

CIWP Team & Schedules

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Indicators of Quality CIWP: CIWP Team

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

[CIWP Team Guidance](#)

Name	Role	Email
Ekaterini Panagakis	Principal	eapanagakis@cps.edu
Taiesha Ford	AP	tjford7@cps.edu
Devonia Bridges	LSC Member	dmbrown1@cps.edu
Michelle Danielley	Partnerships & Engagement Lead	mjdanielley@cps.edu
Caroline Cunningham	Teacher Leader	cascanlon@cps.edu
Dimples McGill	Parent	drwashington2@cps.edu
Tennie Streeter	Connectedness & Wellbeing Lead	tmstreeter1@cps.edu
Lisa Chesebro	Connectedness & Wellbeing Lead	lmconnors@cps.edu
Constance Lange	Inclusive & Supportive Learning Lead	clzarris-booz@cps.edu
Theresa O'connell	Teacher Leader	toconnell@cps.edu
Isabel Morales	Teacher Leader	iflores@cps.edu
LaConya McKinney	Teacher Leader	lsbullock@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	7/11/23	7/11/23
Reflection: Curriculum & Instruction (Instructional Core)	7/25/23	8/25/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/25/23	8/25/23
Reflection: Connectedness & Wellbeing	7/25/23	8/17/23
Reflection: Postsecondary Success	7/25/23	8/17/23
Reflection: Partnerships & Engagement	7/25/23	8/17/23
Priorities	7/25/23	8/18/23
Root Cause	8/17/23	8/25/23
Theory of Acton	8/17/23	9/13/23
Implementation Plans	8/30/23	9/13/23
Goals	8/30/23	9/13/23
Fund Compliance	8/30/23	9/13/23
Parent & Family Plan	8/30/23	9/13/23
Approval	9/14/23	9/14/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates

Quarter 1	10/20/23
Quarter 2	12/21/23
Quarter 3	3/22/24
Quarter 4	6/6/24

Indicators of a Quality CIWP: Reflection on Foundations

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

Resources 

[Reflection on Foundations Protocol](#)

