

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 
LoWanda C. Bell	Principal	lcbell@cps.edu
Anissa Johnson	Teacher Leader	asjohnson@cps.edu
Joi Jeter	Connectedness & Wellbeing Lead	jpchambers@cps.edu
Tiffany Holmes	Inclusive & Supportive Learning Lead	tmholmes@cps.edu
Lindsay Jefferson	Teacher Leader	ljefferson12@cps.edu
Pamela Roberts	Curriculum & Instruction Lead	pkroberts@cps.edu
Cleemekia Grier	Postsecondary Lead	cgrier1@cps.edu
Stephon Robinson	PAC President	rstephon995@gmail.com
Janequa Smith-Crawford	LSC Member	janekquas@gmail.com
Lorri McClinton McClellan	Partnerships & Engagement Lead	ldmcclellan-powel@cps.edu
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date 	Planned Completion Date 
Team & Schedule	6/12/23	6/16/23
Reflection: Curriculum & Instruction (Instructional Core)	6/12/23	6/16/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/12/23	6/16/23
Reflection: Connectedness & Wellbeing	6/12/23	6/16/23
Reflection: Postsecondary Success	6/16/23	6/20/23
Reflection: Partnerships & Engagement	6/16/23	9/6/23
Priorities	6/16/23	9/6/23
Root Cause	6/16/23	9/6/23
Theory of Acton	6/16/23	9/6/23
Implementation Plans	6/16/23	9/6/23
Goals	6/16/23	9/6/23
Fund Compliance	9/6/23	9/13/23
Parent & Family Plan	6/16/23	9/6/23
Approval	9/13/23	9/13/23

SY24 Progress Monitoring Schedule

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

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

CIWP Progress Monitoring Meeting Dates

Quarter 1	10/27/23
Quarter 2	12/21/23
Quarter 3	3/21/24
Quarter 4	6/7/24

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

We are currently using the following programs for instruction. Saavas Realize for Math instruction, MYView for ELA, Elevate Science for Science and Skyline for Social Science. We use Wilson's Foundations for K-3 foundational phonics tiered instruction and Wilson's Reading program for our diverse learners for Reading as well as for Tier 3 intervention. Additionally, we use Second Step and Calm Classroom for SEL.

What is the feedback from your stakeholders?

Teachers requested more culturally responsive text in ELA and access for students to a more rigorous curriculum. Teachers would also like more modeling of how a reading block should look and how to properly engage students in a read aloud, as well as, implementing vocabulary. Teachers have requested modeling to understand how to set up and implement small groups for reading and math instruction.

What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?

We are changing our Reading curriculum from Reading Street to MyView. This will allow greater access for student to instruction that is aligned to College and Career Readiness standards. Student reading and understanding of what they read will improve, students will develop better reading habits, and meet or exceed reading goals.

- [iAR \(Math\)](#)
- [iAR \(English\)](#)
- Rigor Walk Data (School Level Data)
- [PSAT \(EBRW\)](#)
- [PSAT \(Math\)](#)
- [STAR \(Reading\)](#)
- [STAR \(Math\)](#)
- [iReady \(Reading\)](#)
- [iReady \(Math\)](#)
- [Cultivate](#)
- [Grades](#)
- [ACCESS](#)
- [TS Gold](#)
- [Interim Assessment Data](#)

What student-centered problems have surfaced during this reflection?

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

Students need to use a wide range of vocabulary in the content areas. Students need differentiated instruction and access to differentiated work that allows them to use the skills learned independently.

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?

References

What are the takeaways after the review of metrics?

Metrics

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey
		MTSS Integrity Memo

We have an established MTSS team. This year the team learned and then provided pd to staff on entering interventions into Branching Minds.

- Unit/Lesson Inventory for Language Objectives (School Level Data)
- [MTSS Continuum](#)
- [Roots Survey](#)
- [ACCESS](#)

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.	
Partially	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
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
No	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
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.

