

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
Martha Maldonado	Connectedness & Wellbeing Lead	memaldonado2@cps.edu
Maria Soria	Teacher Leader	mdsoria@cps.edu
Gabriela Nunez	Principal	gnunez2@cps.edu
Maria Nava	Inclusive & Supportive Learning Lead	mgnavaortiz@cps.edu
Mary Beth Werner	Teacher Leader	mwerner@cps.edu
Dana Oesterlin	Teacher Leader	doesterlin@cps.edu
Carolina Rosales	Parent	rosalescaro31@gmail.com
Matthew Mochel	LSC Member	matthewmochel@yahoo.com
Karla Espinosa	Teacher Leader	kjespinoza2@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	6/26/23	8/14/23
Reflection: Curriculum & Instruction (Instructional Core)	6/26/23	8/14/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/26/23	8/14/23
Reflection: Connectedness & Wellbeing	6/26/23	8/14/23
Reflection: Postsecondary Success	6/26/23	8/14/23
Reflection: Partnerships & Engagement	6/26/23	8/14/23
Priorities	6/26/23	10/31/23
Root Cause	6/26/23	8/14/23
Theory of Action	6/26/23	8/14/23
Implementation Plans	6/26/23	8/14/23
Goals	6/26/23	8/14/23
Fund Compliance	6/26/23	8/14/23
Parent & Family Plan	6/26/23	10/31/23
Approval	9/11/23	9/14/23

SY24 Progress Monitoring Schedule

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

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

CIWP Progress Monitoring Meeting Dates

Quarter 1	10/18/23
Quarter 2	1/10/24
Quarter 3	3/13/2024
Quarter 4	5/29/2024

Indicators of a Quality CIWP: Reflection on Foundations




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

Resources 

[Reflection on Foundations Protocol](#)


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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	CPS High Quality Curriculum Rubrics	IAR :  In 2018 (ELA) 49% did not meet expectations; in 2022 42% did not meet expectations. In 2018 (ELA) 30% partially met Expectations; in 2022, 27% partially met expectations In 2018 (ELA) 12% approaching Expectations; in 2022, 20% Approaching expectations In 2018 (ELA) 9% met Expectations; in 2022, 11% met expectations.	IAR (Math) IAR (English) Rigor Walk Data (School Level Data)
Yes	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction	Star 360 Math English At benchmark: BOY 30% EOY 27% on Watch: BOY 10% EOY 12% intervention: BOY 18% EOY 25% urgent intervention: BOY 42% EOY 35% Reading English At benchmark: BOY 27% EOY 29% on Watch: BOY 12% EOY 7% intervention: BOY 14% EOY 12% urgent intervention: BOY 45% EOY 50% MOY was the high point for the school and took a dip at the end of the year Overall, there was an upward trend in growth.	PSAT (EBRW) PSAT (Math) STAR (Reading)
Yes	Powerful Practices Rubric Learning Conditions	<p style="text-align: center;">What is the feedback from your stakeholders?</p> D Dual Language :  -I -Teachers are asking for more support to build strategies to support lang -F -Building positivity around Spanish and cultural traditions. -F -Find time to collaborate with others to build units	STAR (Math) iReady (Reading)
Yes	Continuum of ILT Effectiveness Distributed Leadership		iReady (Math) Cultivate Grades ACCESS TS Gold
Partially	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development	<p style="text-align: center;">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>	Interim Assessment Data
Partially	Assessment for Learning Reference Document	School wide interventionist  CPS Tutor Corps Tutors WIN - 3-8 intervention block Well established ILT and PLC schedule	



What student-centered problems have surfaced during this reflection?

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

Students are receiving instruction in both languages based on established goals from assessments. They need to receive continuous progress monitoring and feedback on a more frequent basis to help build agency. Students oracy production will increase. 


