in place and they are working with the assigned students and documenting the information in Branching Minds. The MTSS team has been targeting tier 3 but throughout the majority of the year, there was providing support to as many students as possible instead of intensive support for targeted students. That is an area that we want to change for next year. In addition, tier 2 students need more targeted support in the classroom through small group instruction.</p>	<p>EL Program Review Tool</p>
Partially	<p>Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.</p>		
Yes	<p>English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.</p>	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>	

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

Our MTSS team is getting trained in the I-Ready toolkit so that they can provide more targeted, higher quality and differentiated instruction. Our school is focusing on improving small group instruction to target tier 1, 2 and 3.

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.

MTSS supports need to be implemented in the classroom through small group instruction. Results need to be documented in Branching Minds by the teacher providing the support. WIDA standards need to be in lesson plans and posted for students in the classroom. Student's IEP minutes are being met by the supporting diverse learner teacher. Better communication between diverse learner teachers and regular education teachers to write and implement IEPs. Making sure the language objectives are demonstrated school-wide.

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

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

	BHT Key Component Assessment

% of students receiving tier 2/3 interventions meeting targets: Opportunity for progress in documenting services to better reflect efforts and outcomes Reduction in OSS per 100: Increase in number of total suspensions, 45% increase overall but decrease in lengths of suspensions from 3 days OSS in 2019/20 to 1 day OSS in 2022/23, In school length of suspension remained constant. Discipline reduced other consequences besides suspensions from 112 in 2019/20 to 6 non-suspensions in 2022/23; OSS and ISS averaged the same rate over this period. Number of school days spent with suspensions reduced from significance group 2 (2-3 days) to lower significance group (1 day). Reduction in repeated disruptive behaviors; Opportunity for improving documentation that

[% of Students receiving Tier 2/3 interventions meeting targets](#)

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Partially

Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.

[SEL Teaming Structure](#)

behaviors: Opportunity for improving documentation that could also be shared with relevant stakeholders across the school building. Data shows significant declines in reported incidents; dashboard records do not reflect anecdotal records of incidents and consequences, although there is some anecdotal improvement in behavior across the school building which reflects data presented. Majority of incidents documented are occurring in the classroom and hallway, typically during the after lunch hours of 12-2pm. Access to OST: 28 OST programs, academic support count 20, enrichment 6 programs, 0 enrichment programs. 1489 hours contact hours, 738 did not take attendance, programs missing students 1. Lack of clarity regarding meaning of data categories. Increase average daily attendance: Month over month, school maintained an average of approximately 88.6% year wide. Attendance dropped during winter months, then attendance climbed steadily from January through April. Lowest attendance month was 86.52% in December 2022. Highest attendance month was August 2022 with 93.06%. For context, August only had 8 days of student attendance. Increase attendance for chronically absent students: Decrease from 41% to 38% from previous school year regarding percent of students with chronic absences. Statistically, numbers for at risk students remained static. Chronic truancy dropped from 54.52 to 42.65%, however we have not returned to 2019/20 school year levels of 25.95%. Chronic truancy at risk rate decreased from 58.24 to 47.84%, although the number of students considered at risk increased from 17.82% to 23.05%. Essentially, students decreased severity from chronically truant to at risk of chronic truancy. Reconnected by 20th day: Current school year August attendance decrease from 96.79% to 93.01%. Current school year September attendance decreased, this trend continued through December 2022 with a low of 86% before beginning an upward trend. Enrichment program: information is same as Access to OST data..Overall, there are significant opportunities for progress in documenting consequences to better reflect efforts and outcomes. There are increases from the most recent school years across nearly all metrics, however numbers have not returned to 2019/20 school year levels.

[Reduction in OSS per 100](#)

[Reduction in repeated disruptive behaviors \(4-6 SCC\)](#)

[Access to OST](#)

[Increase Average Daily Attendance](#)

[Increased Attendance for Chronically Absent Students](#)

[Reconnected by 20th Day, Reconnected after 8 out of 10 days absent](#)

[Cultivate \(Belonging & Identity\)](#)

Partially

Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.