The tiers in branching minds and school based tiers were not aligned which allowed for some students to be placed in tiers opposite of where the school believed they should be placed. 🍌

What is the feedback from your stakeholders?

The MTSS team should include members across disciplines. Teachers would like additional pd on Branching Minds, interventions, and progress monitoring. Teachers need assistance with behavior interventions. There currently is not a rubric or guidelines for documenting behaviors and tracking them to ensure students are tiered correctly for behaviors and receive the proper assistance. 🍌

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?

There will be quarterly pd on use of Branching Minds, implementation of interventions and progress monitoring. Additionally, we will be developing an intervention and progress monitoring schedule. As well as, a schedule for monitoring implementation of interventions. 🍌

- [MTSS Academic Tier Movement](#)
- [Annual Evaluation of Compliance \(ODLSS\)](#)
- [Quality Indicators of Specially Designed Curriculum](#)
- [EL Program Review Tool](#)

[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	Including student input should be one of our focuses for this year. We also want to expand the offerings in our enrichment and out of school time programs . We need to create a re-entry plan for our chronically absent students that focuses on remedies for absenteeism, opportunities to receive missed instruction, and time for students to complete missed assignments. 🍌	% 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
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		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.	What is the feedback from your stakeholders? We have successful enrichment and out-of-school time programs. Our current Tier 1 SEL supports have been beneficial to students, however we want to look into refining and adding additional supports. 🍌	Cultivate (Belonging & Identity) Staff trained on alternatives to exclusionary discipline (School Level Data) Enrichment Program Participation: Enrollment & Attendance

No
Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

[Student Voice Infrastructure](#)

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

What student-centered problems have surfaced during this reflection?

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

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?

Some students may struggle with regular school attendance, which can lead to gaps in learning and hinder their overall progress. Additionally, student disengagement or lack of motivation can affect their achievement in school. 🍌

We are currently revising our attendance policy by developing personalized attendance plans, continuing our daily attendance tracker, and providing students with monthly school-wide attendance incentives. As a result, student attendance and academic engagement will improve. We aim to establish a comprehensive support system capable of addressing the unique challenges and obstacles encountered by our students. Our efforts and plans will address all students. 🍌

[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	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)
Partially	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans
Partially	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).	
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager

Our counselor will resume teaching the College and Career Competency program (School Links) to our 6th grade students SY 23-24. 🍌

Students in all grades complete a Career day research project and a HBCU (Historically Black College/University) research project annually. Our counselor will resume teaching the College and Career Competency program (School Links) to our 6th grade students SY 23-24.

[Graduation Rate](#)

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

[3 - 8 On Track](#)

[Learn, Plan, Succeed](#)

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

[College Enrollment and Persistence Rate](#)

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

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

Freshmen Connection Programs Offered (School Level Data)

What is the feedback from your stakeholders?

We will resume the development and implementation of our Individualized Learning Plans (previously Naviance, now Schol Links) for our 6th grade students. Pre-Covid our school hosted a Seventh grade fair and invited schools that participates in the Go CPS process for our 6th grade students. Our students also participated in District-sponsored High School Fairs. 🍌

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?

School counselor will resume the implementation of the School Links program and the Individualized Learning Plans. Students will have exposure to different colleges and careers that they can pursue in the future. We don't anticipate any of our students being unable to benefit from the implementation of the program. 🍌

What student-centered problems have surfaced during this reflection?

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

During the height of Covid, we suspended "in person" school fairs and visits. While convenient and essential, "virtual" visits do not offer hands on and up close and personal experience that students enjoy. Another challenge is that recently there has been a higher demand for perspective school admission team members to attend fairs, which has created a shortage of available staff to attend fairs. 🍌