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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	MTSS Integrity Memo MTSS Continuum Roots Survey	Reading - 111 students stayed -13 students needed more support -16 students moved to a less intensive tier Math - 111 students stayed -27 students demonstrated more support -6 students moved to a less intensive tier	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey
Yes	MTSS Integrity Memo	-Primary used I-ready to screen, for intervention UFLI, LLI, Estrellita -3-8th grade used a WIN Model to support student intervention needs; Star 360, teachers report, writing samples, grades and attendance to Screen, For intervention UFLI, LLI, Do the Math, Words their Way, Morpheme Magic -2 times per quarter to review intervention data, input data into Branching minds	ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS)
Yes	LRE Dashboard Page	What is the feedback from your stakeholders? -More interventions need to be done in the general education classroom.  -Provide more support/ training to teachers to build interventions into the class schedule.	Quality Indicators of Specially Designed Curriculum EL Program Review Tool
Yes	IDEA Procedural Manual		
Yes	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS	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?	
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.	-Intervention teacher is lead for the MTSS, she provides opportunity to review data with teachers 	

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.

One of the student centered problems that we faced in this portion was absenteeism. Another area of concern is sharing students oriented data with parents in a supportive and collaborative matter. 

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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
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Partially	<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>BHT Key Component Assessment</p> <p>SEL Teaming Structure</p>	<p>We notice that we have made progress in many of the areas and that components 4-7 are important next steps.</p> <p>Our newly reestablished Behavioral Health Team collaborate regularly to develop a comprehensive System of Referral to address student needs. Additionally, the team will focus on establishing processes (e.g. needs assessments, progress monitoring, etc.) to ensure that staff provide appropriate Tier II and Tier III interventions.</p>	<p> % of Students receiving Tier 2/3 interventions meeting targets</p> <p>Reduction in OSS per 100</p> <p>Reduction in repeated disruptive behaviors (4-6 SCC)</p> <p>Access to OST</p>
Partially	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>		<p>Increase Average Daily Attendance</p> <p>Increased Attendance for Chronically Absent Students</p>
Yes	<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>What is the feedback from your stakeholders?</p> <p>We need a Referral Process for students who are demonstrating SEL needs.</p> <p></p>	<p>Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</p> <p>Cultivate (Belonging & Identity)</p> <p>Staff trained on alternatives to exclusionary discipline (School Level Data)</p>
No	<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>Enrichment Program Participation: Enrollment & Attendance</p> <p>Student Voice Infrastructure</p> <p>Reduction in number of students with dropout codes at EOY</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 CWR.

Student centered problems we faced in this section was the pandemic psychological effects geared towards absentism, anger management. One of the environmental factors that was also a concern was gang affiliation. Attendance is a persistent concern that will need to be addressed. The ILT will be seeking support and resources to develop interventions. 

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 efforts have been progressing in Sections 1-3 and the impact has been a positive one when it comes to now having a designated SEL point person, we have been implementing the Second Step and will be connecting our PODER norms with the CASEL program that we will be implementing school year 2023-2024. 

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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	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)
No	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans
No	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).	
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric
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

Graduation Rate: N/A 

3rd-8th Grade On-Track Data:
 Week 38 of the 2022-23 school year-
 33% On-track; 21% Almost on track; 10% Near on track; 10% Far from on-track; 26% Off-Track

ECCE: N/A


C4: N/A

ILPs: N/A

Work-Based Learning Activities: N/A


- [Graduation Rate](#)
- [Program Inquiry: Programs/participation/attainment rates of % of ECCE](#)
- [3 - 8 On Track](#)
- [Learn, Plan, Succeed](#)
- [% of KPIs Completed \(12th Grade\)](#)
- [College Enrollment and Persistence Rate](#)

What is the feedback from your stakeholders?

Feedback from stakeholders is currently missing. Information will be gathered. 

- [9th and 10th Grade On Track](#)
- [Cultivate \(Relevance to the Future\)](#)
- Freshmen Connection Programs Offered (School Level Data)

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?


Training on School Links to implement C4 curriculum & ILPS. 

Planning for work based learning activities will be completed.

Students for intervention and MTSS were selected using On-Track 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.

Implementing C4 instruction at the middle school level. Student completion of ILPs are planned and completed. 