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<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>CPS High Quality Curriculum Rubrics</p>	<p>Star 360 EOY data indicates that Wacker has 62 (44%) students in 3rd-8th grade who were At/Above Benchmark on th STAR 360 Assessment. This is less than half of the number of students who participated in the assessment. This is 4% less than the number of students who were At/Above Benchmark during the Winter 22-23 testing cycle. Although we reduced the percentage of students who require "Urgent Intervention" from 17% to 15% , the percentage of students who require "Intervention" increased from 20% to 25%, and the percentage of students who were "On-Watch" also increased from 15% to 17%. This is concerning and evidence of a trend that we do not normally experience at Wacker. Typically, our students perform better during EOY testing rather than during MOY testing. Teams will engage in the Problem Solving Process to identify root causes for decline in the number of students who are "At/Above Benchmark." Comparatively speaking, Wacker's scores were closely aligned with district wide averages of 46% of students At/Above Benchmark but lower than ISP averages where 57% if ISP students scored At/Above Benchmark</p> <p>Teachers expressed concerns regarding residual challenges from the Pandemic and remote learning. Students seem to be lacking foundational skills required for more advance coursework, beginning in the intermediate grades. Student stamina required to tend to tasks is limited and the time required for guided practice has increased tremendously. More scaffolding is needed with students depending on multiple opportunities to complete assignments.</p> <p>Recovery Fridays allows for students to receive opportunities for additional support, instructional guidance and multiple opportunities to practice with the standards and "re-do" or "re-take" or "re-learn" objectives as much as needed. Small group instruction, guided reading and guided math groups, with personalized learning objectives also allows teachers to target deficit areas and work with smaller learning groups to identify and support specific learning needs and to accelerate those students who show mastery. Teachers can benefit PD on how to support nd address varying levels of student engagement and how to ensure that tasks are rigorous but attainable, in order to support instruction. Bi-weekly formative assessments allows for frequent progress monitoring. As far as Primary Assessment data is concerned...Second Grade ELA - utilizing DORF and TRC levels</p> <p>50% of class performing at or above level on DORF accuracy and retell. (focus on sight words, decodable readers and LLI) 50% of class performing at or above level on NWF (focus on phonics and decoding strategies)</p> <p>Math-i-Ready 60% of students performed early to mid first grade in the domain number and operations (Focus will be on skip counting, and comparing numbers) 50% of students scored in the early-late first grade range in geometry and 50% of students scored at the kindergarten level. (Focus 2D and 3D shapes and their attributes as well as polygons). 100% of students in the early to late first grade range in the domain Algebra and Algebraic Thinking (focus on addition and subtraction strategies).</p>	<p>iAR (Math)</p> <p>iAR (English)</p> <p>Rigor Walk Data (School Level Data)</p>
Yes	<p>Students experience grade-level, standards-aligned instruction.</p> <p>Rigor Walk Rubric</p> <p>Teacher Team Learning Cycle Protocols</p> <p>Quality Indicators Of Specially Designed Instruction</p>	<p>50% of class performing at or above level on DORF accuracy and retell. (focus on sight words, decodable readers and LLI) 50% of class performing at or above level on NWF (focus on phonics and decoding strategies)</p> <p>Math-i-Ready 60% of students performed early to mid first grade in the domain number and operations (Focus will be on skip counting, and comparing numbers) 50% of students scored in the early-late first grade range in geometry and 50% of students scored at the kindergarten level. (Focus 2D and 3D shapes and their attributes as well as polygons). 100% of students in the early to late first grade range in the domain Algebra and Algebraic Thinking (focus on addition and subtraction strategies).</p>	<p>PSAT (EBRW)</p> <p>PSAT (Math)</p> <p>STAR (Reading)</p>
Yes	<p>Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.</p> <p>Powerful Practices Rubric</p> <p>Learning Conditions</p>	<p>What is the feedback from your stakeholders?</p> <p>Teachers expressed concerns regarding residual challenges from the Pandemic and remote learning. Students seem to be lacking foundational skills required for more advance coursework, beginning in the intermediate grades. Student stamina required to tend to tasks is limited and the time required for guided practice has increased tremendously. More scaffolding is needed with students depending on multiple opportunities to master objectives and demonstrate competency. Students indicated fewer supports at home</p>	<p>STAR (Math)</p> <p>iReady (Reading)</p> <p>iReady (Math)</p>
Partially	<p>The ILT leads instructional improvement through distributed leadership.</p> <p>Continuum of ILT Effectiveness</p> <p>Distributed Leadership</p>		<p>Cultivate</p> <p>Grades</p> <p>ACCESS</p>
Yes	<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</p> <p>ES Assessment Plan Development Guide</p> <p>HS Assessment Plan Development</p>		<p>TS Gold</p> <p>Interim Assessment Data</p>
Yes	<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>Recovery Fridays allows for students to receive opportunities for additional support, instructional guidance and multiple opportunities to practice with the standards and "re-do" or "re-take" or "re-learn" objectives as much as needed. Small group instruction, guided reading and guided math groups, with personalized learning objectives also allows teachers to target deficit areas and work with smaller learning groups to identify and support specific learning needs and to accelerate those students who show mastery. Teachers can</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.

According to STAR 360, At least 50% of students continue to struggle with grade level mastery, indicating a lack of competence with foundational skills. Students also struggle with time management and STAR 360 only allows for 60 seconds for students to select an answer. They are not accustomed to such rapid response requirements, especially transitioning from the primary grade assessments, or from MAP, where there was unlimited time on those assessments, to STAR 360, 3rd grade and beyond. Reading fluency may be a challenge along with comprehension under time constraints. Students with disabilities are struggling the most and some of it can definitely be attributed to the time constraints on being able to answer questions within 60 seconds, given that they struggle with reading fluency and comprehension.

benefit PD on how to support and address varying levels of student engagement and how to ensure that tasks are rigorous but attainable, in order to support instruction. Bi-weekly formative assessments allows for frequent progress monitoring

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	MTSS Integrity Memo MTSS Continuum Roots Survey	Wacker implements multiple levels and layers of academic and social emotional supports and interventions based upon data. Teachers engage in Data Deep Dives at each of the three assessment cycles in order to determine student academic needs and adjust instruction, through the Small Group Instructional Planning Template, where students are grouped, based upon data, skills are identified and differentiated learning objectives are identified for each specific learning group. Groups meet with teacher to receive targeted instructional supports or enrichment and then they are assessed to monitor progress toward attainment/mastery of differentiated objectives. Wacker must implement a "formalized" process of addressing the needs of those students in the lowest scoring tiers and collecting data on growth or regression.	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS) Quality Indicators of Specially Designed Curriculum EL Program Review Tool
Yes	MTSS Integrity Memo		
Yes	LRE Dashboard Page		
Yes	IDEA Procedural Manual		
Yes	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS		
No	There are language objectives (that demonstrate HOW students will use language) across the content.		

What student-centered problems have surfaced during this reflection?

