

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
Gabriel Parra	Principal	gaparra@cps.edu
Aleksandar Jovanovic	AP	ajovanovic@cps.edu
Aubrey Nieves	Curriculum & Instruction Lead	aenieves@cps.edu
Allison Miranda	Inclusive & Supportive Learning Lead	aepstein@cps.edu
Zoe Leshner	Teacher Leader	zleshner@cps.edu
Nelida Renteria	Partnerships & Engagement Lead	nperez1@cps.edu
Kavan Kucko	LSC Member	kavan.kucko@gmail.com
Syed Ahmed	Connectedness & Wellbeing Lead	sjahmed@cps.edu
Emily Mendez	Teacher Leader	emendez@cps.edu
Yessenia Jacome	Teacher Leader	yhjacome@cps.edu
Iraida Bautista	Postsecondary Lead	ibautista1@cps.edu
Lynette Nuñez	Teacher Leader	lnunez23@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	5/10/23	5/31/23
Reflection: Curriculum & Instruction (Instructional Core)	6/8/23	7/7/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/8/23	7/7/23
Reflection: Connectedness & Wellbeing	6/12/23	7/7/23
Reflection: Postsecondary Success	6/8/23	7/7/23
Reflection: Partnerships & Engagement	6/9/23	7/12/23
Priorities	7/13/23	7/24/23
Root Cause	7/17/23	7/28/23
Theory of Action	7/31/23	8/11/23
Implementation Plans	8/14/23	8/28/23
Goals	8/14/23	8/28/23
Fund Compliance	8/29/23	9/8/23
Parent & Family Plan	8/29/23	9/8/23
Approval	9/12/23	9/12/23

SY24 Progress Monitoring Schedule

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

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

CIWP Progress Monitoring Meeting Dates

Quarter 1	10/18/2023
Quarter 2	12/13/2023
Quarter 3	3/13/2024
Quarter 4	5/22/2024

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources 

[Reflection on Foundations Protocol](#)

[Return to Top](#)

Curriculum & Instruction

	Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	<p>iReady Takeaways </p> <p>In reviewing 22-23 K -2 iReady Fall to Spring English Language Arts student growth:</p> <p>Kindergarten 59% of students in Grade K met their Annual Growth Target. 44% of students in K met their Annual Stretch Growth Target. 84% of students in K made progress overall.</p> <p>Grade 1 54% of students in Grade 1 met their Annual Growth Target. 30% of students in Grade 1 met their Annual Stretch Growth Target. 50% of students in Grade 1 made progress overall.</p> <p>Grade 2 49% of students in Grade 2 met their Annual Growth Target. 24% of students in Grade 2 met their Annual Stretch Growth Target. 65% of students in Grade 2 made progress overall. In Grades K -2 ELA combined 54% of students met their Annual Growth Target, while 32% met their Annual Stretch Growth Target.</p> <p>In reviewing 22-23 K -2 iReady Fall to Spring Math Spanish student growth,</p> <p>Kindergarten 49% of students in Grade K met their Annual Growth Target. 43% of students in K met their Annual Stretch Growth Target. 52% of students in K made progress overall.</p> <p>Grade 1 50% of students in Grade 1 met their Annual Growth Target. 29% of students in Grade 1 met their Annual Stretch Growth Target. 50% of students in Grade 1 made progress overall.</p> <p>Grade 2 64% of students in Grade 2 met their Annual Growth Target. 28% of students in Grade 2 met their Annual Stretch Growth Target. 60% of students in Grade 2 made progress overall.</p> <p>K -2 Math Spanish combined, 55% of students met their Annual Growth Target, while 32% met their Annual Stretch Growth Target.</p> <p>In reviewing 22-23 3rd - 8th Grade Star360 data,</p> <p>Grade 3 59% of students in the 3rd Grade were At or Above Benchmark in English Language Arts, 52% in Spanish Language Arts, 64% in Math, and 82% in Spanish Math.</p> <p>Grade 4 In the 4th Grade, 48% of students were At or Above Benchmark in ELA, 26% in SLA, 64% in Math, and 64% in Spanish Math.</p> <p>Grade 5 48% of students were At or Above Benchmark in ELA, 44% in SLA, 48% in Math, and 78% in Spanish Math.</p> <p>Grade 6 In the 6th Grade, 38% of students were At or Above Benchmark in ELA, 77% in SLA, 56% in Math, and 95% in Spanish Math.</p> <p>Grade 7 39% of students were At or Above Benchmark in ELA, 67% in SLA, 58% in Math, and 93% in Spanish Math.</p> <p>Grade 8 33% of students were At or Above Benchmark in ELA, 60% in SLA, 50% in Math, and 88% in Spanish Math.</p> <p>Cultivate Data Affirming Identities: 45% of students report teachers using little to no examples of race, cultures, or communities into their learning. Classroom Community: 64% of students report that there is somewhat to very little encouragement by their classmates in class. Feedback for Growth: 43% of students report that the teacher does not tell them that it is more important to try in class than to get it right. Learning Goals: 50% of students report that the teacher makes it clear how each lesson builds towards longer term learning goals. Meaningful Work: 48% that the teacher gives them meaningful work to do, not busy work</p>	<p>IAR (Math)</p> <p>IAR (English)</p> <p>Rigor Walk Data (School Level Data)</p>
Partially	Students experience grade-level, standards-aligned	<p>Rigor Walk Rubric</p> <p>Teacher Team Learning Cycle Protocols</p>	<p>Cultivate Data Affirming Identities: 45% of students report teachers using little to no examples of race, cultures, or communities into their learning. Classroom Community: 64% of students report that there is somewhat to very little encouragement by their classmates in class. Feedback for Growth: 43% of students report that the teacher does not tell them that it is more important to try in class than to get it right. Learning Goals: 50% of students report that the teacher makes it clear how each lesson builds towards longer term learning goals. Meaningful Work: 48% that the teacher gives them meaningful work to do, not busy work</p>	<p>PSAT (EBRW)</p> <p>PSAT (Math)</p>