[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

	Spectrum of Inclusive Partnerships
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As a school, we will continue to work with our families, school committes and community members and agencies to meet our school's goals. We are strengtening partnerships with SGA, Under the Rainbow and continuing to fortify our relationship with TCFP, ENI, ACE and CAPE. Our partnerships build on 

[Cultivate](#)

Yes	<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>
Yes	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p> <p style="text-align: right;">Reimagining With Community Toolkit</p>
Yes	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p> <p style="text-align: right;">Student Voice Infrastructure Rubric</p>

with TCEP, ENLACE and CAPE. Our partnerships build on student enrichment, academic support, family relationships and mental health services.

[5 Essentials Parent Participation Rate](#)

[5E: Involved Families](#)


[5E: Supportive Environment](#)

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

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


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

What is the feedback from your stakeholders?


Define clear roles and expectations between staff 

What student-centered problems have surfaced during this reflection?

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

Students are identifying positive youth-adult partnerships and see themselves as part of the school community and the community at large. We have a number of students demonstrating disengagement and poor attendance patterns that we need to find ways to better to build community with these students. Some students are also demonstrating social emotional needs that need support beyond the school setting and these partnerships will help build supports for them. 

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?

Close relationship with TCEP and new grant that provides an additional social worker during the school day 
 Enlace - Parent Tutor Program, Youth Intervention
 CAPE - Arts integration
 Beginning new partnership Under the Rainbow

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

IAR:
 In 2018 (ELA) 49% did not meet expectations; in 2022 42% did not meet expectations.
 In 2018 (ELA) 30% partially met Expectations; in 2022, 27% partially met expectations
 In 2018 (ELA) 12% approaching Expectations; in 2022, 20% Approaching expectations
 In 2018 (ELA) 9% met Expectations; in 2022, 11% met expectations.

Star 360

Math English
 At benchmark: BOY 30% EOY 27%
 on Watch: BOY 10% EOY 12%
 intervention: BOY 18% EOY 25%
 urgent intervention: BOY 42% EOY 35%

Reading English
 At benchmark: BOY 27% EOY 29%
 on Watch: BOY 12% EOY 7%
 intervention: BOY 14% EOY 12%
 urgent intervention: BOY 45% EOY 50%
 MOY was the high point for the school and took a dip at the end of the year
 Overall, there was an upward trend in growth.

What is the feedback from your stakeholders?

Dual Language :
 -Teachers are asking for more support to build strategies to support language development and increase oracy.
 -Building positivity around Spanish and cultural traditions.
 -Find time to collaborate with others to build units
 -Working more with families and communities to build positivity in language and culture

MTSS / Differentiation:
 -Teachers are asking for more support to build in more intervention within the general education classroom
 - WIN (What I Need) in place for 3-8th grade.
 - Using STAR 360 and other assessments to gather data on student performance. Depending on the intervention being used there are embedded within the intervention.
 -MTSS meetings held approximately every 5 weeks to update teachers and collaboration.

What student-centered problems have surfaced during this reflection?

Students are receiving instruction in both languages based on established goals from assessments. They need to receive continuous progress monitoring and feedback on a more frequent basis to help build agency. Students oracy production will increase.

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?

School wide interventionist
 CPS Tutor Corps Tutors
 WIN - 3-8 intervention block
 Well established ILT and PLC schedule

Determine Priorities

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

[Determine Priorities Protocol](#)

Students...

Sudents are not demonstrating use of higher level vocabulary in class discussions and in standardized assessments.



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?

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

As adults in the building, we...

Teachers have requested more support in writing and applying language objectives in lessons.
 Teachers are needing more support in assessing students at different vocabulary levels.
 Teachers are needing more support in meeting students at different levels.
 Teachers struggle to look for artifacts to assess in meaningful ways.
 Increasing student talk time in class, unit plans and rubrics.



Indicators of a Quality CIWP: Root Cause Analysis

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

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Theory of Action

What is your Theory of Action?

If we...

