CIWP Team & Schedules

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 ✍
Sarah Watson - Case Manager - DL	Inclusive & Supportive Learning Lead	sjwatson@cps.edu
Julie Moore - Counselor - SEL/BHT	Connectedness & Wellbeing Lead	jemoore3@cps.edu
Sandra Martinez - Personalized Learning Coordinator	Curriculum & Instruction Lead	sjmartinez6@cps.edu
Kelly Campbell - MTSS Interventionist	Curriculum & Instruction Lead	kashardian@cps.edu
Fiorella Villacourta	Inclusive & Supportive Learning Lead	favillacourta@cps.edu
Dolores Mendez - Math	Teacher Leader	dmendez2@cps.edu
DIna Cintron - ELA	Teacher Leader	decintron@cps.edu
Tamika Reynolds - Science	Teacher Leader	tamiller@cps.edu
Tiffany Procissi - Parent/LSC/Teacher	LSC Member	tmprocissi@cps.edu
Jaynie Kafka - Comprehensive Gifted	Teacher Leader	jmkafka@cps.edu
Teresa Zuniga	AP	tdzuniga@cps.edu
Ruth Martini-Walsh	Principal	remartini@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	6/5/23	7/27/23
Reflection: Curriculum & Instruction (Instructional Core)	6/19/23	7/27/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/11/23	7/27/23
Reflection: Connectedness & Wellbeing	7/13/2023	7/27/23
Reflection: Postsecondary Success	7/27/23	7/27/23
Reflection: Partnerships & Engagement	7/27/23	8/1/23
Priorities	7/13/23	8/15/23
Root Cause	7/30/23	8/15/23
Theory of Acton	8/2/23	8/25/23
Implementation Plans	8/8/23	8/25/23
Goals	8/8/23	9/1/23
Fund Compliance	8/1/23	8/1/23
Parent & Family Plan	8/1/2023	8/1/23
Approval	9/13/23	9/13/2023

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	8/15/2023
Quarter 2	10/27/2023
Quarter 3	01/19/2024
Quarter 4	4/18/2024

Indicators of a Quality CIWP: Reflection on Foundations

Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.

Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.

Stakeholders are consulted for the Reflection of Foundations.

Schools consider the impact of current ongoing efforts in the Reflection on Foundation.
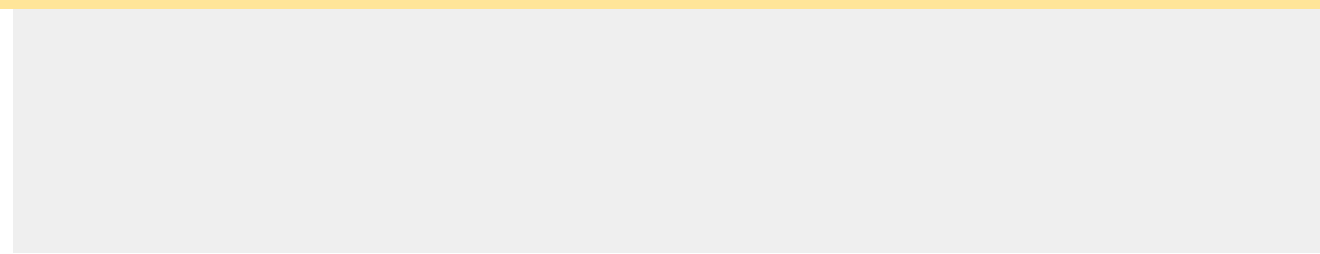
Resources 🚀

Reflection on Foundations Protocol

Return to Top

Curriculum & Instruction

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
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, Addams teachers in Pre-K through 8th grade have excess to high quality curriculum. The school adopted Skyline Curriculum in the Summer of 2022. (Budgetary reasons) Out of K-8th grade, 11 /16 (approx. 68%) classroom teachers attended summer trainings and implemented the program at varried rates. . In addition, these teachers used supplemental materials/Edtech to support instruction based on student data reports or identifying the focus of the IAR for that grade level. The 16 teachers continued to attend trainings throughtout the school year. The EOY data was refective of the teachers who implemented Skyline and used monitoring assessments vs those who didn't. (The teachers who trained commented it was a lot of lessons and they had some difficulty in navigating assessments) So, again pre-planning sessions and teacher content teams need to work together to develop short term Learning plans (5 weeks at a time) aligned to CCSS . The EOY iReady and Star 360 data results reflected the 1st years implementation of this assessment too!. Some teachers took the trainings after the windows closed. So the conclusion is that the schools' focus will be on preparation prior to teaching a new curriculum and data analysys talks utilizing pre, end of unit, and interim assessments to inform instruction. Then understanding the connection between Star360 (State IAR) and the IAR assessment to support rigor in instruction. The group most impacted by the new curriculum and new assessment were ou DL students. In review of the EOY-Star 360 and the IAR 23 , both with and with out DL students were consistent. Students in the "Did not Yet Meet" category showed 2-4 students per grade level and in the "Partially Met" category 2-3 students were DL's. Since there are approx. 7-8 DL's per grade level this is a high number not performing. Our second group impacted by the lack of pre-planning on the new curriculum and assessments, was our 3rd - 8th grade EL students at 3.5 or below on ACCESS. These are 55 students, 14 students were in the "urgent " categoty, 5 students in the "intervention" category, 4 students are on the "watch" category and 31 are in the "Met" category.	IAR (Math) IAR (English) Rigor Walk Data (School Level Data)
Partially Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols		PSAT (EBRW) PSAT (Math)

		[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](#)	

What is the feedback from your stakeholders?