Partially	<p>instruction.</p> <p>Quality Indicators Of Specially Designed Instruction</p>	<p>work to do, not busy work. Student Voice: 39% of students report that the teacher asks for their input about what we want to learn. Supportive Teaching: 38% of students report that the teacher knows their strengths and weaknesses in class. Teacher Caring: 44% of students report that teacher builds one-on-one relationships with each student in class. Well Organized Classroom: 41% of students report that the way the classes are organized helps them little in doing well.</p> <p>Grading Trends Overall SY 2023: 54%=A, 30%=B, 11%=C, 2%=D, 3%=F Gender: Female (267): 58%=A, 29%=B, 9%=C, 1%=D, 3%=F. Male (237): 50%=A, 30%=B, 13%=C, 4%=D, 3%=F Race: LatinX: (377) 51%=A, 31%=B, 12%=D, 3%=D, 3%=F, White (76): 68%=A, 24%=B, 4%=C, 2%=D, 1%=F Black: (20) 43%=A, 33%= B, 19%=C, 4%=D, 1%=F Asian (8): 73%=A, 23%=B, 0%=C, 0%=D, 4%=F</p> <p>IAR Data: 30% of students meet or exceed expectations in Reading 24% of students meet or exceed expectations in Math 23% of male students meet or exceed expectations in Reading 25% of male students meet or exceed expectations in Math 35% of female students meet or exceed expectations in Reading 24% of female students meet or exceed expectations in Math 25% of LatinX students meet or exceed expectations in Reading 18% of LatinX students meet or exceed expectations in Math</p>	<p>STAR (Reading)</p>
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>Powerful Practices Rubric Learning Conditions</p>	<p>What is the feedback from your stakeholders?</p> <p>There are significant discrepancies in student performance data as measured by screeners that highlight differences in English and Spanish in both ELA and Math. Spanish student performance data seems higher in both ELA and Math. Norming of data may contribute to this discrepancy. Student perspective data demonstrates a need for elevating student discourse and increase in rigor. Rigor walk data demonstrates growth around instructional priorities specifically around planning and learning targets. Rigor walk data reveals a need for increasing opportunities for student discourse and engagement, increased taxonomy levels, and teacher tracking of student progress towards learning targets. Percentage of students receiving As & Bs are not aligned with student performance as measured by IAR and Star360 state benchmarks. Taxonomy levels of learning targets and tasks differ from classroom to classroom. LatinX students are significantly behind peers in math as measured by IAR. Male students are significantly behind female students in IAR reading.</p>	<p>STAR (Math) iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold Interim Assessment Data</p>
Yes	<p>The ILT leads instructional improvement through distributed leadership.</p> <p>Continuum of ILT Effectiveness 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> <p>Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development</p>		
Partially	<p>Evidence-based assessment for learning practices are enacted daily in every classroom.</p> <p>Assessment for Learning Reference Document</p>	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>The improvement efforts include the implementation of the Skyline Curriculum across all grade levels. This ensures the equality of both languages of instruction. In addition to Skyline, we have implemented the following programs that enhance the curriculum and support all students at various academic levels. Improvement efforts include the Curriculum and Instruction</p> <ul style="list-style-type: none"> -Intervention Blocks during school and after school -Intervention Schedule- How are you managing your intervention schedule - MTSS - Star Customs practice coherent, create schedules - Professional Developments Committee for Skyline - Foundations - Estrellita - Go Math - Peer Observation - Designated planning time for vertical planning - PDs small/guided groups - Small group instruction for math and reading based on student grouping - Sample schedule for Intervention Block and Sample schedule for Planning Time - Expectation-Content and Language Objectives -Marzano Academy cohort will lead school teams to improve standard based grading and instructional practices. The ILT is currently in the process of establishing a team that will receive PD on the Distributive leadership model. The team will focus on a problem of practice based on grade level needs and ILT lead will receive training on pedagogy. 	
Partially	<p>Students encounter instruction that is partially aligned to standards-based, grade-level benchmarks and assessments.</p>		

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

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
<p>School teams implement an equity-based MTSS framework</p>	<p>MTSS Integrity Memo</p>	<p>MTSS Team meets monthly to discuss Tier 2/3 students. Tier 2/3 academic interventions are documented and progress monitored within Branching Minds by the school's Interventionists and some classroom teachers. Tier Movement data shows a 16% decrease in the number of students receiving Tier 3 Interventions, BOY to MOY SY22/23. Tier Movement also shows a 16% increase in the number of</p>	<p>Unit/Lesson Inventory for Language Objectives (School Level Data)</p>

Jump to...	Curriculum & Instruction	Inclusive & Supportive Learning	Connectedness & Wellbeing	Postsecondary	Partnerships & Engagement
Partially	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 Continuum Roots Survey			MTSS Continuum Roots Survey
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo			ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS)
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page			Quality Indicators of Specially Designed Curriculum EL Program Review Tool
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual			
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS			
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.				

movement also shows a low increase in the number of students receiving Tier 1 Interventions, BOY to MOY SY 22/23. Tier 2 students remained consistent at 16%. In reviewing Individualized Education Plans, IEP students are receiving instruction in their Least Restrictive Environment appropriate to their needs. IEPs are being developed for those students not responding to Tier 3 MTSS academic supports. CPS requires all content area teachers servicing ELs to have their ESL and Bilingual endorsements.
-At Linne, the majority of the teachers hold these endorsements with some exceptions: 3/4th grade Science, 5/6 grade Math Dual, and 2nd-6th grade Monolingual track. Here you will find the gaps in our services. ELPT, provides services to ELs in the monolingual track as well as newcomers, services do not suffice since not all content areas are covered with provided services.

What is the feedback from your stakeholders?

Feedback from our EL program Review and EL Placement Recommendation Tool suggests that all teachers servicing ELs require an ESL/Bilingual Endorsement. As of SY 23, Linne began the implementation of posting content objectives for students in their classrooms. Content and language objectives are currently written in unit plans. A content and language objective workshop was provided for teachers by the Dual Language Coordinator and ELPT.

As of May 2023, a large population of EL newcomers were registered at Linne from grades pre-k-8th grade. Newcomers and students in the monolingual track are being serviced by ELPT when content area teacher does not have an ESL/Bilingual Endorsement. ACCESS data shows that the percentage of students reaching proficiency has dropped from SY 21 10%, SY 22 9% and SY 23 4%. The data suggests the need of ESL/Bilingual endorsed staff as well as the review of content and language objectives. Staff asked for more collaboration time between general education and diverse learner teachers to better support students in the classroom.

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?

-Teachers of ELs are often encouraged to join ESL/Bilingual Cohorts offered through CPS at no cost. ELPT and Dual Language Coordinator offer staff members opportunities to write and provide feedback on units, content and language objectives.

-Members of the MTSS team have worked with teachers to become familiar with the Branching Minds platform. Interventions were logged by Interventionists as well as classroom teachers.

-Evidence based materials for interventions have been purchased.
-Linne opted in to the CPS Freckle and Amira programs for the SY24 school year. Teachers will have the opportunity to receive training in these programs.

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 require targeted interventions to address their individual learning needs through a school-wide Multi Tiered System of Support. 🙌

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
Yes	BHT Key Component Assessment SEL Teaming Structure		
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		

Cultivate data reveals a need for strengthening teacher/student relationships. Student discipline data reveals an increase in misconducts in SY23. Behavioral Health Team is in place and meets weekly to discuss Tier 2/3 student concerns and identify appropriate supports. Tier 2/3 behavioral interventions are not being documented and progress monitored consistently within Branching Minds. Climate and Culture Team is in place and meets to discuss Tier 1 schoolwide SEL and behavioral supports. Culture and Climate Team meetings are not weekly and inconsistent. Use of SEL curricula is not consistent across Grade Levels. Student Classroom observation data demonstrates inconsistencies around SEL practices. Restorative practices are adhered to and used consistently by most stakeholders. Behavior data shows that 75% of consequences given to students were Instructive, Corrective Restorative Practices. Out-of-school suspensions was at 0%. All students have access to daily, diverse Enrichment options, both during and after school hours. Out-of-school-time programs complement student learning throughout the course of the school day. Attendance has remained consistent, with data showing a slight increase in SY22/23 (93.1) in comparison to SY21/22 (93.0).

What is the feedback from your stakeholders?