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>Community members are involved and encouraged to collaborate with our PAC team. They are always invited to join our LSC meetings, share their thoughts, interests, and ideas for improvement. We encourage families to apply and regularly update their CPS volunteer application so that they can volunteer and assist in the school as needed. 🍌</p>	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p>
Partially	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</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>
No	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p>	<p>What is the feedback from your stakeholders?</p> <p>We would like to see an increase in parent involvement and participation in all school-sponsored activities. 🍌</p>	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
<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>		<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>We have found that Parent participation is limited when it comes to academic-centered activities and parent meetings. This negatively affects the students because their parents are not in the "know" about the school-wide expectations; therefore, they aren't as supportive in enforcing school-wide initiatives and expectations for students. 🍌</p>		<p>We will offer incentives to parents for participation in non-social family activities like PAC and LSC meetings, as well as, Parent-teacher conferences and Grade-level parent meetings. We will also utilize the Robo-call, email blast, and the Remind App to inform parents of all school-wide events. As a result, we should see a significant increase in parental involvement. In addition, we scheduled our events on the same day each month, which should help parents to plan in advance to attend. For example, all Family nights will be held the third Thursday of each month. 🍌</p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

We are currently using the following programs for instruction. Saavas Realize for Math instruction, MYView for ELA, Elevate Science for Science and Skyline for Social Science. We use Wilson's Foundations for K-3 foundational phonics tiered instruction and Wilson's Reading program for our diverse learners for Reading as well as for Tier 3 intervention. Additionally, we use Second Step and Calm Classroom for SEL.

What is the feedback from your stakeholders?

Teachers requested more culturally responsive text in ELA and access for students to a more rigorous curriculum. Teachers would also like more modeling of how a reading block should look and how to properly engage students in a read aloud, as well as, implementing vocabulary. Teachers have requested modeling to understand how to set up and implement small groups for reading and math instruction.

What student-centered problems have surfaced during this reflection?

Students need to use a wide range of vocabulary in the content areas. Students need differentiated instruction and access to differentiated work that allows them to use the skills learned independently.

What, if any, related improvement efforts are in progress? What is the impact? Do any of our efforts address barriers/obstacles for our student groups furthest from opportunity?

We are changing our Reading curriculum from Reading Street to MyView. This will allow greater access for student to instruction that is aligned to College and Career Readiness standards. Student reading and understanding of what they read will improve, students will develop better reading habits, and meet or exceed reading goals.

Return to Top Determine Priorities

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

Students... need to expand their vocabulary and thinking through discourse, reading complex text, and continued exposure to rigorous task, across the content areas.

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... see that we need to continue development of all staff members in the comprehensive understanding of Best Practices for instruction across the content areas. Therefore, we will initiate a PLC in providing rigorous instruction.

Resources:

[5 Whys 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 ongoing scaffolded professional development on Best instructional practices, explicit instruction, and assessment across the content areas

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....

lessons, instructional task, and assessments that reflects rigor, and address all students' ability levels.



which leads to...

students to become more independent in their thinking, and improved academic achievement/scores in all content areas.



[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

Content Area Teams

Dates for Progress Monitoring Check Ins

Q1 10/27/23

Q3 3/21/24

Q2 12/21/23

Q4 6/7/24

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

Implementation Milestone 1	By the end of the first quarter teachers will have received instruction on Best practices for vocabulary instruction using the PLC model.	ILT	10/20/23	In Progress
Action Step 1	Introduce PLC Section 1: Pre-teaching, words to teach, vocabulary, promote word learning, use of context clues to find word meanings.	Content area leads	10/20/23	In Progress
Action Step 2	Introduce PLC Section 4: Questioning, responding, and scaffolding instruction.	Content area leads	10/20/23	Not Started
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	By the end of the first semester, teachers will effectively implement small group instruction in Reading and Math.	Content leads	11/17/23	Not Started
Action Step 1	Introduce PLC Section 2: Anchoring instruction	Content leads	11/17/23	Not Started
Action Step 2	Introduce PLC Section 2: Small group instruction	Content leads	11/17/2023	Not Started
Action Step 3	Classroom visits: Modeling and Peer Observations	Content leads	on-going	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	By the end of the first quarter, teachers will select and/or create a variety of assessments that are aligned to standards and lessons taught, which will provide insight to student abilities and challenges to guide and differentiate instruction.	Teachers	10/20/2023	In Progress
Action Step 1	Teachers will participate in professional development focused on alignment of standards, task, and assessment	Content leads	10/20/2023	Not Started
Action Step 2	Teachers will participate in professional development focused on using various forms of assessment data to guide instruction.	Content leads	10/20/2023	Not Started
Action Step 3	Teachers bring samples of high quality assessments to share with the team	Content leads	on-going	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Use standardized and district data to determine if all of our efforts were effective. Provide additional professional development for best instructional practices, instructional task, and assessment as needed. As a result of professional development, coaching, feedback, and implementation of skills learned by teachers, we expect to see at least a 10% increase of students meeting and/or exceeding standards.	
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SY26 Anticipated Milestones	As a result of scaffolded professional development and consistent implementation of skills learned, we expect to see at least a 20% increase of students who are meeting or exceeding standards.	
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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:

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

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
By the end of the 2023-24 school year we expect to have at least 50% of students meeting I-Ready growth targets in Reading.	Yes	iReady (Reading)	Overall	N/A	50 or better	60 or better	70 or better
By the end of the 2023-24 school year we expect to have at least 50% of students meeting I-Ready growth targets in Math.	Yes	iReady (Math)	Overall	N/A	50	60	70

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>C&I:4 The ILT leads instructional improvement through distributed leadership.</i>	The ILT and content based leads will provide professional development in the areas of Best instructional practices, Small group instruction, and creating high quality assessments. Therefore, we expect to see student engaging in active learning. We will measure this goal through classroom observations by the ILT and content leaders.	We anticipate that some teachers will need additional support with implementing small group instruction, so we will continue peer observation and provide coaching to teachers who still need assistance with grouping students and selecting the material to teach.	We expect to have 100% implementation of effective small group instruction.
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Use of clear learning goals with intellectually challenging tasks to match, along with constant feedback on student work bi-weekly. Staff will use a rubric to evaluate teacher-created assessments, student task and provide feedback bi-weekly.	We anticipate that some teachers will need additional support with aligning high quality tasks and assessments with learning goals. Teachers will continue to share and critique learning tasks and assessments monthly.	We expect to have 100% implementation of balanced assessments.
Select a Practice			

[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
By the end of the 2023-24 school year we expect to have at least 50% of students meeting I-Ready growth targets in Reading.	iReady (Reading)	Overall	N/A	50 or better	Select Status	Select Status	Select Status	Select Status
					Select Status	Select Status	Select Status	Select Status

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

Curriculum & Instruction

By the end of the 2023-24 school year we expect to have at least 50% of students meeting I-Ready growth targets in Math.	iReady (Math)	Overall	N/A	50	Select Status	Select Status	Select Status	Select Status
					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:4 The ILT leads instructional improvement through distributed leadership.	The ILT and content based leads will provide professional development in the areas of Best instructional practices, Small group instruction, and creating high quality assessments. Therefore, we expect to see student engaging in active learning. We will measure this goal through classroom observations by the ILT and content leaders.	Select Status	Select Status	Select Status	Select Status
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Use of clear learning goals with intellectually challenging tasks to match, along with constant feedback on student work bi-weekly. Staff will use a rubric to evaluate teacher-created assessments, student task and provide feedback bi-weekly.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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.
Partially	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.
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
No	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?

We have an established MTSS team. This year the team learned and then provided pd to staff on entering interventions into Branching Minds.

What is the feedback from your stakeholders?

The MTSS team should include members across disciplines. Teachers would like additional pd on Branching Minds, interventions, and progress monitoring. Teachers need assistance with behavior interventions. There currently is not a rubric or guidelines for documenting behaviors and tracking them to ensure students are tiered correctly for behaviors and receive the proper assistance.

What student-centered problems have surfaced during this reflection?

The tiers in branching minds and school based tiers were not aligned which allowed for some students to be placed in tiers opposite of where the school believed they should be placed.