Yes

All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.

What is the feedback from your stakeholders?

Some feedback includes:

- Requests to verify home addresses for students, whose absences may be associated with their current address.
- Are discipline issues being correctly logged in Aspen/i.e. being communicated with Dashboard?



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Other student interests and needs.

No

Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

Being communicated with parents and...
- Attendance heavily impacted by vacations out of the country before Winter Break.
-

Staff trained on alternatives to exclusionary discipline (School Level Data)

[Enrichment Program Participation: Enrollment & Attendance](#)

[Student Voice Infrastructure](#)

[Reduction in number of students with dropout codes at EOY](#)

What student-centered problems have surfaced during this reflection?

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

Attendance re-entry plan for all students with chronic absenteeism. The resources and structures are available to address all four components but the work has not been effective because it is not implemented with fidelity. Include parental support to maximize the outcome of students meeting the expectations school-wide.



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?

We have had weekly and monthly incentives. Some of them have been successful, particularly the weekly incentives. The monthly incentives seem to be too long for it to be as effective. We also need to be more targeted toward our chronic absences. Students going to Mexico is a real problem.



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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

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Partially	<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>College and Career Competency Curriculum (C4)</p>
No	<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>Individualized Learning Plans</p>
Partially	<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>Work Based Learning Toolkit</p>
N/A	<p>Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).</p>	
N/A	<p>Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).</p>	<p>ECCE Certification List</p>
	<p>There is an active Postsecondary Leadership Team (PLT)</p>	<p>PLT Assessment Rubric</p>

We had 15% that were accepted into selective enrollment school. That was an improvement of more than twice the number of students from the previous years. According to 2022-2023 data, 96.47% were on track.



[Graduation Rate](#)

[Program Inquiry: Programs/participation/attainment rates of % of ECCC](#)

[3 - 8 On Track](#)

[Learn, Plan, Succeed](#)

[% of KPIs Completed \(12th Grade\)](#)

[College Enrollment and Persistence Rate](#)

[9th and 10th Grade On Track](#)

What is the feedback from your stakeholders?

Teachers believe that posting more post-secondary in their classroom to expose children to their opportunity. Plan field trip to a college campus. Career day for all students. High School fairs so students can explore their options.



[Cultivate \(Relevance to the Future\)](#)

Freshmen Connection Programs Offered (School Level Data)

N/A	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).
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni). Alumni Support Initiative One Pager

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?

Our 8th graders are attending the high school fair at Rowan Park. A college tour is being planned. There will be a schoolwide career day. 📌

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.

A plan needs to be in place at the beginning of the year to focus on student interest in secondary education and beyond for grades Pre-K through 8th grade. Generating programs and experiences for students around high school experiences and college and career readiness. 📌

[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>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>Spectrum of Inclusive Partnerships</p>	<p>For BAC meetings, it is an open invitation and about 10 parents participate in the meetings including the elected BAC members. To increase participation. We let parents know that there are raffles and prizes and need to show up in person to receive it. 📌</p> <p>For ESSA meetings, it is an open invitation and about 10 parents participate in the meetings including the elected ESSA members. To increase participation. We let parents know that there are raffles and prizes and need to show up in person to receive it.</p> <p>Throughout our CAPE/Taylor Community Arts program this year, we observed the same group of four families continually participated in our Saturday meetings; however, we did see an uptake in participation from multiple families in support of our field trips and after school community events which we found very promising for future growth.</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p> <p>5E: Supportive Environment</p>
	<p>Reimagining With Community Toolkit</p>		

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Partially

Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.

Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)

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

Partially

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

[Student Voice Infrastructure Rubric](#)

What is the feedback from your stakeholders?

Communication is not consistently a two way street. School has difficulty with maintaining open lines of communication and receiving feedback from all parents/guardians. Communication depends on the family and household; some households maintain consistent means of communications, volunteer, attend school events, engage staff, etc. Other groups of parents may block the school number, not respond to attempts to communicate, etc.



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

What student-centered problems have surfaced during this reflection?