- [% of Students receiving Tier 2/3 interventions meeting targets](#)
- [Reduction in OSS per 100](#)
- [Reduction in repeated disruptive behaviors \(4-6 SCC\)](#)
- [Access to OST](#)
- [Increase Average Daily Attendance](#)
- [Increased Attendance for Chronically Absent Students](#)
- [Reconnected by 20th Day, Reconnected after 8 out of 10 days absent](#)

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.	Staff have asked for a Behavior Flow Chart, outlining steps followed for both repeated, classroom-managed and office-managed behaviors. This has since been developed and shared with staff. Staff have requested opportunities to discuss challenging behaviors with colleagues, so as to share ideas, offer suggestions, and build a toolbox. This has since been provided.		Cultivate (Belonging & Identity)
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.			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

<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 CIWR.</p> <p>-We must address chronic absenteeism as team effort that involves school administrators, teachers, counselors, social workers, and community partners working together to support students and their families. Common language and strategies make it easier to collect data and evaluate the effectiveness of restorative practices across different grade levels. Empowering students in school and classroom behaviors is a critical aspect of creating a positive and effective learning environment.</p>	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>Professional Development around classroom management and student behaviors completed during week zero. Student Code of Conduct book distributed to all staff and PD provided. Staff have asked for a Behavior Flow Chart, outlining steps followed for both repeated, classroom-managed and office-managed behaviors. This has since been developed and shared with staff. Staff have requested opportunities to discuss challenging behaviors with colleagues, so as to share ideas, offer suggestions, and build a toolbox. This has since been provided.</p>
---	---

[Return to Top](#) **Postsecondary Success**

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Partially	College and Career Competency Curriculum (C4)	School Counselor implements the Success Bound curriculum through weekly in-class SEL lessons with 6th-8th Grade students. School Counselor works to ensure the completion of student Individualized Learning Plan tasks through weekly in-class SEL lessons with 6th-8th Grade students. For the 2022/23 school year, more than 90% of students in Grade 6-8 completed all ILP tasks. 8th Grade graduation rate has consistently been at 100%. Work Based Learning activities are not being implemented consistently. Week 38 On Track data shows 76% of students in Grades 3-8 as being On Track/ Almost On Track. 18% of students in Grades 3-8 show as being Off Track/ Far from On Track. This has remained consistent throughout the second half of the 22/23 school year, with a slight increase in the number of students Off/ Far from Off Track (Week 19 On Track data: 78% of students in Grades 3-8 show as being On Track/ Almost on Track. 14% of students in Grades 3-8 show as being Off Track/ Far from On Track).	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track
Partially	Individualized Learning Plans		Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate
No	Work Based Learning Toolkit		9th and 10th Grade On Track Cultivate (Relevance to the Future)
N/A			Freshmen Connection Programs Offered (School Level Data)
N/A	ECCE Certification List		
N/A	PLT Assessment Rubric	<p>What is the feedback from your stakeholders?</p> <p>It would be beneficial for staff to work collaboratively to address postsecondary success, specifically by implementing Success Bound consistently. We should continue to provide career learning opportunities to students through career day and field trips. Counselor has created opportunities for professionals to come in and speak to students about various careers. Beginning this school year, the 7th and 8th Grade students will partake in the Pathways curriculum twice weekly for 6 weeks. Counselor has and will continue to work with students in benchmark grades to improve On-Track percentages throughout the course of the school year. Counselor provides a weekly High School Preparation course to all 8th Grade students to help with the transition to the 9th Grade. Counselor meets with 6th through 8th Grade families to discuss and answer questions specific to the high school application process and transition. Counselor and staff will continue to encourage Freshman Connection participation. Schoolwide attendance has dipped in comparison to pre-covid school years. Attendance plan, including an attendance incentive, was implemented with mixed results. The Culture and Climate Team will develop a school wide Attendance Plan for 2023/24.</p> <p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>Starting the transition from Naviance to SchoolLinks. Linne has many newcomer students this school year. Along with</p>	

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](#)

has many newcomer students this school year. Along with counselor and teacher, ELPT and Dual Language Coordinator work to support our newcomer students with the potential transition to 9th grade. This includes working with the families to identify the appropriate school placement based on familiarity, comfort, language, and academic ability. Culture and Climate is in the process of establishing a Newcomer Student Mentor group to help acclimate students to the new environment. Ensuring staff provides the appropriate accommodations for language. The Culture and Climate team is going to make an effort to focus on an appropriate attendance plan for the school to bring back attendance rates to pre-covid levels. This includes working directly with the families of students whose attendance is of most concern.

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.

Newcomer student acclimation to Carl Von Linne and eventual transition to high school and post-secondary. Providing students opportunities to explore post-Linne and post secondary options consistently in the classroom, to be able to reflect on their interests and future goals. Addressing the negative dip in school wide attendance and working towards improving school wide attendance to pre-covid percentages. 🍌

[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
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> <p>Spectrum of Inclusive Partnerships</p>	<p>5 Essential Data shows that parent involvement is (60) strong and parental influence on decision-making shows Neutral at 59 from the teachers' perspective. Although, the 5 Essential survey does not display any feedback from parents, the PAC and BAC, distribute a needs assessment survey to all parents in the community. Based on feedback, BAC and PAC, offer a variety of workshops to fit the needs of our community. Coffee with the principal, LSC, FCVL are other parent committees that help foster relationships with parents and the school community. 🍌</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p> <p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
Partially	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p> <p>Reimagining With Community Toolkit</p>	<p>What is the feedback from your stakeholders?</p> <p>5 Essential data suggests STRONG for Involved families and WEAK for supportive environment. Based on the survey distributed to the parent community from the PAC and BAC, many workshops were provided such as: Dual Language informational meetings, Yoga, Dance, Sip and Paint while learning about student assessments, IEP process, Zumba, Mental Health, gardening, immigration, Go CPS application process, stress management and resources from the 22nd Ward. 🍌</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>

What student-centered problems have surfaced during this reflection?

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

From the 5 Essential survey students responded to Supportive Environment at 35 (weak), Students are neutral with peer support for academic work, WEAK with student-teacher trust, WEAK academic personalism and 28 WEAK for safety. 🍌

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?

At Linne we will continue to administer the BAC and PAC parent survey, continue with Coffee with the principal, send weekly classroom newsletter to strengthen communication between school and home (objectives: learning this week: Reading, writing, math, social science, science, DICTADO, Upcoming events, Import reminders, projects, word work), Curriculum Nights (STEAM Night, art, music), parent office hours (questions/completing forms/etc), parent volunteers. 🍌

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of metrics?