Dedicate PLC time to backwards design planning to incorporate oracy and language goals.



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...

Teachers will increase strategic use of differentiated oracy activities within lessons and assessments



which leads to...

Increased speaking scores on Access and STAMP by 5 %.



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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

Dual Language Leadership Team

Dates for Progress Monitoring Check Ins

Q1 10/18/23 Q3 3/13/2024
 Q2 1/10/24 Q4 5/29/2024

SY24 Implementation Milestones & Action Steps

Who

By When

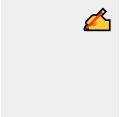
Progress Monitoring

		Who	By When	Progress Monitoring
Implementation Milestone 1	Explore Unit plan 1 with differentiated oracy and language goals in English	DLC through PLC	Qtr 1	Completed
Action Step 1	Learn about oracy based language goals	DLC through PLC	8/31	Completed
Action Step 2	Explore assessments to monitor oracy skills	DLC through PLC	9/7	Completed
Action Step 3	Research about types of evidence and artifacts to assess student vocabulary levels	DLC through PLC	9/7	Completed
Action Step 4	Learn about Differentiation of goals based on WIDA levels	DLC through PD	9/28	Completed
Action Step 5	Reflect on implementation	DLC through PLC	10/5	Completed
Implementation Milestone 2	Define Unit plan 2 with differentiated oracy and language goals in Spanish	DLC through PLC	Qtr 2	Select Status
Action Step 1	Write clear oracy based language goals	DLC through PD	11/2	Select Status

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>		
Reflection	Root Cause	Implementation Plan					
Action Step 2	Write assessments to monitor oracy skills		DLC through PLC	11/2	Select Status		
Action Step 3	Choose types of evidence and artifacts to assess student vocabulary levels		DLC through PLC	11/2	Select Status		
Action Step 4	Writing differentiated goals based on WIDA levels		DLC through PLC	11/9	Select Status		
Action Step 5	Reflect on implementation		DLC through PLC	11/30	Select Status		
Implementation Milestone 3	Implement Unit plan 3 with differentiated oracy and language goals in English		DLC through PLC	Qtr 3	Select Status		
Action Step 1	Writing clear oracy based language goals		DLC through PLC	1/11	Select Status		
Action Step 2	Create assessments to match oracy goals		DLC through PLC	1/18	Select Status		
Action Step 3	Choosing activities to match oracy goals		DLC through PD	2/9	Select Status		
Action Step 4	Assess students and collaborate with staff		DLC through PLC	2/15	Select Status		
Action Step 5	Reflect on implementation		DLC through PLC	2/22	Select Status		
Implementation Milestone 4	Refining Unit plan 4 with differentiated oracy and language goals in Spanish		DLC through PLC	Qtr 4	Select Status		
Action Step 1	Writing clear oracy based language goals		DLC through PLC	4/4	Select Status		
Action Step 2	Refine assessments to match oracy goals		DLC through PLC	4/4	Select Status		
Action Step 3	Refine activities to match oracy goals		DLC through PLC	4/11	Select Status		
Action Step 4	Assess students and collaborate with staff		DLC through PLC	5/9	Select Status		
Action Step 5	Reflect on implementation		DLC through PLC	5/16	Select Status		

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones



SY26 Anticipated Milestones

SY25 - Applying and building the DOK with oracy.
 SY 26- If we see an increase in oracy skills in SY24-25 then we can apply language skills to writing.



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Goal Setting

Indicators of a Quality CIWP: Goal Setting

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

Resources:

IL-EMPOWER Goal Requirements

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Numerical Targets [Optional]			
				Baseline	SY24	SY25	SY26
Students speaking scores will demonstrate growth on the ACCESS.	No	ACCESS	English Learners				
			Select Group or Overall				
Students speaking scores will	No	Other	English Learners				

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	<div style="border: 1px solid black; padding: 2px;"> Select the Priority Foundation to pull over your Reflections here => <input type="text"/> </div>	Curriculum & Instruction			
Reflection	Root Cause	Implementation Plan	NO						