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

Consistent parent communication between the school and home. Actively including parents in becoming more participatory in community events and parental groups. Fostering partnerships with parents and community members in engagement that supports community businesses.



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?

UIC partnership for star students. Chicago Arts Partnership in Education, 21st CCLC Grant. We also took part in their Artists and Research partnership. Open Studio Project for SEL. GOTR for SEL. Communities in School is our partner. Act and Adapt is an SEL program. We have ESSA and BAC. Global Lighthouse Studios is a music program for 2nd Grade. Mathcounts for 6-8 grade thanks to a 3M grant.



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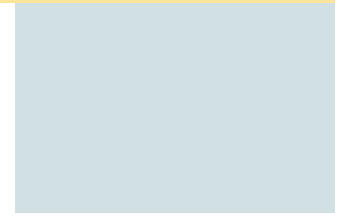
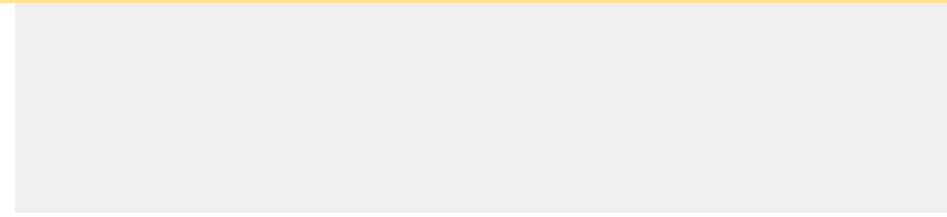
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Reflection on Foundation

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.

IReady

Reading - Students went from 36% percent to 84% in Reading. Students made a 48% growth increase.

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1st 35% - 80%

2nd 33% - 88%

Math - Students went from 72% percent to 99% in Math. Students made a 27% growth increase.

GROWTH

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2nd 58% 115%

Star 360

Reading

3rd Grade

Tier 3 went from 73% to 59%

Tier 1 went from 13% to 21%

Math

Tier 3 went from 50% to 36%

Tier 2 went from 20% to 16%

Tier 1 went from 30% to 46%

4th Grade

Reading

Tier 1 dropped from 41% to 35%

Tier 2 increased from 19% to 25%

Math

No movement

65% at grade level

5th Grade

Reading

Tier 3 went from 40% to 57%

Tier 2 went from 28% to 19%

Tier 1 went from 32% to 23%

Math

Tier 3 went from 40% to 44%

6th Grade

Reading

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

Curriculum & Instruction

Partially

Students experience grade-level, standards-aligned instruction.

Reading
Tier 3 went from 48% to 36%
Tier 2 went from 11% to 23%

Math
Tier 2 went from 9% to 22%
Tier 1 went from 46% to 37%

7th Grade
Reading
Tier 3 went from 45% to 40%
Tier 2 went from 17% to 20%
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Math
Tier 3 went from 30% to 25%
Tier 2 went from 17% to 12%
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8th Grade
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Tier 2 went from 24% to 15%
Tier 1 went from 24% to 31%

Math
Tier 3 went from 32% to 38%
Tier 1 went from 46% to 40%

Grades
2023
Qtr 4 Semester 2

Partially	<p>Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.</p>	<p>A 1021 B 681 C 424 D 78 F 26</p> <p>ACCESS 2023</p> <p>Entering 2% Emerging 34% Developing 27% Expanding 23% Bridging 11% Reaching 3%</p> <p>IAR 2023</p> <p>Reading</p> <p>Did not meet expectations 45% Partially Met Expectations 22% Approached Expectations 14% Met Expectations 15% Exceeded Expectations 3%</p> <p>Math</p> <p>Did not meet expectations 48% Partially Met Expectations 28% Approached Expectations 14% Met Expectations 10% Exceeded Expectations 1%</p>
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Partially	<p>The ILT leads instructional improvement through distributed leadership.</p>
Partially	<p>School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.</p>
Partially	<p>Evidence-based assessment for learning practices are enacted daily in every classroom.</p>

What is the feedback from your stakeholders?