<p>Partially</p>	<p>All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</p>	<p>iReady Takeaways In reviewing 22-23 K -2 iReady Fall to Spring English Language Arts student growth: Kindergarten 59% of students in Grade K met their Annual Growth Target. 44% of students in K met their Annual Stretch Growth Target. 84% of students in K made progress overall. Grade 1 54% of students in Grade 1 met their Annual Growth Target. 30% of students in Grade 1 met their Annual Stretch Growth Target. 50% of students in Grade 1 made progress overall. Grade 2 49% of students in Grade 2 met their Annual Growth Target. 24% of students in Grade 2 met their Annual Stretch Growth Target. 65% of students in Grade 2 made progress overall. In Grades K -2 ELA combined 54% of students met their Annual Growth Target, while 32% met their Annual Stretch Growth Target.</p> <p>In reviewing 22-23 K -2 iReady Fall to Spring Math Spanish student growth, Kindergarten 49% of students in Grade K met their Annual Growth Target. 43% of students in K met their Annual Stretch Growth Target. 52% of students in K made progress overall. Grade 1 50% of students in Grade 1 met their Annual Growth Target. 29% of students in Grade 1 met their Annual Stretch Growth Target. 50% of students in Grade 1 made progress overall. Grade 2 64% of students in Grade 2 met their Annual Growth Target. 28% of students in Grade 2 met their Annual Stretch Growth Target. 60% of students in Grade 2 made progress overall. K -2 Math Spanish combined, 55% of students met their Annual Growth Target, while 32% met their Annual Stretch Growth Target.</p> <p>In reviewing 22-23 3rd - 8th Grade Star360 data, Grade 3 59% of students in the 3rd Grade were At or Above Benchmark in English Language Arts, 52% in Spanish Language Arts, 64% in Math, and 82% in Spanish Math. Grade 4 In the 4th Grade, 48% of students were At or Above Benchmark in ELA, 26% in SLA, 64% in Math, and 64% in Spanish Math. Grade 5 48% of students were At or Above Benchmark in ELA, 44% in SLA, 48% in Math, and 78% in Spanish Math. Grade 6 In the 6th Grade, 38% of students were At or Above Benchmark in ELA, 77% in SLA, 56% in Math, and 95% in Spanish Math. Grade 7 39% of students were At or Above Benchmark in ELA, 67% in SLA, 58% in Math, and 93% in Spanish Math. Grade 8 33% of students were At or Above Benchmark in ELA, 60% in SLA, 50% in Math, and 88% in Spanish Math.</p> <p>Cultivate Data Affirming Identities: 45% of students report teachers using little to no examples of race, cultures, or communities into their learning. Classroom Community: 64% of students report that there is somewhat to very little encouragement by their classmates in class. Feedback for Growth: 43% of students report that the teacher does not tell them that it is more important to try in class than to get it right. Learning Goals: 50% of students report that the teacher makes it clear how each lesson builds towards longer term learning goals. Meaningful Work: 48% that the teacher gives them meaningful work to do, not busy work. Student Voice: 39% of students report that the teacher asks for their input about what we want to learn. Supportive Teaching: 38% of students report that the teacher knows their strengths and weaknesses in class. Teacher Caring: 44% of students report that teacher builds one-on-one relationships with each student in class. Well Organized Classroom: 41% of students report that the way the classes are organized helps them little in doing well.</p> <p>Grading Trends Overall SY 2023: 54%=A. 30%=B. 11%=C 2%=D. 3%=F Gender: Female (267): 58%=A, 29%=B, 9%=C, 1%=D, 3%=F. Male (237): 50%=A, 30%=B, 13%=C, 4%=D, 3%=F Race: LatinX: (377) 51%=A, 31%=B, 12%=D, 3%=D, 3%=F, White (76): 68%=A, 24%=B, 4%=C 2%=D, 1%=F Black: (20) 43%=A, 33%= B, 19%=C, 4%=D 1%=F Asian (8): 73%=A, 23%=B, 0%=C, 0%=D, 4%=F</p> <p>IAR Data: 30% of students meet or exceed expectations in Reading 24% of students meet or exceed expectations in Math 23% of male students meet or exceed expectations in Reading 25% of male students meet or exceed expectations in Math 35% of female students meet or exceed expectations in Reading 24% of female students meet or exceed expectations in Math 25% of LatinX students meet or exceed expectations in Reading 18% of LatinX students meet or exceed expectations in Math</p>
<p>Partially</p>	<p>Students experience grade-level, standards-aligned instruction.</p>	<p>In reviewing 22-23 3rd - 8th Grade Star360 data, Grade 3 59% of students in the 3rd Grade were At or Above Benchmark in English Language Arts, 52% in Spanish Language Arts, 64% in Math, and 82% in Spanish Math. Grade 4 In the 4th Grade, 48% of students were At or Above Benchmark in ELA, 26% in SLA, 64% in Math, and 64% in Spanish Math. Grade 5 48% of students were At or Above Benchmark in ELA, 44% in SLA, 48% in Math, and 78% in Spanish Math. Grade 6 In the 6th Grade, 38% of students were At or Above Benchmark in ELA, 77% in SLA, 56% in Math, and 95% in Spanish Math. Grade 7 39% of students were At or Above Benchmark in ELA, 67% in SLA, 58% in Math, and 93% in Spanish Math. Grade 8 33% of students were At or Above Benchmark in ELA, 60% in SLA, 50% in Math, and 88% in Spanish Math.</p> <p>Cultivate Data Affirming Identities: 45% of students report teachers using little to no examples of race, cultures, or communities into their learning. Classroom Community: 64% of students report that there is somewhat to very little encouragement by their classmates in class. Feedback for Growth: 43% of students report that the teacher does not tell them that it is more important to try in class than to get it right. Learning Goals: 50% of students report that the teacher makes it clear how each lesson builds towards longer term learning goals. Meaningful Work: 48% that the teacher gives them meaningful work to do, not busy work. Student Voice: 39% of students report that the teacher asks for their input about what we want to learn. Supportive Teaching: 38% of students report that the teacher knows their strengths and weaknesses in class. Teacher Caring: 44% of students report that teacher builds one-on-one relationships with each student in class. Well Organized Classroom: 41% of students report that the way the classes are organized helps them little in doing well.</p> <p>Grading Trends Overall SY 2023: 54%=A. 30%=B. 11%=C 2%=D. 3%=F Gender: Female (267): 58%=A, 29%=B, 9%=C, 1%=D, 3%=F. Male (237): 50%=A, 30%=B, 13%=C, 4%=D, 3%=F Race: LatinX: (377) 51%=A, 31%=B, 12%=D, 3%=D, 3%=F, White (76): 68%=A, 24%=B, 4%=C 2%=D, 1%=F Black: (20) 43%=A, 33%= B, 19%=C, 4%=D 1%=F Asian (8): 73%=A, 23%=B, 0%=C, 0%=D, 4%=F</p> <p>IAR Data: 30% of students meet or exceed expectations in Reading 24% of students meet or exceed expectations in Math 23% of male students meet or exceed expectations in Reading 25% of male students meet or exceed expectations in Math 35% of female students meet or exceed expectations in Reading 24% of female students meet or exceed expectations in Math 25% of LatinX students meet or exceed expectations in Reading 18% of LatinX students meet or exceed expectations in Math</p>
<p>Partially</p>	<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>Cultivate Data Affirming Identities: 45% of students report teachers using little to no examples of race, cultures, or communities into their learning. Classroom Community: 64% of students report that there is somewhat to very little encouragement by their classmates in class. Feedback for Growth: 43% of students report that the teacher does not tell them that it is more important to try in class than to get it right. Learning Goals: 50% of students report that the teacher makes it clear how each lesson builds towards longer term learning goals. Meaningful Work: 48% that the teacher gives them meaningful work to do, not busy work. Student Voice: 39% of students report that the teacher asks for their input about what we want to learn. Supportive Teaching: 38% of students report that the teacher knows their strengths and weaknesses in class. Teacher Caring: 44% of students report that teacher builds one-on-one relationships with each student in class. Well Organized Classroom: 41% of students report that the way the classes are organized helps them little in doing well.</p> <p>Grading Trends Overall SY 2023: 54%=A. 30%=B. 11%=C 2%=D. 3%=F Gender: Female (267): 58%=A, 29%=B, 9%=C, 1%=D, 3%=F. Male (237): 50%=A, 30%=B, 13%=C, 4%=D, 3%=F Race: LatinX: (377) 51%=A, 31%=B, 12%=D, 3%=D, 3%=F, White (76): 68%=A, 24%=B, 4%=C 2%=D, 1%=F Black: (20) 43%=A, 33%= B, 19%=C, 4%=D 1%=F Asian (8): 73%=A, 23%=B, 0%=C, 0%=D, 4%=F</p> <p>IAR Data: 30% of students meet or exceed expectations in Reading 24% of students meet or exceed expectations in Math 23% of male students meet or exceed expectations in Reading 25% of male students meet or exceed expectations in Math 35% of female students meet or exceed expectations in Reading 24% of female students meet or exceed expectations in Math 25% of LatinX students meet or exceed expectations in Reading 18% of LatinX students meet or exceed expectations in Math</p>
<p>Yes</p>	<p>The ILT leads instructional improvement through distributed leadership.</p>	<p>What is the feedback from your stakeholders?</p>