Select Group or Overall

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 🍌

Specify your practice goal and identify how you will measure progress towards this goal. 🍌

	SY24	SY25	SY26
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	- Build Language goals -Create language activities -Assess language activities -reflect and modify	look at developing language goals particularly in writing and repeat previous years cycle of learning with a writing focus. Other subject area teachers can apply to their subject.	Look at developing language goals particularly in math and repeat previous years cycle of learning with a math focus. Other subject area teachers can apply to their subject.
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	- learning activities reflect the learning objective	Learning activities reflect on the learning with appropriate assessment components	Learning activities reflect on the learning with appropriate assessment components and worksto meet differentiated needs of learners
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.	-use WIDA / ALE Can do descriptors to look at student learning compared to grade level standards-	track student progress on WIDA domains year to year	looking at trends on STAMP to devise assessment plan for Spanish as we are a Dual Language School

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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
Students speaking scores will demonstrate growth on the ACCESS.	ACCESS	English Learners			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Students speaking scores will demonstrate growth on the STAMP	Other	English Learners			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	- Build Language goals -Create language activities -Assess language activities -reflect and modify	On Track	Select Status	Select Status	Select Status
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.	- learning activities reflect the learning objective	Select Status	Select Status	Select Status	Select Status
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.	-use WIDA / ALE Can do descriptors to look at student learning compared to grade level standards-	Select Status	Select Status	Select Status	Select Status

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.
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.

What are the takeaways after the review of metrics?

We notice that we have made progress in many of the areas and that components 4-7 are important next steps.

Our newly reestablished Behavioral Health Team collaborate regularly to develop a comprehensive System of Referral to address student needs. Additionally, the team will focus on establishing processes (e.g. needs assessments, progress monitoring, etc.) to ensure that staff provide appropriate Tier II and Tier III interventions.

What is the feedback from your stakeholders?

We need a Referral Process for students who are demonstrating SEL needs.

What student-centered problems have surfaced during this reflection?

Student centered problems we faced in this section was the pandemic psychological effects geared towards absenteeism, anger management. One of the environmental factors that was also a concern was gang affiliation. Attendance is a persistent concern that will need to be addressed. The ILT will be seeking support and resources to develop interventions.

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?

Our efforts have been progressing in Sections 1-3 and the impact has been a positive one when it comes to now having a designated SEL point person, we have been implementing the Second Step and will be connecting our PODER norms with the CASEL program that we will be implementing school year 2023-2024.

[Return to Top](#)

Determine Priorities

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

Students...

Students are displaying low levels of responsible decision-making and relationship skills across different settings throughout the school day.

Resources: 

[Determine Priorities Protocol](#)



Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

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Root Cause

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

As adults in the building, we...

School personnel will be adjusting to post-pandemic and in-person instruction. School personnel has requested additional time for the implementation of the Second Step

Resources: 

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



Indicators of a Quality CIWP: Root Cause Analysis

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

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

School personnel has requested additional time for the implementation of the second step SEL curriculum.

School personnel has requested a consistent protocol to deal with SEL concerns.

School personnel have also requested that our school's PODER norms and SEL CASEL curriculum be aligned.

Connectedness & Wellbeing

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

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

Root causes are specific statements about adult practice.

Root causes are within the school's control.

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Theory of Action

What is your Theory of Action?

If we...

When we give teachers more time to reflect on the implementation of the CASEL curriculum, streamline the referral process and define the PODER norms and CASEL competencies



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...

students engaged in the use of SEL strategies learned. Students will display higher levels of responsible decision-making and relationship skills across various school settings throughout the day. We will also see school personnel reinforcing and modeling those strategies as well.



which leads to...

More engagement of our students in the content area instruction. This will also lead to fewer referrals to support staff and fewer chronic extended absences.