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?

There will be quarterly pd on use of Branching Minds, implementation of interventions and progress monitoring. Additionally, we will be developing an intervention and progress monitoring schedule. As well as, a schedule for monitoring implementation of interventions.

Return to Top Determine Priorities

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

Students...
 may not have been tiered properly and therefore did not receive appropriate interventions and timely progress monitoring

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...
 find that Branching Minds and our school based tiering system do not align. This may lead to students not receiving the appropriate interventions. We also find that a structure for implementing small group interventions is needed. We need models on how to structure classroom and operate small groups, centers, and intervention groups simultaneously and productively.

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....
 establish defined and specific protocols, provide on-going professional development focused on establishing structures and protocols for small groups, and create a MTSS monitoring system

Resources:

Indicators of a Quality CIWP: Theory of Action
 Theory of Action is grounded in research or evidence based practices.

Inclusive & Supportive Learning Environment

then we see....
improved understanding of small groups and interventions, teachers implementing small groups and progress monitoring done with fidelity



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.

which leads to...
more on task behavior, more efficient use of time, and the percentage of students moving successfully through the different tiers.



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 Team

Dates for Progress Monitoring Check Ins
Q1 10/27/23 Q3 3/21/24
Q2 12/21/23 Q4 6/7/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	By the end of the first semester, teachers will know how to provide strategic interventions according to student needs (academic), based upon student assessment data (at least three measures), teacher observations, and student work samples.	Classroom teachers	End of each quarter	Not Started
Action Step 1	Provide quarterly professional development of selection and implementation of interventions	MTSS team	End of each quarter	Not Started
Action Step 2	Monitor implementation and effectiveness of student interventions	MTSS team	End of each quarter	Not Started
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	During each quarter, teachers will provide on-going progress monitoring to determine the effectiveness of interventions	Classroom teachers	Quarterly	Not Started
Action Step 1	Provide quarterly professional development on selection of appropriate progress monitoring tools.	MTSS team	Quarterly	Not Started
Action Step 2	Create and share a progress monitoring schedule	MTSS team	September 15, 2023	Not Started
Action Step 3	Provide quarterly professional development on utilizing small groups to provide interventions	MTSS team/ILT team	Quarterly	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	According to the quarterly implementation and progress monitoring schedule, teachers will document interventions and progress monitoring in Branching Minds.	Classroom teachers	Quarterly	Not Started
Action Step 1	On-going professional development on documenting interventions and progress monitoring data into the Branching Minds system.	MTSS team	Quarterly	Not Started
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
Using our school based monitoring system results, we will determine what if any additional professional development is required on the use and continued implementation of Branching Minds. We also will continue to monitor implementation of interventions to ensure that they are being done with fidelity and that they are effective.

SY26 Anticipated Milestones Based upon the determined implementation schedule, we expect to see 100% of students receiving interventions and being progressed monitored with fidelity. 




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

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



Resources: 

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

Performance Goals

Specify the Goal 	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 	Numerical Targets [Optional] 		
					SY24	SY25	SY26
By the end of the 2023-24 school year, we expect to have 100% of student interventions documented in Branching Minds according to the determined schedule.	Yes	Other- Branching Minds	Overall				
			Select Group or Overall				
By the end of the 2023-24 school year, we expect that 100% of students receiving Tier 2 and 3 interventions will be progress monitored according to the determined school-wide schedule.	Yes	MTSS Academic Tier Movement	Overall				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 	Specify your practice goal and identify how you will measure progress towards this goal. 		
	SY24	SY25	SY26
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	The MTSS lead and team will ensure that professional development is provided on the MTSS framework, problem solving process, and use of the Branching Minds Platform. Teacher and interventionist updates to the platform will be monitored monthly utilizing the BRM school created	We will continue providing scaffolded pd on the MTSS framework, problem solving process, and use of the BRM platform. Progress will be measured using the school created tracking document.	We expect to have 100% utilization of the Branching Minds Platform.
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.	MTSS team will provide professional development on small group interventions and progress monitoring. A school-wide calendar for progress monitoring will be provided and the team will use the created tracking document for monitoring.	We will continue providing scaffolded pd on the implementation of small group interventions and progress monitoring. Progress toward goal attainment will be measured using the school created tracking document.	We expect that 100% of interventions will be provided with fidelity and that all progress monitoring will take place according to school determined schedule.
Select a Practice			