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>
Reflection	Root Cause	Implementation Plan			

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.	<p>There are significant discrepancies in student performance data as measured by screeners that highlight differences in English and Spanish in both ELA and Math. Spanish student performance data seems higher in both ELA and Math. Norming of data may contribute to this discrepancy.</p> <p>Student perspective data demonstrates a need for elevating student discourse and increase in rigor.</p> <p>Rigor walk data demonstrates growth around instructional priorities specifically around planning and learning targets.</p> <p>Rigor walk data reveals a need for increasing opportunities for student discourse and engagement, increased taxonomy levels, and teacher tracking of student progress towards learning targets.</p> <p>Percentage of students receiving As & Bs are not aligned with student performance as measured by IAR and Star360 state benchmarks.</p> <p>Taxonomy levels of learning targets and tasks differ from classroom to classroom.</p>
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	

What student-centered problems have surfaced during this reflection?

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?

Students encounter instruction that is partially aligned to standards-based, grade-level benchmarks and assessments.	<p>The improvement efforts include the implementation of the Skyline Curriculum across all grade levels. This ensures the equality of both languages of instruction. In addition to Skyline, we have implemented the following programs that enhance the curriculum and support all students at various academic levels. Improvement efforts include the Curriculum and Instruction</p> <ul style="list-style-type: none"> -Intervention Blocks during school and after school -Intervention Schedule- How are you managing your intervention schedule - MTSS - Star Customs practice coherent, create schedules - Professional Developments Committee for Skyline - Foundations - Estrellita - Go Math - Peer Observation - Designated planning time for vertical planning - PDs small/guided groups - Small group instruction for math and reading based on student grouping - Sample schedule for Intervention Block and Sample schedule for Planning Time - Expectation-Content and Language Objectives -Marzano Academy cohort will lead school teams to improve standard based grading and instructional practices. The ILT is currently in the process of establishing a team that will receive PD on the Distributive leadership model. The team will focus on a problem of practice based on grade level needs and ILT lead will receive training on pedagogy.
--	--

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

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

Resources:

[Determine Priorities Protocol](#)

Students...

encounter instruction that is partially aligned to standards-based grade-level benchmarks and 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.

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

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

Resources:

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

As adults in the building, we...

need to offer a high quality curriculum that is culturally relevant, equitable, and supports teachers in designing and implementing consistent and meaningful assessments, while refining grading practices that provide valuable feedback to support student learning and growth.

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....

provide teachers with professional learning on the implementation of high quality curriculum (Skyline and Skyline ALE, Mathematics, Amplify), standards-based grading practices and in the creation of assessments that are culturally relevant to measure student learning and inform instruction along with coaching through a distributive leadership model

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 increased capacity to deliver culturally relevant grade-level units and lessons that actively engage students in rigorous and differentiated instruction, while also providing effective student feedback through meaningful grading and assessments practices

which leads to...

students gaining a deeper understanding of their strengths and areas for improvement, fostering a growth mindset and encouraging a more proactive approach to their own

learning. This, in turn, leads to increased student engagement, greater self-efficacy, and improved academic performance as measured by on-track data, cultivate data survey and an increase in the number of students meeting or exceeding expectations in IAR.

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

Resources:

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

Team/Individual Responsible for Implementation Plan 🙌
 Instructional Leadership Team, PLCs, Administration

Dates for Progress Monitoring Check Ins
 Q1 10/18/2023 Q3 3/13/2024
 Q2 12/13/2023 Q4 5/22/2024

	SY24 Implementation Milestones & Action Steps 🙌	Who 🙌	By When 🙌	Progress Monitoring
Implementation Milestone 1	ALL Teachers including interventionists and coordinators will receive professional training on math curriculum and Skyline content areas with a specific focus on Skyline ALE for Dual Language teachers.	Administration, ILT, BHT	6/7/2024	In Progress
Action Step 1	All Teachers receive week zero professional development and meet in teams to unpack and plan Skyline units.	Administration, ILT, Dual Language Coordinator, ELPT	8/18/23	Completed
Action Step 2	ALL Dual Language Teachers including interventionists and coordinators participate in bridging to Skyline (new teachers) and bridging to Skyline ALE (All Dual Language teachers) and all Skyline unit launches.	Administration	6/7/24	In Progress
Action Step 3	Stakeholders will create a PLC to review student match performance data, identify student needs, and review and select a rigorous, high quality, standards-based math curriculum.	PLC, Administrators	6/7/24	Not Started
Action Step 4	Administrators will review units and provide feedback to teachers along with performing REACH observations and monitor the implementation of Skyline.	Administrators	Twice per quarter (Beginning of each unit)	In Progress
Action Step 5	Team directors will perform peer observations of grade-level teams and provide feedback and coaching to review implementation of units.	Team Directors	Twice per month 8/14/23 - 6/7/24	Not Started
Implementation Milestone 2	Instructional Leadership Team members engage in a distributive leadership model to lead learning cycles based on identified instructional priorities in order to positively impact the Instructional Core	ILT	8/14/23	In Progress
Action Step 1	Principal and AP share through voice and action with the whole staff their school's commitment toward a more distributed instructional leadership model.	Administrators	8/14/23	Completed
Action Step 2	ILT members attend ILT institute and principal ensures that Team Directors have the allotted time to plan for, lead, and reflect on team meetings and connective coaching experiences.	Team Directors, Administrators, and Grade-Level Leads	6/7/24	In Progress
Action Step 3	Team Directors engage with District Coaches and Administrators to build coaching capacity of Team Directors on a monthly basis	Team Directors and Administrators	Monthly	Not Started
Action Step 4	Team Directors engage grade-level teams in coaching sessions centered around learning cycles and implementation of effective strategies aimed at positively impacting the instructional core.	Team Directors	Every other week	Not Started
Action Step 5	Team Directors, grade-level leads and Administrators engage in Marzano's New Art and Science of Teaching Academies professional development for six sessions in SY23-24.	Team Directors, Administrators, and Grade-Level Leads	2 back to back sessions 3X per year	In Progress
Implementation Milestone 3	All teachers create classroom assessments and grading practices that align with the standards, provide student feedback, and accurately assess students' abilities to achieve mastery of the learning targets	Administrators, ILT, Team Directors	6/7/24	In Progress
Action Step 1	ILT members attend Marzano's Assessment & Grading Professional Development	ILT Members	4/5/24	In Progress
Action Step 2	Work with Team Directors to support teachers in tailoring assessments that accommodate diverse learning needs and styles	ILT, Team Directors, Administrators	Every other week.	Not Started
Action Step 3	Designate grade-level time for teachers to collaborate and share best practices on assessment design to ensure consistency, alignment to grade-level standards, and accuracy	Administrators	Monthly	In Progress
Action Step 4	Teachers employ strategies that actively engage student to contribute to the grading process, by tracking progress towards mastery of learning targets.	Teachers & ILT	6/7/24	Not Started
Action Step 5	Implement a system for monitoring that assessments and grading practices align with standards, provide student feedback and hold teachers accountable for maintaining alignment	Principal & AP	6/7/24	In Progress
Implementation Milestone 4	All teachers are involved in differentiation and acceleration strategies when delivering instruction.	Teachers	6/7/24	In Progress
Action Step 1	Engage teachers in frequent analysis of assessment data to identify areas where students may be struggling to achieve mastery. Use this data to inform instructional decisions and interventions.	ILT	BOY, MOY, EOY	In Progress
Action Step 2	Through grade-level team meetings frequently review and map the curriculum to identify opportunities for differentiation and acceleration within each unit or lesson.	Team Directors, Teachers	Every other week	Not Started