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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

SEL Committee

Dates for Progress Monitoring Check Ins

Q1 10/18/23

Q3 3/13/2024

Q2 1/10/24

Q4 5/29/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Explore Unit Plan I in SEL Second Step Curriculum	School Counselor and Youth Intervention Specialist	Q1	In Progress
Action Step 1	Learn about the SEL Second Step spiraling curriculum across grade levels	School Counselor and Youth Intervention Specialist	end of Q1	In Progress
Action Step 2	Explore ways to assess SEL student learning.	School Counselor and Youth Intervention Specialist	end of Q1	In Progress
Action Step 3	Assist in student-centered problem solving.	School Counselor and Youth Intervention Specialist	end of Q1	In Progress
Action Step 4	Learn additional ways to support the core curriculum with other resources.	School Counselor and Youth Intervention Specialist	end of Q1	In Progress
Action Step 5	Reflect on Unit 1 implementation	School Counselor and Youth Intervention Specialist	end of Q1	In Progress
Implementation Milestone 2	Develop integration between PODER norms and CASEL Competencies.	School Counselor and Youth Intervention Specialist	end of Q1	In Progress

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>		Connectedness & Wellbeing
Reflection	Root Cause	Implementation Plan					
Action Step 1	Review PODER norms and CASEL competencies to develop connections.	School Counselor and Youth Intervention Specialist	end of Q1	In Progress			
Action Step 2	Create PODER norms and CASEL competencies connections in visual format.	School Counselor and Youth Intervention Specialist	end of Q1	In Progress			
Action Step 3	Develop activities and lessons to teach students about PODER/CASEL	Teachers	end of Q1	In Progress			
Action Step 4	Introduce and review PODER/CASEL connections with students.	Teachers	end of Q1	In Progress			
Action Step 5	Reflect on PODER/CASEL learning process.	Teachers	end of Q1	In Progress			
Implementation Milestone 3	Integrating SEL Referral Process	Teachers	end of Q1	In Progress			
Action Step 1	Review current referral processes	Teachers, School Counselor and Youth Intervention Specialist	end of Q1	Completed			
Action Step 2	Writing new referral process with identified disconnects and gaps	Teachers, School Counselor and Youth Intervention Specialist	end of Q1	Completed			
Action Step 3	Create procedures including structures (e.g. create google form) needed to support the referral process	Teachers, School Counselor and Youth Intervention Specialist	end of Q1	Completed			
Action Step 4	Pilot SEL referral process among limited number of school staff	Teachers, School Counselor, Youth Intervention Specialists and School Staff	end of Q1	In Progress			
Action Step 5	Reflect and assess the new referral process.	Teachers, School Counselor, Youth Intervention Specialist and School Staff	end of Q1	In Progress			
Implementation Milestone 4	Establish a professional learning community around the reading of a selected book.	Teachers	Q4	Not Started			
Action Step 1	Review chapters and establish a reading calendar.	Teachers	Q4	Not Started			
Action Step 2	Choose reading reflections protocols to use during readings with staff.	Teachers	Q4	Not Started			
Action Step 3	Implement strategy/practice in classroom.	Teachers	Q4	Not Started			
Action Step 4	Share out on classroom practices as related to the content in the chapters.	Teachers	Q4	Not Started			
Action Step 5	Reflect on the shared experiences around the selected book.	Teachers	Q4	Not Started			

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones Students' attendance will increase, which in turn will also increase student's grades and feelings of support in the school community. 🍌

SY26 Anticipated Milestones By SY26, we will be able to focus on a student-centered approach to SEL. 🍌

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

Resources: 🍌

[IL-EMPOWER Goal Requirements](#)

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

Performance Goals

Numerical Targets [Optional] 🍌

Specify the Goal 🍌 Can this metric be frequently monitored? Metric Student Groups (Select 1-2) Baseline 🍌 SY24 SY25 SY26