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




Students are struggling with STAR 360 due to the time constraints of having to answer questions within 60 seconds. Students lacking in Math fluency with foundational skills(adding,subtracting, multiplying and dividing) also poses a challenge for many. Reading fluency and processing are barriers to students comprehension. Exposure to language, vocabulary and a variety of text outside the classroom setting is limited. Students are not independently reading outside of school. Retaining information is challenging for many students if not presented in a succinct ,direct format. Recalling facts and memorization , as low level cognitive tasks are challenging thus making higher order thinking tasks far-reaching for many students. Students are heavily dependent on technology and require substantial guided practice and scaffolded support to attain mastery of objectives over longer periods of time. Primary students are lacking from exposure to language and vocabulary and limited opportunities to engage with text beyond memorization. They may be fluent in pronouncing words but have difficulty comprehending what they read. Teacher observational data is indicative of minimal exposure and reinforcement/practice beyond classroom instruction

Teachers received training/PD on Branching Minds Platform, identifying interventions , setting goals and progress monitoring. Next steps include entering interventions into the platform and setting goals based upon current data. Wacker utilizes many forms of academic interventions and we need to ensure that we are listing those in the Branching Minds Platform. Recovery Fridays allows for students to receive opportunities for additional support, instructional guidance and multiple opportunities to practice with the standards and "re-do" or "re-take" or "re-learn" objectives as much as needed. Small group instruction, guided reading and guided math groups,with personalized learning objectives also allows teachers to target deficit areas and work with smaller learning groups to identify and support specific learning needs and to accelerate those students who show mastery. Teachers can benefit from additional PD on how to support and address varying levels of student engagement and how to ensure that tasks are rigorous but attainable, in order to support instruction. Standards aligned- Bi-weekly formative assessments, in grades 3rd-8th, allows for frequent progress monitoring

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Connectedness & Wellbeing



Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Select Rating	BHT Key Component Assessment SEL Teaming Structure		% 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

Select Rating	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		Increase Average Daily Attendance Increased Attendance for Chronically Absent Students
Select Rating	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	<p>What is the feedback from your stakeholders?</p> <p><i>[feedback trends across stakeholders; feedback trends across specific stakeholder groups]</i></p> 	Reconnected by 20th Day, Reconnected after 8 out of 10 days absent Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data)
Select Rating	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		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?</p> <p>If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</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><i>[problems experienced by most students; problems experienced by specific student groups]</i></p> 		<p><i>[impact on most students; impact on specific student groups]</i></p> 	





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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
Select Rating	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	<p><i>[takeaways reflecting most students; takeaways reflecting specific student groups]</i></p> 	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track
Select Rating	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).		Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate
Select Rating	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	<p>What is the feedback from your stakeholders?</p> <p><i>[feedback trends across stakeholders; feedback trends across specific stakeholder groups]</i></p> 	9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
Select Rating	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).		
Select Rating	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).		
Select Rating	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	<p>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>	

Select Rating	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	[impact on most students; impact on specific student groups] 
<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.</p> [problems experienced by most students; problems experienced by specific student groups] 		

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	Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Select Rating	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	[takeaways reflecting most students; takeaways reflecting specific student groups] 	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
Select Rating	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		Formal and informal family and community feedback received locally. (School Level Data)
Select Rating	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric	<p>What is the feedback from your stakeholders?</p> [feedback trends across stakeholders; feedback trends across specific stakeholder groups] 	
<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.</p> [problems experienced by most students; problems experienced by specific student groups] 			<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> [impact on most students; impact on specific student groups] 	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of metrics?

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

Star 360 EOY data indicates that Wacker has 62 (44%) students in 3rd-8th grade who were At/Above Benchmark on the STAR 360 Assessment. This is less than half of the number of students who participated in the assessment. This is 4% less than the number of students who were At/Above Benchmark during the Winter 22-23 testing cycle. Although we reduced the percentage of students who require "Urgent Intervention" from 17% to 15%, the percentage of students who require "Intervention" increased from 20% to 25%, and the percentage of students who were "On-Watch" also increased from 15% to 17%. This is concerning and evidence of a trend that we do not normally experience at Wacker. Typically, our students perform better during EOY testing rather than during MOY testing. Teams will engage in the Problem Solving Process to identify root causes for decline in the number of students who are "At/Above Benchmark." Comparatively speaking, Wacker's scores were closely aligned with district wide averages of 46% of students At/Above Benchmark but lower than ISP averages where 57% if ISP students scored At/Above Benchmark

Teachers expressed concerns regarding residual challenges from the Pandemic and remote learning. Students seem to be lacking foundational skills required for more advance coursework, beginning in the intermediate grades. Student stamina required to tend to tasks is limited and the time required for guided practice has increased tremendously. More scaffolding is needed with students depending on multiple opportunities to complete assignments.