Action Step 3	Ensure teachers have access to a variety of instructional resources, including materials for differentiated instruction and enrichment activities for acceleration.	Administrators	6/7/24	In Progress
Action Step 4	Provide mentoring and coaching for teachers who may need additional support in implementing differentiation and acceleration strategies effectively.	Administrators, Team Directors	Every other week	Not Started
Action Step 5	Use Rigor Walk data to review school-wide progress towards achieving the instructional core.	ILT	3 Times per year	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Periodically assess curricular materials for cultural responsiveness by evaluating the representation of diverse cultures, perspectives, and voices within the materials. Conduct classroom observations to assess whether teachers are delivering grade-level, standards-aligned instruction. Use Rigor Walk rubric or checklist to evaluate the alignment of instruction with standards. Strengthen communication with parents to ensure they understand the importance of standards-based instruction and how they can support their children's learning at home.	
SY26 Anticipated Milestones	Promote teacher collaboration and professional learning communities (PLCs) where educators can discuss and share strategies for delivering grade-level, standards-aligned instruction. Establish a process through PLCs & ILT for ongoing monitoring of curriculum and assessment alignment with standards-based benchmarks. Regularly assess progress in improving alignment. Establish a feedback loop where teachers can provide input on the effectiveness of curriculum materials and assessments in aligning with benchmarks. Ensure that alignment efforts are equitable across all demographic and sub groups, addressing potential disparities in instructional quality.	

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
3% increase in number of students meeting or exceeding expectations in Reading/ELA as measured by IAR in SY24 and SY25 and 4% increase in SY26. To close the gender gap 5% increase in number of male students meeting and exceeding expectation for all years.	No	IAR (English)	Overall	30% meets/exceeds ELA	33% meets/exceeds ELA	36% meets/exceeds ELA	40% meets/exceeds ELA
			Male	23% meets/exceeds ELA	28% meets/exceeds ELA	33% meets/exceeds ELA	38% meets/exceeds ELA
4% increase in number of students at or above proficiency state benchmarks are measured by Star360. 5% increase in number of LatinX students at or above proficiency state benchmarks are measured by Star360.	Yes	STAR (Math)	Overall	26.5% at or above proficiency state benchmarks	30.5% at or above proficiency state benchmarks	34.5% at or above proficiency state benchmarks	38.5% at or above proficiency state benchmarks
			Latinx	22% at or above proficiency state benchmarks	27% at or above proficiency state benchmarks	32% at or above proficiency state benchmarks	37% at or above proficiency state benchmarks

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal.		
	SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	All teachers will conduct peer observations and provide feedback on the use of curricular materials and Skyline. This can serve as a qualitative measure of how well the materials align with standards and promote cultural responsiveness. Observations will take place 2X per quarter.	Grade-level teams will collect and review student work samples to determine if they reflect the expected grade-level proficiency and alignment with standards.	PLCs conduct quarterly evaluations of curriculum and instructional practices to evaluate the degree to which the curricular materials and teaching practices align with academic standards and culturally responsive teaching practices. Use Rigor Walk rubric to measure alignment and monitor improvements over time.
C&I:2 Students experience grade-level, standards-aligned instruction.	Analyze student performance on Star 360 assessments (using state benchmark) to look for patterns of student achievement as an indicator of the alignment of instruction. Monitor progress by analyzing number of students that exceed state benchmarks. 3X MOY, BOY, EOY	Review lesson plans/units to ensure that they align with grade-level standards. Check for alignment in instructional objectives, activities, and assessments. Use Landscape/Rigor Walk Data to monitor progress. Every 5-Weeks	Seek feedback from parents and students regarding the quality and alignment of instruction with grade-level standards. Use quarterly surveys or focus groups to gather input.

<p>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.</p>	<p>ILT will evaluate the alignment of assessments with grade-level standards by conducting a systematic review of assessment items and questions to ensure they are addressing the intended learning targets. Grade-level team meetings, Internal Walks and Rigor Walks will be used to monitor progress.</p>	<p>Administrators will evaluate whether the assessment results are being used to inform instructional decisions. Monitor whether teachers are adapting their teaching strategies based on the evidence generated by assessments.</p>	<p>Analyze assessment data to assess the depth and breadth of student learning. Monitor whether assessments are providing comprehensive insights into students' understanding of grade-level standards.</p>
---	---	--	---

Return to Top SY24 Progress Monitoring

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
3% increase in number of students meeting or exceeding expectations in Reading/ELA as measured by IAR in SY24 and SY25 and 4% increase in SY26. To close the gender gap 5% increase in number of male students meeting and exceeding expectation for all years.	IAR (English)	Overall	30% meets/exceeds ELA	33% meets/exceeds ELA	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>
		Male	23% meets/exceeds ELA	28% meets/exceeds ELA	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>
4% increase in number of students at or above proficiency state benchmarks are measured by Star360. 5% increase in number of LatinX students at or above proficiency state benchmarks are measured by Star360.	STAR (Math)	Overall	26.5% at or above proficiency state benchmarks	30.5% at or above proficiency state benchmarks	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>
		Latinx	22% at or above proficiency state benchmarks	27% at or above proficiency state benchmarks	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	All teachers will conduct peer observations and provide feedback on the use of curricular materials and Skyline. This can serve as a qualitative measure of how well the materials align with standards and promote cultural responsiveness. Observations will take place 2X per quarter.	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>
C&I:2 Students experience grade-level, standards-aligned instruction.	Analyze student performance on Star 360 assessments (using state benchmark) to look for patterns of student achievement as an indicator of the alignment of instruction. Monitor progress by analyzing number of students that exceed state benchmarks. 3X MOY, BOY, EOY	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="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.	ILT will evaluate the alignment of assessments with grade-level standards by conducting a systematic review of assessment items and questions to ensure they are addressing the intended learning targets. Grade-level team meetings, Internal Walks and Rigor Walks will be used to monitor progress.	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>	<input type="text" value="Select Status"/>

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

MTSS Team meets monthly to discuss Tier 2/3 students. Tier 2/3 academic interventions are documented and progress monitored within Branching Minds by the school's Interventionists and some classroom teachers. Tier Movement data shows a 16% decrease in the number of students receiving Tier 3 Interventions, BOY to MOY SY22/23. Tier Movement also shows a 16% increase in the number of students receiving Tier 1 Interventions, BOY to MOY SY 22/23. Tier 2 students remained consistent at 16%. In reviewing Individualized Education Plans, IEP students are receiving instruction in their Least Restrictive Environment appropriate to their needs. IEPs are being developed for those students not responding to Tier 3 MTSS academic supports. CPS requires all content area teachers servicing ELs to have their ESL and Bilingual endorsements.
 -At Linne, the majority of the teachers hold these endorsements with some exceptions: 3/4th grade Science, 5/6 grade Math Dual, and 2nd-6th grade Monolingual track. Here you will find the gaps in our services. ELPT, provides services to ELs in the monolingual track as well as newcomers, services do not suffice since not all content areas are covered with provided services.