Students will feel more supported and safer in the school environment.	No	5E: Supportive Environment	Overall 36%	45%	50%	55%
			Select Group or Overall			
The number of students on the D and F list will decrease.	Yes	Grades	Overall 7%	6%	5%	5%
			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.	The BHT and Climate and Culture team will separate into two teams. The Climate and Culture team will begin to meet and develop goals. They will have school wide events and work on discipline referrals. BHT will determine tiered supports and interventions for supports for students.	The CCT will continue to use the self-assessment planning tool to identify 2 priorities in the area of physical and emotional safety. As well as provide training and support for teachers in these priority areas.	The CCT will use the self-assessment planning tool to identify 2 priorities in the area of relational trust, specifically looking at family engagement and student-student relationships
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	All classes will participate in Second Step lessons once a week and teachers will check in on progress. Teachers will learn more about CASEL and how to implement in the classroom.	Identify key SEL skills in college and career success bound to reinforce the skills needed for students to be successful	CCT will conduct an SEL curriculum assessment with stakeholders (teachers, parents, students) to evaluate curriculum effectiveness
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 are engaging in year long book study of Not Light but Fire, We're going to Keep Talking about This.	Teachers are engaging in a year-long book study on a novel focused on leveraging research-based culturally responsive teaching practices during PLC.	Teachers are engaging in a year-long book study on a novel focused on leveraging research-based culturally responsive teaching practices during PLC.

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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
Students will feel more supported and safer in the school environment.	5E: Supportive Environment	Overall	36%	45%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
The number of students on the D and F list will decrease.	Grades	Overall	7%	6%	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

Jump to... [Priority](#) [TOA](#) [Goal Setting](#) [Progress Monitoring](#)
[Reflection](#) [Root Cause](#) [Implementation Plan](#)

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

Connectedness & Wellbeing

<p>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.</p>	<p>The BHT and Climate and Culture team will separate into two teams. The Climate and Culture team will begin to meet and develop goals. They will have school wide events and work on discipline referrals. BHT will determine tiered supports and interventions for supports for students.</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>	<p>All classes will participate in Second Step lessons once a week and teachers will check in on progress. Teachers will learn more about CASEL and how to implement in the classroom.</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>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.</p>	<p>Teachers are engaging in year long book study of Not Light but Fire, We're going to Keep Talking about This.</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	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.
Yes	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

Reading
 - 111 students stayed
 - 13 students needed more support
 - 16 students moved to a less intensive tier
 Math
 - 111 students stayed
 - 27 students demonstrated more support
 - 6 students moved to a less intensive tier

- Primary used I-ready to screen, for intervention UFLI, LLI, Estrellita
 - 3-8th grade used a WIN Model to support student intervention needs; Star 360, teachers report, writing samples, grades and attendance to Screen, For intervention UFLI, LLI, Do the Math, Words their Way, Morphene Magic
 - 2 times per quarter to review intervention data, input data into Branching minds

What is the feedback from your stakeholders?

- More interventions need to be done in the general education classroom.
 - Provide more support/ training to teachers to build interventions into the class schedule.

What student-centered problems have surfaced during this reflection?

One of the student centered problems that we faced in this portion was absenteeism. Another area of concern is sharing students oriented data with parents in a supportive and collaborative matter.

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?

- Intervention teacher is lead for the MTSS, she provides opportunity to review data with teachers

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Determine Priorities

Resources: 

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

[Determine Priorities Protocol](#)

Students...

Are demonstrating lags in there reading and math development according to STAR 360 and iReady.



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...

Teachers are teaching grade-level curriculum and are not providing tier 2 supports post pandemic. Teachers are not referring to STAR 360 and iReady reports to build tier 2 interventions in the classroom



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.

Inclusive & Supportive Learning Environment

Teachers are new to the tier system and are still learning new practices.

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 intervention cycles with support from MTSS coordinator and PLC teams



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...
 Students participating in intervention cycles to improve a targeted area of need.



which leads to...
 an increase in student scores on STAR 360 and iready assessments.



Return to Top Implementation Plan

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.