Recovery Fridays allows for students to receive opportunities for additional support, instructional guidance and multiple opportunities to practice with the standards and "re-do" or "re-take" or "re-learn" objectives as much as needed. Small group instruction, guided reading and guided math groups, with personalized learning objectives also allows teachers to target deficit areas and work with smaller learning groups to identify and support specific learning needs and to accelerate those students who show mastery. Teachers can benefit PD on how to support and address varying levels of student engagement and how to ensure that tasks are rigorous but attainable, in order to support instruction. Bi-weekly formative assessments allows for frequent progress monitoring. As far as Primary Assessment data is concerned...Second Grade ELA - utilizing DORF and TRC levels

50% of class performing at or above level on DORF accuracy and retell. (focus on sight words, decodable readers and LLI) 50% of class performing at or above level on NWF (focus on phonics and decoding strategies)

Math-i-Ready
60% of students performed early to mid first grade in the domain number and operations (Focus will be on skip counting, and comparing numbers)
50% of students scored in the early-late first grade range in geometry and 50% of students scored at the kindergarten level. (Focus 2D and 3D shapes and their attributes as well as polygons).
100% of students in the early to late first grade range in the domain Algebra and Algebraic Thinking (focus on addition and subtraction strategies).

What is the feedback from your stakeholders?

Teachers expressed concerns regarding residual challenges from the Pandemic and remote learning. Students seem to be lacking foundational skills required for more advance coursework, beginning in the intermediate grades. Student stamina required to tend to tasks is limited and the time required for guided practice has increased tremendously. More scaffolding is needed with students depending on multiple opportunities to master objectives and demonstrate competency. Students indicated fewer supports at home

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?

According to STAR 360, At least 50% of students continue to struggle with grade level mastery, indicating a lack of competence with foundational skills. Students also struggle with time management and STAR 360 only allows for 60 seconds for students to select an answer. They are not accustomed to such rapid response requirements, especially transitioning from the primary grade assessments, or from MAP, where there was unlimited time on those assessments, to STAR 360, 3rd grade and beyond. Reading fluency may be a challenge along with comprehension under time constraints. Students with disabilities are struggling the most and some of it can definitely be attributed to the time constraints on being able to answer questions within 60 seconds, given that they struggle with reading fluency and comprehension.

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Determine Priorities

Resources:

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

[Determine Priorities Protocol](#)

Students...

struggle with foundational skills in literacy (phonics, phonemic awareness, phonemes) that impair fluency and become a barrier to mastering comprehension. Additionally, students struggle with applying mathematical concepts to solve equations due to a lack of foundational math computation skills (adding, subtracting, multiplying and dividing).

Indicators of a Quality CIWP: Determine Priorities

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

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Root Cause

Resources:

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

[5 Whys Root Cause Protocol](#)

As adults in the building, we...

are not intentionally teaching phonics or foundational literacy skills. In taking the balanced literacy approach, we have not targeted specific and necessary phonics instruction to support fluency to not be a barrier to mastering comprehension. In math instruction, we are not pre-assessing students to determine their levels of mastery with basic foundational math skills and we are not providing enough practice time to reinforce those foundational skills.

Indicators of a Quality CIWP: Root Cause Analysis

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

Root causes are within the school's control.

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Theory of Action

What is your Theory of Action?

If we... [Resources:](#)

Intentionally provide teachers with Professional development and coaching around literacy instruction including teaching phonics and phonemic awareness as a pre-cursor and required component of literacy instruction in the primary grades and math instruction that includes strategies for differentiation and small group instruction

then we see...

students data indicate that students are confidently and competently become fluent readers, understand and comprehend complex texts and engage in rigorous and engaging mathematical tasks

which leads to...

high levels of competency towards becoming independent readers and more progress towards become competent with reading comprehension thus achieving grade level mastery of literacy standards and mastery of cognitively challenging mathematical concepts and skills

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.

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Implementation Plan

[Resources:](#)