What is the feedback from your stakeholders?

Feedback from our EL program Review and EL Placement Recommendation Tool suggests that all teachers servicing ELs require an ESL/Bilingual Endorsement. As of SY 23, Linne began the implementation of posting content objectives for students in their classrooms. Content and language objectives are currently written in unit plans. A content and language objective workshop was provided for teachers by the Dual Language Coordinator and ELPT.
 As of May 2023, a large population of EL newcomers were registered at Linne from grades pre-k-8th grade. Newcomers and students in the monolingual track are being serviced by ELPT when content area teacher does not have an ESL/Bilingual Endorsement. ACCESS data shows that the percentage of students reaching proficiency has dropped from SY 21 10%, SY 22 9% and SY 23 4%. The data suggests the need of ESL/Bilingual endorsed staff as well as the review of content and language objectives. Staff asked for more collaboration time between general education and diverse learner teachers to better support students in the classroom.

What student-centered problems have surfaced during this reflection?

Students require targeted interventions to address their individual learning needs through a school-wide Multi Tiered System 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?

-Teachers of ELs are often encouraged to join ESL/Bilingual Cohorts offered through CPS at no cost. ELPT and Dual Language Coordinator offer staff members opportunities to write and provide feedback on units, content and language objectives.
 -Members of the MTSS team have worked with teachers to become familiar with the Branching Minds platform. Interventions were logged by Interventionists as well as classroom teachers.
 -Evidence based materials for interventions have been purchased.
 -Linne opted in to the CPS Freckle and Amira programs for the SY24 school year. Teachers will have the opportunity to receive training in these programs.

Return to Top Determine Priorities

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

Students... require targeted interventions to address their individual learning needs through a school-wide Multi Tiered System of Support.

Resources: [Determine Priorities Protocol](#)

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

Return to Top Root Cause

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

As adults in the building, we... must prioritize targeted, individualized professional development for teachers utilizing MTSS, ensuring they become familiar with Branching Minds, interventions, and intervention materials and gain a deeper understanding of the root causes behind students' challenges through student centered data driven conversations.

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

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

Return to Top Theory of Action

What is your Theory of Action?

If we... provide teachers with opportunities to engage in individualized, targeted MTSS Professional Development to better understand the MTSS process, as well as time to engage in

Resources: [Indicators of a Quality CIWP: Theory of Action](#)

Inclusive & Supportive Learning Environment

collaborative, data-driven student-centered conversations

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 teacher capacity and understanding of the MTSS process, including data-driven identification of students requiring more intensive, targeted Tier 2 and Tier 3 academic, behavioral, and/or social emotional supports, increased familiarity and use of Branching Minds, intervention selection and available resources, and consistent progress monitoring

which leads to...
 students being properly identified and progress monitored when receiving Tier 2 and Tier 3 interventions and an increase in the number of students showing positive Tier Movement.

Return to Top Implementation Plan

Resources:

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

Team/Individual Responsible for Implementation Plan
 MTSS and Behavioral Health Teams

Dates for Progress Monitoring Check Ins
 Q1 10/18/2023 Q3 3/13/2024
 Q2 12/13/2023 Q4 5/22/2024

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	All teachers will receive targeted, MTSS Professional Development to better understand the MTSS process, including use of Branching Minds, intervention selection, available resources, progress monitoring, and behavioral interventions.	Interventionists, Behavioral Health Team, and District	June 7th, 2024	In Progress
Action Step 1	All teachers receive Week 0 MTSS Professional Development on the Branching Minds platform and available intervention tools/resources.	Interventionists, Behavioral Health Team	August 16th, 2023	Completed
Action Step 2	MTSS Team will provide MTSS Professional Development to all teachers during pre-scheduled Grade Level Meetings	Interventionists, Behavioral Health Team	Bi-monthly	In Progress
Action Step 3	Scheduled time will be allotted to the MTSS and BHT Teams on School Improvement/ Professional Development days to meet with all teachers to provide MTSS and Tier 1 behavior Professional Development	Interventionists, Behavioral Health Team	June 7th, 2024	In Progress
Action Step 4	All teachers and SECAs will receive Professional Development on the IEP, its different sections, and their role in supporting students with disabilities.	Case Manager	June 7th, 2024	In Progress
Action Step 5	All teachers will receive Professional Development on English Language Learners and their role in supporting our EL students, including understanding EL can-do descriptors, units, content, and language objectives.	ELPT and DLLT	Monthly	In Progress
Implementation Milestone 2	All teachers will engage in student centered, data driven conversations, so as to properly identify those students in need of more targeted, intensive Tier 2 and Tier 3 interventions.		BOY, MOY, and EOY	In Progress
Action Step 1	As a part of the Distributive Leadership model, Team Directors and/or Interventionists and/ or Behavioral Health Team will lead student-centered, data-driven MTSS conversations during Grade Level Meetings.	Team Directors, Interventionists, Behavioral Health Team	June 7th, 2024	In Progress
Action Step 2	MTSS Team will work with the 5th/6th and 7th/ 8th Grade teams to structure the 60-minute Intervention Block and properly group students based on available data.	MTSS Team	BOY, MOY, and EOY	In Progress
Action Step 3	MTSS Team will establish protocols for identifying and analyzing student data for students identified for tiered intensive supports within the Branching Minds Platform	MTSS Team	June 7th, 2024	In Progress
Action Step 4	MTSS Team will work with all teachers to make adjustments to the core curriculum and/ or schedule based on analyses of assessment data.	MTSS Team	BOY, MOY, and EOY	In Progress
Action Step 5	All Skyline teachers will implement the Skyline curriculum with	All teachers, Administration,	June 7th, 2024	In Progress
Implementation Milestone 3	All teachers will work to ensure that students with disabilities and those identified as English Language Learners are receiving the appropriate supports and accommodations, so as to be able to access and make progress towards the Tier 1 curriculum at their Grade Level.	All teachers	June 7th, 2024	In Progress
Action Step 1	Case Manager will work with Diverse Learner and classroom teachers to ensure that IEP student minutes are properly allocated, consistently met, and in the appropriate setting.	Case Manager, All teachers	June 7th, 2024	In Progress
Action Step 2	All teachers will implement IEP accommodations with fidelity in the designated classroom setting.	All teachers	June 7th, 2024	In Progress
Action Step 3	ELPT and DLLT will work with classroom teachers to ensure that EL students are receiving the proper EL accommodations in the Gen Ed classroom.	ELPT, DLLT	June 7th, 2024	In Progress

Action Step 4	The MTSS Team will utilize a data-driven process to refer Tier 3 students not responding to targeted academic, behavioral, and/or social emotional interventions to the Diverse Learner Team for evaluation.	MTSS Team, Diverse Learner Team	June 7th, 2024	In Progress
Action Step 5	The Behavioral Health Team and Team Directors will work with Grade Level teams to discuss students' Social Emotional concerns that are impacting them negatively in the classroom.	Behavioral Health Team, Team Directors	June 7th, 2024	Not Started
Implementation Milestone 4	All teachers will regularly communicate student progress within the MTSS process with families to strengthen the partnership between school and home.	All teachers	June 7th, 2024	In Progress
Action Step 1	All teachers will document any parent communication in Branching Minds under "Family Communication."	All teachers	June 7th, 2024	In Progress
Action Step 2	MTSS Team will develop a Quarterly MTSS parent survey to gauge parent involvement and encourage feedback.	MTSS Team	Quarterly	Not Started
Action Step 3	DL Team will develop a Quarterly DL parent survey to gauge parent involvement and encourage feedback.	DL Team	Quarterly	Not Started
Action Step 4	Families will be given MTSS informational sessions to help them better understand the MTSS process and how to best support their students at home.	ELPT and DLLT	June 7th, 2024	Not Started
Action Step 5	Interventionists will communicate with families of those students not meeting their intervention targets a minimum of once biweekly	MTSS Team	Bi-weekly	Not Started