Tier 2 and 3 students need small-group instruction to be implemented in the classroom.
 Students need access to Spanish curriculum resources.
 ILT members need to lead and distribute information from meetings to team members.
 Evidence-based assessments for learning

What student-centered problems have surfaced during this reflection?

English Language Learners are not serviced through Skyline curriculum. Distributive Leadership needs to be refined so that leaders are bringing information back to teams for the students benefit. Students that are identified as a Tier 2 and Tier 3 level need more support/differentiation with small group instruction. Progress monitoring needs to be recorded and entered into Branching Minds to demonstrate evidence of support.

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?

Taylor has developed an MTSS team to support Tier 2 and Tier 3 students. The data was collected to assess what concepts/skills to focus on during small group instruction. Intervention minutes have been increased for more direct services with Tier 3 students.

Taylor focused on implementing student discourse throughout instruction. Walkthroughs are showing a lack of consistency in student discourse from the beginning of the year to the end of the year.

Throughout the year, an increase in after school programming and student participation increased.

Taylor needs an increase in data dives for students to own their own progress. Creating a concept checklist for students to check-in with instructors.

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Determine Priorities

Resources: 

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

Students...

Students will be able to have student-to-student discourse during whole-group and small-group learning. 

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.


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Root Cause

Resources: 

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

As adults in the building, we...

As adults in the building, we need to create lessons that are designed to generate student discourse. 

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

Indicators of a Quality CIWP: Root Cause Analysis

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

The root cause is based on evidence found when examining the student-centered problem.
 Root causes are specific statements about adult practice.
 Root causes are within the school's control.

[Return to Top](#) **Theory of Action**

What is your Theory of Action?

If we....

Implement collaboration of teacher teams to plan standards-based instruction using data and differentiation to address the unique needs of all learners with an emphasis on student mastery of standards using Star 360/ Eureka Math/ IXL/ Freckle and Skyline ELA/ IReady data along with Professional Development this will support college and career readiness



Resources:

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

then we see....

Then we will see high-quality, rigorous Tier I instruction which includes small group instruction with clearly defined structures (Reading and math block time allocation), supports (ILT, GLTs, MTSS, Professional learning), and outcomes (Student/Teacher goal-setting, Student growth and attainment and on Track Data).



which leads to...

Which leads to increased attainment of students in their benchmark goals using iReady/STAR/IAR which will project an increase from 46% in reading to 50% and an increase in math from 39% to 45% in math; of English language learners meeting growth targets on iReady/Star360; and of 50% of Diverse Learners meeting growth targets on iReady/STAR.



[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.

Jump to...
Reflection

[Priority](#)
[Root Cause](#)

[TOA](#)

[Goal Setting](#)
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[Progress](#)
[Monitoring](#)