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

Teachers, teacher Teams, ILT, Administration

Dates for Progress Monitoring Check Ins

Q1	10/20/23	Q3	3/22/24
Q2	12/21/23	Q4	6/6/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Provide content focused and standards aligned teacher professional development in standards aligned instruction, in literacy and phonics instruction and math instruction that is developmentally and grade appropriate and supportive of students with diverse learning needs and EL learners	ILT, Administration, Vendors/Consultants	On-Going, Beginning on September 11, 2023	Select Status
Action Step 1	Identify PD opportunities for Primary teachers relative to phonics instruction	Reading Specialist	October 2023	Select Status
Action Step 2	Implement a cycle of learning, led by Reading specialist, to support literacy instruction and comprehension strategies	Reading Specialist	October 2023	Select Status
Action Step 3	Identify PD opportunities for all PreK-8 teachers relative to rigorous math practices and differentiated math supports/instruction	Administration, ILT, Math Teacher Team	October 2023	Select Status
Action Step 4	Provide PD opportunities to teachers on small group instruction, differentiated learning, progress monitoring, gradual release and student engagement	Administration, ILT, Reading Specialist, Interventionist	On-Going, Beginning in September 2023	Select Status
Action Step 5				Select Status
Implementation Milestone 2	Provide resources to support standards aligned literacy and math instruction	Administration, ILT	October 2023	Select Status
Action Step 1	Provide culturally relevant curriculum that celebrates student communities and identities	Administration, ILT	May 2024	Select Status
Action Step 2	Ensure that all students are engaging with standards aligned literacy curriculum in every grade	Administration, ILT	September 2023	Select Status
Action Step 3	Ensure that all primary grades are utilizing Phonics Instruction Curriculum to support fluency	Administration, ILT, Reading Specialist, Interventionist	September 2023	Select Status
Action Step 4	Ensure that all students are engaging with standards aligned math curriculum	Administration, ILT	September 2023	Select Status
Action Step 5				Select Status
Implementation Milestone 3	Provide teacher professional development on differentiating instructional delivery and instructional best practices for math and literacy	Administration, ILT, Teachers Teams	On-Going, Beginning in September of 2023	Select Status
Action Step 1	Ensure that all teachers are using questioning and discussion techniques to deepen student understanding, cultivate discourse, debate and discuss and require students to provide textual evidence for their reasoning	Administration, ILT, Teacher Teams	On-Going, Beginning in October 2023	Select Status
Action Step 2	Ensure that all teachers are integrating rigorous cognitive tasks that are standards aligned to support and scaffold instruction for all achievement levels	Administration, ILT, Teacher Teams	On-Going, Beginning in September 2023	Select Status
Action Step 3	Ensure that all teachers are engaging in data driven inquiry cycles to analyze student data and identify strengths and areas of growth and align small group instruction to support all learners.	Administration, ILT, Teacher Teams	On-Going, Beginning in September 2023	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	Provide teachers with timely and informal feedback of classroom instruction to support coaching model	Administration, ILT	On-Going, beginning in October 2023	Select Status

Action Step 1	Conduct daily "Pop-In" observation during instructional blocks	Administration	On-Going, beginning in September 2023	Select Status
Action Step 2	provide timely feedback to teachers	Administration	On-Going, beginning in September 2023	Select Status
Action Step 3	conduct Rigor Walks	Administration, ILT	On-Going, beginning in November 2023	Select Status
Action Step 4	Conduct peer classroom observations	ILT, Teacher Teams	On-Going, Beginning in November 2023	Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	We will see the following: -80% of teachers differentiating core instruction - 70% of interventions are within the CPS curated list,70% of interventions are documented and monitored within the Branching Minds Platform, 70% of student support plans and supports implemented with fidelity -On-Going progress monitoring: MTSS team and 60% of teachers regularly progress monitor and implement actions in Branching Minds, using multiple data points	
SY26 Anticipated Milestones	WE will see the following: 100% of teachers effectively differentiating core instruction - 100% of student support plans and supports implemented with fidelity - 100% of teachers progress monitoring and adjusting interventions and supports based on data, -100% of teachers Interpret Data and Adjust Instruction from MTSS Continuum	

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
75% of students in Grades 3rd-8th will achieve grade level mastery (40% or above) on STAR 360 Reading Assessment	Yes	STAR (Reading)	Overall	55%	75%	80%	85
			Students with an IEP	5%	10%	20%	35
75% of students in Grades 3rd-8th will achieve grade level mastery (40% or above) on STAR 360 Math Assessment	Yes	STAR (Math)	Overall	50%	75%	80%	85
			Students with an IEP	5%	10%	20%	35

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:2 Students experience grade-level, standards-aligned instruction.	All Wacker teachers will utilize grade -level, standards aligned curriculum as observed through peer observation and Rigor Walk Rubric	All Wacker teachers will utilize grade -level, standards aligned curriculum as observed through peer observation and Rigor Walk Rubric	All Wacker Teachers will supplement grade level, standards aligned curriculum with additional , research-based, tiered instructional support materials, differentiated based upon student progress monitoring data.
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.	Some Wacker teachers will utilize curricular materials that are culturally diverse and responsive and standards aligned to support stuent Tier 1 Instruction	All Wacker teachers will supplement grade-level, standards aligned curriculum with some cultutrally responsive resources to support and enhance curriculum and Tier 1 instruction	All Wacker Teachers will supplement grade level, standards aligned curriculum with additional , research-based, culturally responsive and diverse instructional resources to enhance student learning experiences and connectedness.
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.	All Wacker teacher teams implement a balanced assessment system, aligned to standards based instruction that measure depth and breadth of student learning and engage teachers in data driven inquiry cycles to inform instructional practices and pacing	Most Wacker teachers engage students in formative and summative assessment cycles on a frequent basis, in order to collect and analyze student mastery and achievement data and differentiate learning, supports, interventions and enrichment opportunities	All Wacker teachers engage students in formative and summative assessment cycles and analyze student data in order to differentiate learning, scaffold supports, provide interventino and enrichment according to student data.