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Through Professional Development, we will continue to strengthen the schoolwide MTSS process to develop the capacity of all teachers to use data to identify those students requiring more intensive Tier 2 and Tier 3 academic, behavioral, and/or social-emotional supports. Teachers will identify these students, will have access to and will select the appropriate interventions/ resources needed, and will be able to use Branching Minds to provide monitoring bi-weekly to gauge student progress. Students not making adequate progress will be referred to the Diverse Learner Team for possible evaluation in a timely manner. Students with disabilities (IEP) will receive services in the appropriate setting and supports will be provided collaboratively by the Diverse Learner and General Education teachers. English Language Learners will receive language support, collaboratively provided by the ELPT, DLLT, and the General Education teachers. We will strengthen family communication. Student progress throughout the MTSS process will be communicated to families bi-weekly. Through these conversations, families will gain a better understanding of how to work collaboratively with the school to best support their students at home.	
SY26 Anticipated Milestones	Encourage and provide frequent opportunities for teacher collaboration to strategize and best support those students receiving interventions, as well as DLs and ELs. Regularly assess the effectiveness of the MTSS process and encourage frequent feedback for improvement from all stakeholders - students, teachers, and families. Incorporate learning walks to gauge how well DL and EL accommodations are being implemented within the General Education classrooms to ensure consistency of services provided and to ensure that all students have equitable access to the Tier 1 curriculum.	

[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
3% increase in the number of Tier 3 students making positive Tier Movement in Math as measured by the Branching Minds Tier Movement Report in SY24 and SY25 and 4% increase in SY26.	Yes	MTSS Academic Tier Movement	Overall	18% of students in Tier 3	15% of students in Tier 3	12% of students in Tier 3	8% of students in Tier 3
			Select Group or Overall				
4% increase in the number of students identified as "On Track" as measured by 5 week On Track Reports in SY24, SY25 and SY26. 5% increase in the number of English Learners identified as "On Track" as measured by 5 week On Track Reports.	Yes	3 - 8 On Track	Overall	55% of students on-track	59% of students on-track	63% of students on-track	67% of students on-track
			English Learners	34% of students on-track	39% of students on-track	44% of students on-track	49% of students on-track

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:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	The MTSS Team will provide targeted, MTSS Professional Development to all teachers on pre-scheduled Grade Level and PD/ School Improvement days. The MTSS Team and ILT Team Directors will facilitate Quarterly student data-driven conversations with all teachers to encourage collaboration, better understand student needs, and identify student supports.	All teachers will be able to identify the appropriate intervention resources, create, implement, and progress monitor student intervention plans within the Branching Minds platform bi-weekly. Feedback on the student intervention plans will be provided by the MTSS Team Quarterly.	We will regularly assess the effectiveness of the MTSS process and encourage feedback for improvement from all stakeholders - students, teachers, and families. Feedback will be collected Quarterly through student, teacher, and parent surveys.
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	Students receiving and not responding to MTSS interventions, as shown through progress monitoring data, will be identified at the MTSS Team meetings weekly and will be referred to the Diverse Learner Team for possible evaluation in a timely manner.	We will incorporate DL learning walks Quarterly to gauge how well DL accommodations are being implemented within the General Education classrooms to ensure consistency of services provided and to ensure that all students have equitable access to the Tier 1 curriculum.	We will regularly assess the effectiveness of the DL program and encourage feedback for improvement from all stakeholders - students, teachers, and families. Feedback will be collected Quarterly through student, teacher, and parent surveys.
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.	We will incorporate EL learning walks Quarterly to gauge how well EL accommodations are being implemented within the General Education classrooms to ensure consistency of services provided and to ensure that all students have equitable access to the Tier 1 curriculum.	Staff will cultivate a nurturing learning environment that prioritizes the Inner Core of identity, community, and relationships, with a dedicated focus on integrating research-based, culturally responsive powerful practices. We aim to create a space where students feel seen, valued, and respected, while consistently aligning instructional methods with their diverse backgrounds and needs. This goal will be measured by cultivate data 2x per year.	We will regularly assess the effectiveness of the EL program and encourage feedback for improvement from all stakeholders - students, teachers, and families. Feedback will be collected Quarterly through student, teacher, and parent surveys.

[Return to Top](#) SY24 Progress Monitoring

Resources:

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

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
3% increase in the number of Tier 3 students making positive Tier Movement in Math as measured by the Branching Minds Tier Movement Report in SY24 and SY25 and 4% increase in SY26.	MTSS Academic Tier Movement	Overall	18% of students in Tier 3	15% of students in Tier 3	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
4% increase in the number of students identified as "On Track" as measured by 5 week On Track Reports in SY24, SY25 and SY26. 5% increase in the number of English Learners identified as "On Track" as measured by 5 week On Track Reports.	3 - 8 On Track	Overall	55.% of students on-track	59.% of students on-track	Select Status	Select Status	Select Status	Select Status
		English Learners	34% of students on-track	39% of students on-track	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:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	The MTSS Team will provide targeted, MTSS Professional Development to all teachers on pre-scheduled Grade Level and PD/ School Improvement days. The MTSS Team and ILT Team Directors will facilitate Quarterly student data-driven conversations with all teachers to encourage collaboration, better understand student needs, and identify student supports.	Select Status	Select Status	Select Status	Select Status
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	Students receiving and not responding to MTSS interventions, as shown through progress monitoring data, will be identified at the MTSS Team meetings weekly and will be referred to the Diverse Learner Team for possible evaluation in a timely manner.	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.	We will incorporate EL learning walks Quarterly to gauge how well EL accommodations are being implemented within the General Education classrooms to ensure consistency of services provided and to ensure that all students have equitable access to the Tier 1 curriculum.	Select Status	Select Status	Select Status	Select Status

If Checked:
Complete
IL-Empower
Section below

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

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

If Checked:
No action needed

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



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

Parent and Family Plan

If Checked:



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.

To empower parents and elevate student engagement, our approach will revolve around two core pillars: teaching to grade-level standards and strengthening our Multi-Tiered System of Support (MTSS) practices. Firstly, we will provide parents with valuable resources, workshops, and communication channels that elucidate the significance of grade-level instruction. By fostering a comprehensive understanding of academic expectations, parents can better support their children's learning journeys at home. Additionally, we will collaborate closely with parents to ensure alignment with classroom standards and to offer strategies for bridging any knowledge gaps. 

In parallel, we are committed to fortifying our MTSS practices, which will further bolster parental involvement. By sharing MTSS insights and updates with parents, we can collectively identify students' unique learning needs and provide timely, targeted interventions. This collaborative effort will not only enhance academic progress but also strengthen the school-parent partnership, fostering an environment of shared responsibility for student success. Together, we aim to cultivate a dynamic educational ecosystem where parents are empowered and actively engaged in their children's education, ultimately leading to improved student achievement and growth.

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