[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
By the end of the 2023-24 school year, we expect to have 100% of student interventions documented in Branching Minds according to the determined schedule.	Other- Branching Minds	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
By the end of the 2023-24 school year, we expect that 100% of students receiving Tier 2 and 3 interventions will	MTSS Academic Tier	Overall			Select Status	Select Status	Select Status	Select Status

Inclusive & Supportive Learning Environment

receiving tier 2 and 3 interventions will be progress monitored according to the determined school-wide schedule.	Movement	Select Group or Overall			Select Status	Select Status	Select Status	Select Status
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Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:1 School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	The MTSS lead and team will ensure that professional development	Select Status	Select Status	Select Status	Select Status
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.	MTSS team will provide professional development on small group in	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
No	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

Including student input should be one of our focuses for this year. We also want to expand the offerings in our enrichment and out of school time programs. We need to create a re-entry plan for our chronically absent students that focuses on remedies for absenteeism, opportunities to receive missed instruction, and time for students to complete missed assignments.

What is the feedback from your stakeholders?

We have successful enrichment and out-of-school time programs. Our current Tier 1 SEL supports have been beneficial to students, however we want to look into refining and adding additional supports.

What student-centered problems have surfaced during this reflection?

Some students may struggle with regular school attendance, which can lead to gaps in learning and hinder their overall progress. Additionally, student disengagement or lack of motivation can affect their achievement in school.

What, if any, related improvement efforts are in progress? What is the impact? Do any of our efforts address barriers/obstacles for our student groups furthest from opportunity?

We are currently revising our attendance policy by developing personalized attendance plans, continuing our daily attendance tracker, and providing students with monthly school-wide attendance incentives. As a result, student attendance and academic engagement will improve. We aim to establish a comprehensive support system capable of addressing the unique challenges and obstacles encountered by our students. Our efforts and plans will address all students.


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Determine Priorities

Resources: 

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

Students...

Some students may struggle with regular school attendance, which can lead to gaps in learning and hinder their overall progress. Additionally, student disengagement or lack of motivation can affect their participation and achievement in school. 

[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...

see some students not regularly attending school. We presume that a root cause of this problem could be that they may be facing problems at home that prevent them from attending school on a regular basis. 

[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....

continue to create a warm, supportive, and caring environment, and provide a range of supports for students who may be experiencing difficulties 

Resources: 

Indicators of a Quality CIWP: Theory of Action

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

then we see....
students and/or families seeking supports and/or student needs being identified by the appropriate teams



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.

which leads to...
an increase of chronically absent students attending school on a regular basis and supports being provided to families when needed.