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
75% of students in Grades 3rd-8th will achieve grade level mastery (40% or above) on STAR 360 Reading Assessment	STAR (Reading)	Overall	55%	75%	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	5%	10%	Select Status	Select Status	Select Status	Select Status
75% of students in Grades 3rd-8th will achieve grade level mastery (40% or above) on STAR 360 Math Assessment	STAR (Math)	Overall	50%	75%	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	5%	10%	Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	All Wacker teachers will utilize grade -level, standards aligned curriculum as observed through peer observation and Rigor Walk Rubric	Select Status	Select Status	Select Status	Select Status
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.	Some Wacker teachers will utilize curricular materials that are culturally diverse and responsive and standards aligned to support student Tier 1 Instruction	Select Status	Select Status	Select Status	Select Status
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	All Wacker teacher teams implement a balanced assessment system, aligned to standards based instruction that measure depth and breadth of student learning and engage teachers in data driven inquiry cycles to inform instructional practices and pacing	Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
Yes	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
No	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

Wacker implements multiple levels and layers of academic and social emotional supports and interventions based upon data. Teachers engage in Data Deep Dives at each of the three assessment cycles in order to determine student academic needs and adjust instruction, through the Small Group Instructional Planning Template, where students are grouped, based upon data, skills are identified and differentiated learning objectives are identified for each specific learning group. Groups meet with teacher to receive targeted instructional supports or enrichment and then they are assessed to monitor progress toward attainment/mastery of differentiated objectives. Wacker must implement a "formalized" process of addressing the needs of those students in the lowest scoring tiers and collecting data on growth or regression.

What is the feedback from your stakeholders?

Students experience consistent Tier 1 Instructional strategies along with Supportive and Responsive Tier II, Small group instruction, on a daily basis. Achievement levels vary and we are seeing extremes-lows and highs on assessment data. Parents of DL students are satisfied with supports provided and identified in student IEPs. Students benefit from after school school targeted tutoring. Utilizing a school-wide, bi-weekly formative assessment calendar for grades 3rd-8th, all 3rd-8th grade teachers are utilizing formative assessments consistently and are analyzing data to make curricular/pacing adjustments.

What student-centered problems have surfaced during this reflection?

Students are struggling with STAR 360 due to the time constraints of having to answer questions within 60 seconds. Students lacking in Math fluency with foundational skills(adding,subtracting, multiplying and dividing) also poses a challenge for many. Reading fluency and processing are barriers to students comprehension. Exposure to language, vocabulary and a variety of text outside the classroom setting is limited. Students are not independently reading outside of school. Retaining information is challenging for many students if not presented in a succinct ,direct format. Recalling facts and memorization , as low level cognitive tasks are challenging thus making higher order thinking tasks far-reaching for many students. Students are heavily dependent on technology and require substantial guided practice and scaffolded support to attain mastery of objectives over longer periods of time. Primary students are lacking from exposure to language and vocabulary and limited opportunities to engage with text beyond memorization. They may be fluent in pronouncing words but have difficulty comprehending what they read. Teacher observational data is indicative of minimal exposure and reinforcement/practice beyond classroom instruction

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 received training/PD on Branching Minds Platform, identifying interventions , setting goals and progress monitoring. Next steps include entering interventions into the platform and setting goals based upon current data. Wacker utilizes many forms of academic interventions and we need to ensure that we are listing those in the Branching Minds Platform. Recovery Fridays allows for students to receive opportunities for additional support, instructional guidance and multiple opportunities to practice with the standards and "re-do" or "re-take" or "re-learn" objectives as much as needed. Small group instruction, guided reading and guided math groups,with personalized learning objectives also allows teachers to target deficit areas and work with smaller learning groups to identify and support specific learning needs and to accelerate those students who show mastery. Teachers can benefit from additional PD on how to support and address varying levels of student engagement and how to ensure that tasks are rigorous but attainable, in order to support instruction. Standards aligned- Bi-weekly formative assessments, in grades 3rd-8th, allows for frequent progress monitoring

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Determine Priorities

Resources:

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

Students...
Students who score in the "Urgent Intervention" or even in the "Intervention" ranges on STAR 360 typically do not make adequate progress, even with small group instructional intervention. Their growth is less incremental than those students who fall in the "On-Watch" range. They require additional learning time and extreme levels of guided practice, well beyond what the classroom time allows for. After school tutoring is offered but many do not attend or have erratic attendance after school. Diverse Learners struggle with the STAR360 assessment due to poor processing and time management skills. STAR 360 only allows for 60-90 seconds(extended time accommodation) to read, process and select answers. DL students typically do not have strong processing skills and lack the foundational reading fluency and comprehension skills to master these tasks in a limited amount of time. Their progress is stagnant and they scores below the 10% typically.