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

Curriculum & Instruction

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/GLT/Admin

Dates for Progress Monitoring Check Ins

Q1 9/22/2023

Q3 2/9/2024



Q2 10/27/2023

Q4 6/7/2024

	SY24 Implementation Milestones & Action Steps 📌	Who 📌	By When 📌	Progress Monitoring
Implementation Milestone 1	Create vertical instructional alignment across grade-bands (K-2, 3-5, 6-8) for consistency of implementation in small groups, including DL, BIL, and EL students.			Not Started
Action Step 1	All teachers sign up and attend professional development on small group instruction	All teachers and Instructional Coaches	8/17/2023	In Progress
Action Step 2	Ensure that GLT and ILT agendas are aligned to the CIWP priority goal and support opportunities for vertical alignment.	Admin/Coaches/ILT team	8/21/2023	In Progress
Action Step 3	Establish school-wide norms for small group instruction.	All teachers	9/6/23	In Progress
Action Step 4	Including the WIDA standards to ensure ELL students are capable of effectively engaging in small group instruction	All teachers	9/6/2023	In Progress
Action Step 5	Solicit the support of district reps to provide professional learning around co-teaching practices to DL/GenEd teams.	DL reps	10/2/23	In Progress
Implementation Milestone 2	Improve the effectiveness of student to student discourse through teacher collaboration.	All teachers	10/4/2023	Not Started
Action Step 1	Survey teachers regarding strength of practice and areas of growth to inform professional development, supports needed, and model classrooms.	Admin/Coaches/ILT	9/22/2023	Not Started
Action Step 2	Based on survey data, schedule peer observation walks and support opportunities for teachers looking to grow their practice.	Admin/Coaches/ILT	9/27/2023	Not Started
Action Step 3	Design a rubric for peer observations.		10/4/2023	Not Started
Action Step 4	Weekly admin & ILT learning walks with pop-ins	Admin/ILT	10/11 and 10/12	Not Started
Action Step 5	Designate time in weekly GLTs to debrief from observations, provide feedback, and plan next steps.	All teachers	10/18/2023	Not Started
Implementation Milestone 3	100% of teachers with EL students are providing EL supports through Tier 1 instruction and supports	ELPT		Not Started
Action Step 1	BOY PD on Tier 1 EL student supports, using trends from tool outcomes	ELPT		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 2	GLT team work time with EL Coordinator to implement identified strategies for that teachers/grade level			ELPT, All teachers		Not Started
Action Step 3	Observe teachers EL supports			ELPT		In Progress
Action Step 4	Check in with GLTs monthly using data to lead actions/next steps			ELPT, All teachers		In Progress
Action Step 5						Select Status
Implementation Milestone 4						Select Status
Action Step 1						Select Status
Action Step 2						Select Status
Action Step 3						Select Status
Action Step 4						Select Status
Action Step 5						Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	75% of teachers will use vertical articulation in their lesson planning and grade level team meetings to provide high quality instruction. OPERATIONAL-100% of tier 3 interventions will be documented and monitored in Branching Minds. 60% of tier 2 interventions will be documented and monitored in Branching Minds. Those teachers will utilize Branching Minds progress monitoring tools to monitor students' progress.	
SY26 Anticipated Milestones	100% of teachers will use vertical articulation in their lesson planning and grade level team meetings to provide high quality instruction. OPERATIONAL-100% of tier 3 interventions will be documented and monitored in Branching Minds. 100% of tier 2 interventions will be documented and monitored in Branching Minds. Those teachers will utilize Branching Minds progress monitoring tools to monitor students' progress	

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Goal Setting

Indicators of a Quality CIWP: Goal Setting

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

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

[Jump to... Reflection](#)

[Priority Root Cause](#)

[TOA](#)

[Goal Setting Implementation Plan](#)

[Progress Monitoring](#)

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

Curriculum & Instruction

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

Performance Goals

Specify the Goal 📌	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 📌	Numerical Targets [Optional] 📌		
					SY24	SY25	SY26
60% of students will test into tier 1 using I-Ready and Star 360.	Yes	STAR (Reading)	Overall	34%	50%	65%	75%
			Students with an IEP	30%	50%	60%	70%
60% of students will test into tier 1 using I-Ready and Star 360.	Yes	STAR (Math)	Overall	49%	60%	68%	75%
			Students with an IEP	27%	40%	50%	60%
50% of Diverse Learners will meet their growth targets on iReady/STAR							

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:5 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.	Professional development, peer to peer observation and utilizing the "training the trainer" model to enhance teacher practices.	Most teachers are utilizing instructional materials to implement and adjust instruction, including differentiating based on student needs.	All teachers are utilizing instructional materials to implement and adjust instruction, including differentiating based on student needs.

Jump to... Reflection	Priority Root Cause	TOA Implementation Plan	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>	Curriculum & Instruction				
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.			Teachers will receive PD on strategies for promoting student to student discourse. Sentence stem will be used in all classrooms. Teachers in each grade will develop classroom rubric so that students are aware of expectations revolving around student to student discourse		Continuous implementation of student to student discourse and strategies.		With fidelity, all classrooms will demonstrate examples of student to student discourse sentence stems and strategies.			
Select a Practice										

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SY24 Progress Monitoring

Resources: 

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
60% of students will test into tier 1 using I-Ready and Star 360.	STAR (Reading)	Overall	34%	50%	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	30%	50%	Select Status	Select Status	Select Status	Select Status
60% of students will test into tier 1 using I-Ready and Star 360.	STAR (Math)	Overall	49%	60%	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	27%	40%	Select Status	Select Status	Select Status	Select Status
50% of Diverse Learners will meet their growth targets on iReady/STAR								

Practice Goals

Progress Monitoring

Identified Practices

SY24

Quarter 1

Quarter 2

Quarter 3

Quarter 4

[Jump to...](#)
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Select the Priority Foundation to pull over your Reflections here =>

Curriculum & Instruction

C&I:5 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.