[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

BHT, CCT, or attendance teams


Dates for Progress Monitoring Check Ins

Q1 10/27/23 Q3 3/21/24
Q2 12/21/23 Q4 6/7/24

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Before the end of the first quarter, we will have student leader representation on the BHT,CCT, and/or attendance teams.	BHT,CCT and Attendance team leads	October 18, 2023	In Progress
Action Step 1	Start an awareness campaign to make students aware of the various student voice committees and the role of student leaders within it.	Team leads	September 29, 2023	In Progress
Action Step 2	Create a nomination process to establish a transparent and inclusive process. Students and teachers can nominate potential candidates.	Team leads	September 29, 2023	In Progress
Action Step 3	Conduct a student leadership workshop for elected students.	Team leads	October 13, 2023	Not Started
Action Step 4	Develop a regular meeting schedule with student leaders	Team leads	September 29, 2023	In Progress
Action Step 5				Select Status
Implementation Milestone 2	By or before the 5th week of the 2023-24 school year, we will establish a school attendance team that will assist in monitoring, making phone calls, planning interventions and incentives related to student attendance.	Attendance team lead	September 22, 2023	In Progress
Action Step 1	Create daily attendance parent contact log	Team lead	August 25, 2023	In Progress
Action Step 2	Create a bi-monthly team meeting schedule	Team lead	September 15, 2023	In Progress
Action Step 3	Develop a sub team to address chronic absentees	Team lead	September 29, 2023	Not Started
Action Step 4	Create an attendance contract for chronically absent students which includes a re-entry plan	Sub team	October 1, 2023	Not Started
Action Step 5	Incorporate student voice in promoting student attendance and planning of attendance incentives	Sub team	October 1, 2023	Not Started
Implementation Milestone 3				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones
We anticipate having a peer elected Student Council that will bring student voice, thoughts, and opinions to all areas of the school. Additionally, we anticipate a 15% or better increase in student attendance.

SY26 Anticipated Milestones We will work toward another 15% or better increase in student attendance in all grade levels. 

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




Indicators of a Quality CIWP: Goal Setting

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



Resources: 

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

Performance Goals

Specify the Goal 	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 	Numerical Targets [Optional] 		
					SY24	SY25	SY26
By the end of the 2023-24 school year our goal is to have a 10% decrease in the number of chronically absent students.	Yes <input type="text"/>	Increased Attendance for Chronically Absent Students	Other [Specify] <input type="text"/>				
			Select Group or Overall				
By the end of the 2023-24 school year, our goal is to have 10% or better increase of student attendance across the school.	Yes <input type="text"/>	Increase Average Daily Attendance	Overall <input type="text"/>				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 	Specify your practice goal and identify how you will measure progress towards this goal. 		
	SY24	SY25	SY26
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	We will measure goal attainment by monitoring attendance in the Aspen platform.	We will continue monitoring Aspen attendance.	We will continue monitoring Aspen attendance.
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	We will measure progress by keeping meeting agendas, sign-ins, and keeping track of behavior incidences, behavior interventions, and their effectiveness.	We will measure progress by keeping meeting agendas, sign-ins, and keeping tracking of the number of behavior referrals and their effectiveness.	WE will continue monitoring the implementation and effectiveness of behavior and SEL interventions.
Select a Practice <input type="text"/>			

[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
By the end of the 2023-24 school year our goal is to have a 10% decrease in the number of chronically absent students.	Increased Attendance for Chronically Absent Students	Other [Specify] <input type="text"/>			Select Status <input type="text"/>	Select Status <input type="text"/>	Select Status <input type="text"/>	Select Status <input type="text"/>
		Select Group or Overall			Select Status <input type="text"/>	Select Status <input type="text"/>	Select Status <input type="text"/>	Select Status <input type="text"/>

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring	Select the Priority Foundation to pull over your Reflections here =>	Connectedness & Wellbeing				
Reflection	Root Cause	Implementation Plan								Select Status
By the end of the 2023-24 school year, our goal is to have 10% or better increase of student attendance across the school.		Increase Average Daily Attendance		Overall			Select Status	Select Status	Select Status	Select Status
				Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Identified Practices	Practice Goals	Progress Monitoring				
		SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	We will measure goal attainment by monitoring attendance in the As		Select Status	Select Status	Select Status	Select Status
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	We will measure progress by keeping meeting agendas ,sign-ins, a		Select Status	Select Status	Select Status	Select Status
Select a Practice			Select Status	Select Status	Select Status	Select Status

If Checked:
Complete
IL-Empower
Section below

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

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

If Checked:
No action needed

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



<p>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.

Our bi-annual PAC workshops are geared toward helping parents to know and understand grade-appropriate skills that all children should know in the content areas and SEL. Additionally, our parent workshops will serve as a resource in teaching parents how to support teachers and their child's academic progress. Furthermore, we host two Family engagement nights per semester which focuses on Literacy, Math, and Science.



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