Resources:

Team/Individual Responsible for Implementation Plan
 MTSS Coordinator/ PLC groups


Dates for Progress Monitoring Check Ins
 Q1 10/18/23 Q3 3/13/2024
 Q2 1/10/24 Q4 5/29/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Teachers will build Tier 2 intervention plans for identified students.	Teachers/ MTSS	by Q1	In Progress
Action Step 1	STAR 360 assessment given/ iready assessment given	Teachers	by Q1	Select Status
Action Step 2	Branching Minds platform training and review	Teachers	by Q1	Select Status
Action Step 3	PLC groups analyze iready and STAR 360 results by classroom	MTSS	by Q1	Select Status
Action Step 4	Teachers will participate in the tiering process and determine interventions	Teachers	by Q1	Select Status
Action Step 5	Intervention plans will be written and monitored	Teachers/MTSS	by Q1	Select Status
Implementation Milestone 2	Tier monitoring- determination of progress and need for future interventions	Teachers/MTSS coordinator		Select Status
Action Step 1	trouble shooting for teachers of branching mind platform			Select Status
Action Step 2	updating intervention plans and completing progress monitoring			Select Status
Action Step 3	problem solving around intervention			Select Status
Action Step 4	Sharing TIER 3 intervention support progress			Select Status
Action Step 5				Select Status

Implementation Milestone 3	Analyze middle of the year data to determine which students are meeting progress targets			Select Status
Action Step 1	Administer MOY iready and STAR 360			Select Status
Action Step 2	Analyzing MOY data from iready and STAR 360			Select Status
Action Step 3	Determine next steps for round one of interventions			Select Status
Action Step 4	Create round 2 intervention plans in Branching Minds			Select Status
Action Step 5	Determine appropriate Tier 2 interventions for new groupings			Select Status
Implementation Milestone 4	Analyze end of the Year data and progress			Select Status
Action Step 1	Administer EOY STAR 360 and iready			Select Status
Action Step 2	Analyze data to determine student progress			Select Status
Action Step 3	Reflect with tutors and tutorcorps staff regarding student supports			Select Status
Action Step 4	Close out intervention plans for the year			Select Status
Action Step 5	Flag students for BOY progress monitoring			Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones [What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?] 

SY26 Anticipated Milestones [What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?] 

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

Indicators of a Quality CIWP: Goal Setting




Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on 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
The percentage of students receiving Tier 2/3 interventions meeting their targets will increase	Yes <input type="checkbox"/>	% of Students receiving Tier 2/3 interventions meeting targets	Overall <input type="text"/>	emailed MTSS for data support			
			Select Group or Overall <input type="text"/>	Emailed MTSS for data support			
The percentage of students receiving Tier 2/3 interventions meeting their targets will increase.	Yes <input type="checkbox"/>	% of Students receiving Tier 2/3 interventions meeting targets	Overall <input type="text"/>	Emailed MTSS for data support			
			Overall <input type="text"/>	Emailed MTSS for data support			

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 🏠

Specify your practice goal and identify how you will measure progress towards this goal. 🏠

	SY24	SY25	SY26
I&S: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.	-MTSS meetings held approximately every 5 weeks to review data and create action plans for students -WIN groupings -Collaborate with BHT for referrals		
Select a Practice			
Select a Practice			

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SY24 Progress Monitoring

Resources: 🚀

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
The percentage of students receiving Tier 2/3 interventions meeting their targets will increase	% of Students receiving Tier 2/3 interventions meeting targets	Overall	emailed MTSS for data		Select Status	Select Status	Select Status	Select Status
		Select Group or Overall	Emailed MTSS for data		Select Status	Select Status	Select Status	Select Status
The percentage of students receiving Tier 2/3 interventions meeting their targets will increase.	% of Students receiving Tier 2/3 interventions meeting targets	Overall	Emailed MTSS for data		Select Status	Select Status	Select Status	Select Status
		Overall	Emailed MTSS for data		Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S: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.	-MTSS meetings held approximately every 5 weeks to review data and create action plans for students -WIN groupings -Collaborate with BHT for referrals	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

If Checked:
Complete
IL-Empower
Section below

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

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

If Checked:
No action needed

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



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

Parent and Family Plan

If Checked:



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.

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

If Checked:



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

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.

\$1406. BAC. \$1464- PAC.



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