Professional development, peer to peer observation and utilizing the "training the trainer" model to enhance teacher practices.

Select Status

Select Status

Select Status

Select Status

C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.

Teachers will receive PD on strategies for promoting student to student discourse. Sentence stem will be used in all classrooms. Teachers in each grade will develop classroom rubric so that students are aware of expectations revolving around student to student discourse

Select Status

Select Status

Select Status

Select Status

Select a Practice

Select Status

Select Status

Select Status

Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of metrics?

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.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

% of students receiving tier 2/3 interventions meeting targets: Opportunity for progress in documenting services to better reflect efforts and outcomes Reduction in OSS per 100: Increase in number of total suspensions, 45% increase overall but decrease in lengths of suspensions from 3 days OSS in 2019/20 to 1 day OSS in 2022/23, In school length of suspension remained constant. Discipline reduced other consequences besides suspensions from 112 in 2019/20 to 6 non-suspensions in 2022/23; OSS and ISS averaged the same rate over this period. Number of school days spent with suspensions reduced from significance group 2 (2-3 days) to lower significance group (1 day). Reduction in repeated disruptive behaviors: Opportunity for improving documentation that could also be shared with relevant stakeholders across the school building. Data shows significant declines in reported incidents; dashboard records do not reflect anecdotal records of incidents and consequences, although there is some anecdotal improvement in behavior across the school building which reflects data presented. Majority of incidents documented are occurring in the classroom and hallway, typically during the after lunch hours of 12-2pm. Access to OST: 28 OST programs, academic support count 20, enrichment 6 programs, 0 enrichment programs. 1489 hours contact hours, 738 did not take attendance, programs missing students 1. Lack of clarity regarding meaning of data categories. Increase average daily attendance: Month over month, school maintained an average of approximately 88.6% year wide. Attendance dropped during winter months, then attendance climbed steadily from January through April. Lowest attendance month was 86.52% in December 2022. Highest attendance month was August 2022 with 93.06%. For context, August only had 8 days of student attendance. Increase attendance for chronically absent students: Decrease from 41% to 38% from previous school year regarding percent of students with chronic absences. Statistically, numbers for at risk students remained static. Chronic truancy dropped from 54.52 to 42.65%, however we have not returned to 2019/20 school year levels of 25.95%. Chronic truancy at risk rate decreased from 58.24 to 47.84%, although the number of students considered at risk increased from 17.82% to 23.05%. Essentially, students decreased severity from chronically truant to at risk of chronic truancy. Reconnected by 20th day: Current school year August attendance decrease from 96.79% to 93.01%. Current school year September attendance decreased, this trend continued through December 2022 with a low of 86% before beginning an upward trend. Enrichment program: information is same as Access to OST data. Overall, there are significant opportunities for progress in documenting consequences to better reflect efforts and outcomes. There are increases from the most recent school years across nearly all metrics, however numbers have not returned to 2019/20 school year levels.

What is the feedback from your stakeholders?

Some feedback includes:
 - Requests to verify home addresses for students, whose absences may be associated with their current address.
 - Are discipline issues being correctly logged in Aspen/i.e. being communicated with Dashboard?

- Attendance heavily impacted by vacations out of the country before Winter Break.

What student-centered problems have surfaced during this reflection?

Attendance re-entry plan for all students with chronic absenteeism. The resources and structures are available to address all four components but the work has not been effective because it is not implemented with fidelity. Include parental support to maximize the outcome of students meeting the expectations school-wide.

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?