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

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

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Root Cause

Resources:

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

As adults in the building, we...
expose struggling students to grade level standards and then provide small group instructional support/interventions in time slots that are not enough to provide the intensive foundational supports that students in "Urgent Intervention" or "Intervention" ranges.

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

Indicators of a Quality CIWP: Root Cause Analysis

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

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Theory of Action

What is your Theory of Action?

If we...
effectively deliver Tier 1 instruction,differentiate the delivery of instruction during small group intervention time and provide scaffolded supports, progress monitor students and analyze data frequently and adjust instruction

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.

then we see...

Inclusive & Supportive Learning Environment

students engaged in core curriculum and intervention, teachers differentiating instruction and scaffolding supports, and teachers disaggregating and analyzing data to adjust instructional strategies, delivery and pacing

Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"
All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

which leads to...

students achieving higher levels of progress towards grade level attainment and mastery and surpassing benchmarks

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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.

<p>Team/Individual Responsible for Implementation Plan </p> <p>MTSS Team/ILT/Teacher Teams</p>	<p>Dates for Progress Monitoring Check Ins</p> <p>Q1 10/20/23 Q3 3/22/24 Q2 12/21/23 Q4 6/6/24</p>
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	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	100% of Wacker Teachers will implement effective Tier I Instruction practices	Teachers	10/26/23	Select Status
Action Step 1	ILT Team members review and provide feedback on teacher lesson plans in order to ensure fidelity of implementation of the core curriculum	ILT Team	October 2023	Select Status
Action Step 2	ILT team members conduct peer observation to observe, collect data, provide feedback during GLTs on the implementation of the core curriculum, gradual release and small group instruction	ILT Team	February 9, 2024	Select Status
Action Step 3	Administration will provide on-going professional development on topics such as: student engagement, gradual release model, and analyzing data to support implementation of effective tier I instructional practices	Admin Team	On-Going	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Utilizing the MTSS Continuum Document as a guide, Wacker will achieve "Developed" status or higher for high quality, well developed student supports & interventions	Administration, Teacher Teams, ILT, Teachers	January 2024	Select Status
Action Step 1	Support plans for student interventions are developed and documented in Branching Minds Platform	Teachers, MTSS Teams	September 22, 2023	In Progress
Action Step 2	Ensure that teachers are entering progress monitoring data and interventions into BrM on a bi-weekly basis	Administration, MTSS Team	September 11, 2023	In Progress
Action Step 3	Ensure that teachers have access to intervention resources for all core subjects	Administration	September 1, 2023	Completed
Action Step 4	Ensure that allocated time is provided, and used with fidelity, for student recovery and acceleration during Scheduled Recovery time	Teachers, Administration	October 1, 2023	Completed
Action Step 5	Provide PD on documenting interventions in Branching Minds	Administration	September 22, 2023	Completed
Implementation Milestone 3	Wacker MTSS Team will meet "Foundational" Status on MTSS Continuum: Progress Monitoring	Interventionist	October 27, 2023	In Progress
Action Step 1	Provide PD to teachers on entering and progress monitoring interventions on Branching Minds Platform	MTSS Team	October 27, 2023	Select Status
Action Step 2	Lead GLTs in reviewing and analyzing progress monitoring data	Administration, ILT	On-Going, with Deep Dives Beginning September 22, 2023	In Progress
Action Step 3	GLTs to review data in Branching Minds monthly	Teacher Teams, Admin, MTSS Team	Monthly, beginning October 2, 2023	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	100% of teachers with EL students are providing EL supports through Tier 1 instruction and supports	Teachers	On-Going, Beginning on September 5, 2023	Select Status
Action Step 1	Provide BOY PD on EL supports and strategies to all teachers	EL Coordinator	September 22, 2023	Select Status
Action Step 2	GLT time with EL Coordinator to analyze and discuss EL student data	EL Coordinator, Teacher Teams	September 22, 2023	Select Status
Action Step 3	GLT time allocated to identifying targeted supports to support DL students with Tier 1 instructional practices	EL Coordinator, Teacher Teams	September 22, 2023	Select Status
Action Step 4	Observe teachers implementing strategies to support EL students and provide feedback	EL Coordinator, Teachers	Beginning October 2, 2023, 3X per year	Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Wacker will see: 80% of teachers differentiating core instruction - 80% of interventions are identified within the CPS curated list, 80% of interventions are documented and monitored within the Branching Minds Platform, 60% of student support plans and supports implemented with fidelity - Progress monitoring: MTSS team and 60% of teachers regularly progress monitor and implement interventions and actions in Branching Minds, using multiple data points	
SY26 Anticipated Milestones	Wacker will see: 100% of teachers effectively differentiating core instruction. WE will be FULLY OPERATIONAL on Interpreting Data and Adjusting Instruction based upon the MTSS Continuum. 100% of student support plans and supports will be implemented with fidelity. 100% of teachers will be progress monitoring and adjusting instruction and supports based upon student need/data	