We have had weekly and monthly incentives. Some of them have been successful, particularly the weekly incentives. The monthly incentives seem to be too long for it to be as effective. We also need to be more targeted toward our chronic absences. Students going to Mexico is a real problem.

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Determine Priorities

Resources: 

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

Students...

are chronically absent which affects their instruction and the school attendance.



[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

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Root Cause

Resources: 

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

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

As adults in the building, we...
 are continuing with our Attendance Team, MTSS Team, and Behavior and Health Team that will focus on SEL and Universal teaming structures to support student wellbeing and connectedness in the school climate at Taylor.

Indicators of a Quality CIWP: Root Cause Analysis

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

[Return to Top](#) **Theory of Action**

What is your Theory of Action?

If we...
 implement weekly attendance meetings; daily phone calls home for absences; high interest attendance incentives; daily reading of announcements of highest attending classrooms from the entire school;

Resources:

Indicators of a Quality CIWP: Theory of Action

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

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

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

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

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

then we see....
 an increase in attendance with less students on the chronic absence list.

which leads to...
 an attainable goal of 92% and a stretch goal of 95% attendance.

[Return to Top](#) **Implementation Plan**

Indicators of a Quality CIWP: Implementation Planning

Resources:

Jump to...
Reflection

[Priority](#)
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Monitoring

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

Connectedness & Wellbeing

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 📌

Admin/Attendance Committee

Dates for Progress Monitoring Check Ins

Q1 9/22/2023

Q3 2/9/2024

Q2 10/27/2023

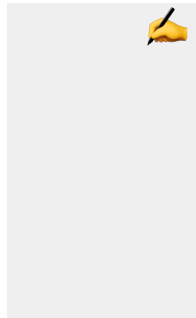
Q4 6/7/2024


	SY24 Implementation Milestones & Action Steps 📌	Who 📌	By When 📌	Progress Monitoring
Implementation Milestone 1	School-wide adherence to attendance protocols and procedures designed to identify barriers, support families, and improve student attendance.	Admin/Attendance Team	September 2023	In Progress
Action Step 1	Developing and building the capacity of the attendance team.	Admin/Attendance Team	September 2023	In Progress
Action Step 2	Attendance team meets with fidelity to establish and uphold school-wide protocols that support students to meet attendance goals.	Admin/Attendance Team	Bi-weekly starting September 2023	In Progress
Action Step 3	Establish a progress monitoring tool that effectively monitors student attendance and improvement in attendance.	Admin/Attendance Team	August 2023	In Progress
Action Step 4	Continuation of monthly attendance incentives and parent calls.	Attendance Team	August 2023	In Progress
Action Step 5				Select Status
Implementation Milestone 2	Implementation of the Second Step curriculum with follow up from the counselor and social worker.	Counselor and Social Worker	Week of September 5th	In Progress
Action Step 1	Teachers and staff are implementing the Second Step curriculum with fidelity.	All teachers	September 6th - GLT Meetings	In Progress
Action Step 2	Implement the PBIS program with SEL integration during advisory	All teachers	September 6th - GLT Meetings	In Progress

Action Step 3	Implement SEL monthly themes: September: Building Community October: Diversity and Acceptance November: Empathy December: Dedication January: Growth mindset + Responsibility February: Using your voice March: Creating solutions April: Mindfulness May: Self confidence June: Self reflection	All teachers	Weekly admin bulletin, GLT meetings, morning/afternoon announcements, school website, school marquee	In Progress
Action Step 4				Not Started
Action Step 5				Select Status
Implementation Milestone 3				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones


SY25 Anticipated Milestones 80% of teachers are implementing Second Step with fidelity. 85% of classrooms are supporting student attendance by following school-wide attendance procedures and protocols. DEVELOPED - The Attendance, MTSS, and BHT Teams meet routinely and meetings are agenda-driven with clearly defined roles and responsibilities. DEVELOPED - The Attendance, MTSS, and BHT teams utilize BranchingMinds to document supports, services, and interventions. DEVELOPED - The Attendance, MTSS, BHT, and ILT teams build capacity of teachers to use BranchingMinds interventions to track student progress and support collaboration across grade levels and content areas.



SY26 Anticipated Milestones All teachers are implementing Second Step with fidelity. 100% of classrooms are supporting student attendance by following school-wide attendance procedures and protocols. OPERATIONAL - The Attendance, MTSS, and BHT Teams meet routinely in scheduled intervals, and all members of the teams fulfill the responsibilities of their role. OPERATIONAL - The school fully implements the MTSS framework using BranchingMinds to document supports, services, and interventions in both academics and SEL. OPERATIONAL - The Attendance, MTSS, BHT, and ILT teams collaborate and communicate across teams to design innovative and responsive solutions using the Problem Solving Process (PSP). 

[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 student attendance from 87% to 92% by EOY SY24. Sustain upward trajectory of attendance by students through SY25 and increase to 95% by EOY. Maintain an attendance rate of 95% or better through SY26.	Yes <input type="checkbox"/>	Increase Average Daily Attendance	Overall <input type="text"/>	87.01% EOY 23	92% by EOY	95% by EOY	95% or better
			Other [Specify] <input type="text"/>	92.4% as of 9/5/2023	95% by EOY	95% or better	95% or better
Our number of students with chronic absences will decrease by 5% each year	Yes <input type="checkbox"/>	Increased Attendance for Chronically Absent Students	NA <input type="text"/>	39.48% in 2022-2023	34% by EOY	29% by EOY	24% or better by EOY
			Select Group or Overall <input type="text"/>				

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:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Increase and maintain contact with parents/guardians of students with chronic absenteeism to emphasize the importance of daily student attendance. Maintain parental/guardian contact log to show efforts of the school to assist with attendance issues	Increase incentives for parents (e.g. Family night for perfect and improved attendance) which allows for an acknowledgement of families not just students. Events will be held once each semester through EOY 25 and quarterly by EOY 26.	Creating a parental connection network in which parents may be capable of allowing other families to walk with or transport students to school on their behalf to increase attendance.
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.	Provide PD on Second Step, incorporating monthly SEL themes, hiring restorative justice coordinator which will decrease the amount of discipline referrals.	All teachers are implementing Second Step with fidelity. Established restorative practice protocols are in place.	All stakeholders are interpreting data, progress monitoring, and adjusting instruction based on interventions and multiple types of data.
Select a Practice			

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SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

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

[Jump to...](#)
 [Priority](#)
 [TOA](#)
 [Goal Setting](#)
 [Progress Monitoring](#)
 Select the Priority Foundation to pull over your Reflections here =>

Connectedness & Wellbeing

Increase student attendance from 87% to 92% by EOY SY24. Sustain upward trajectory of attendance by students through SY25 and increase to 95%. by EOY. Maintain an attendance rate of 95% or better through SY26.	Increase Average Daily Attendance	Overall	87.01% EOY 23	92% by EOY	On Track	Select Status	Select Status	Select Status
		Other [Specify]	92.4% as of 9/5/2023	95% by EOY	Select Status	Select Status	Select Status	Select Status
Our number of students with chronic absences will decrease by 5% each year	Increased Attendance for Chronically Absent Students	NA	39.48% in 2022-2023	34% by EOY	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:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Increase and maintain contact with parents/guardians of students with chronic absenteeism to emphasize the importance of daily student attendance. Maintain parental/guardian contact log to show efforts of the school to assist with attendance issues	Select Status	Select Status	Select Status	Select Status
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	Provide PD on Second Step, incorporating monthly SEL themes, hiring restorative justice coordinator which will decrease the amount of discipline referrals.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

If Checked:

Complete
IL-Empower
Section below

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

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

If Checked:

No action needed

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





<p data-bbox="699 580 1715 616">Select a Goal</p>					
<p data-bbox="699 802 1715 838">Select a Goal</p>					
<p data-bbox="699 1024 1715 1060">Select a Goal</p>					

Parent and Family Plan

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



Our school is a Title I school operating a Schoolwide Program

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

If Checked:
No action needed



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

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.



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