[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
Increase the percentage of "On-Track" students earning "C" or better in all core classes to 80%	Yes	Grades	Overall	57%	67%	70%	80%
			Students with an IEP	50%	60%	70%	80%
Increase the percentage of students receiving Tier 2/3 supports/interventions who are meeting targeted benchmark to 80%	Yes	% of students receiving Tier 2/3 interventions meeting targets	% of students receiving Tier 2/3 interventions	43%	55%	70%	80%
			English Learners	50%	60%	70%	80%

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.

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:2 Students experience grade-level, standards-aligned instruction.	All Wacker teachers are observed implementing high quality, standards aligned curriculum as evidenced through peer walkthroughs and Rigor Walks	Most teachers are utilizing grade level instructional materials to implement and adjust instruction, to differentiate learning tasks and to scaffold supports based upon student need/data	All teachers are utilizing grade level instructional materials to implement and adjust instruction, to differentiate learning tasks and to scaffold supports based upon student need/data
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.	All teachers are creating and implementing interventions in the Branching Minds platform	MTSS Team and some teachers are progress monitoring interventions utilizing multiple forms of data	MTSS Team and All Teachers are progress monitoring, interpreting data, and adjusting instruction based upon intervention data and multiple forms of other student achievement data
I&S:3 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.	All diverse learning teachers are monitoring DL student achievement data, progress monitoring data, and On-Track data in order to develop attainable instructional goals on student IEPs for all DL students	All DL teachers review student mastery of IEPs goals in order to determine the Least Restrictive Environment for diverse learners	All DL teachers review and monitor progress monitoring data and achievement data for DL students and adjust student LREs in order to engage DL students in the Least Restrictive Learning Environment based upon student strengths and areas of growth

[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
Increase the percentage of "On-Track" students earning "C" or better in all core classes to 80%	Grades	Overall	57%	67%	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	50%	60%	Select Status	Select Status	Select Status	Select Status
Increase the percentage of students receiving Tier 2/3 supports/interventions who are meeting targeted benchmark to 80%	% of students receiving Tier 2/3 interventions meeting targets	% of students receiving Tier 2/3 interventions	43%	55%	Select Status	Select Status	Select Status	Select Status
		English Learners	50%	60%	Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	All Wacker teachers are observed implementing high quality, standards aligned curriculum as evidenced through peer walkthroughs and Rigor Walks	Select Status	Select Status	Select Status	Select Status

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

Inclusive & Supportive Learning Environment

<p>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.</p>	<p>All teachers are creating and implementing interventions in the Branching Minds platform</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>
<p>I&S:3 Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.</p>	<p>All diverse learning teachers are monitoring DL student achievement data, progress monitoring data, and On-Track data in order to develop attainable instructional goals on student IEPs for all DL students</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>	<p>Select Status</p>

If Checked:
Complete
IL-Empower
Section below

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

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

If Checked:
No action needed

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



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

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

Parent and Family Plan

If Checked:	<input checked="" type="checkbox"/>	Our school is a Title I school operating a Schoolwide Program
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.
If Checked:	<input type="checkbox"/>	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.

Wacker is devoted to creating and sustaining a literacy rich learning environment that includes culturally responsive text, highly engaging learning tasks and opportunities for debate and discussion for all students. Providing parents with the tools to support literacy instruction will be a priority. Facilitating parent workshops and training, engaging in a "book read" with parents relative to literacy instruction, and supporting parents with understanding what the Common Core Literacy Standards require in terms of cognitive demand for students will be the academic priority around which our parent engagement and skills development will be aligned. We also will also focus on providing support for parents on math instruction and understanding the Math Common Core Standards. Workshops on "un-packing" the standards will help parents understand what the students need to know and what they need to be able to do. 

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