Students not understanding what the Star 360 Assessment and Standards meant, showed some data gaps. Also, the inadequate preparation of instruction from the teachers who did not attend the trainings compared to the data from the students who's teachers did attend the trainings (11/16 teachers), data showed a correlation in instruction. In addition, students transitioning from taking the NWEA BOY, MOY and EOY Assessment for over 14 years, to the Star 360 was an adjustment. The ILT Team is composed of grade level teachers and teacher leads. The teachers who attended the traings (11/16 teachers) commented on being a lot of lessons and had difficulty navigating the curriculum. Teachers also met in their grade level to support each other navigating the curriculum as well as to supplement their lessons using Edtech and other resources to support the rigor of instruction. Our parents, through BAC, PAC and LSC meetings, had diffiulty understanding the new curriculum which would lead to a new Assessment. They had become very familiar with the previous NWEA Assessment. In conclusion, continuous conversations around the results of the Star 360 data in grade level, ILT, BAC, PAC and LSC meetings will allow our teachers to make adjustments in their instruction to support student performance. The conversations will allow teachers to become familir, using common language, when looking at data.

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

Improvements in place at the start of SY23: We now have a dedicated ELPT after 2.5 years without. All of the 16 homeroom teachers and the 5 DL teachers have completed the skyline trainings. The teachers in 3rd - 8th had STAR 360 data meetings over the summer with our PL coach. Our K - 2nd teachers reviewed iReady data and wilson intensive data with our MTSS Interventionist. Barriers/obstacles for our EL's was WIDA standards being incorporated into lessons and unmet consultation minutes. With our dedicated ELPT holding monthly meetings and classroom observations, support will be provided for this group. Barriers/obstacles for our DL students could be the rigor of the instruction for the students pulled-out for most of their instruction. Additional trainings on Tier 3

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.

Teachers utilizing assessment (embed in skyline) as part of their daily instruction and planning. Utilize and follow their time distribution for a 60 - 90-120 minute classes. Meet in grade level teams during teacher preparation time to analyze data, plan and make adjustments to instruction. ✏️

the students pulled-out for most of their instruction. Additional trainings on Tier 3 interventions for pull-out students will be addresses as a request for DL teacher support was completed in August and the first workshop is on 9/22.

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 was reintroduced to staff in the SY23 school year. Tutor Corps - Tutors used MTSS and the ELA/Interventionist used the MTSS framework last year. Kindergarten - 4th grade. Addams is using a balanced assessment system that includes Large-Scale Assessments, Screening/Benchmark, Diagnostic and Progress Monitoring Assessments and Classroom Assessments - we adopted the Skyline Curriculum in July 22 so the interims were inconsistently used at the start of SY23 , In addition, the Unit and Lesson Assessments were inconsistant as well at the start of the year. Addams instituted a whole school Skyline implementation across all grade/content levels at once. Last year ISP schools were not required to use Branching Minds last year so Addams didn't implement that platform as all staff members were processing Skyline and either iReady or Star360. In May of 23 classroom teachers attended their first in-person training on Branching Minds. We had a second training on Branching minds on August 15, 2023 and on September 22, 2023 we will have another two hour PD allowing teachers to engage on the platform uploading interventions. Addams is implementing Branching Minds school wide in SY24. ✏️	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo		ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS)
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page	**What is the feedback from your stakeholders?** ILT Team: Agreed that all the new implementation last year was stressful to staff. They did plan and review the Branching Minds platform prior to the whole school PD in May of 2023. Parents will be getting the information about Branching minds and intervention ✏️	Quality Indicators of Specially Designed Curriculum EL Program Review Tool

progress during a BAC or PAC Parent workshop in the fall of 23. The LSC will be presented with the platform during the CIWP presentation on 9/13/23. Teachers who are still unsure will be attending an in-person two hour PD on 9/22/23 to support usage, intervention uploading and recording results. Student feedback will be forthcoming.

	Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual		
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES / EL Placement Recommendation Tool HS		
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.			

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?

ILT Team: Agreed that all the new implementation last year was stressful to staff. They did plan and review the Branching Minds platform prior to the whole school PD in May of 2023. Parents will be getting the information about Branching minds and intervention progress during a BAC or PAC Parent workshop in the fall of 23. The LSC will be presented with the platform during the CIWP presentation on 9/13/23. Teachers who are still unsure will be attending an in-person two hour PD on 9/22/23 to support usage, intervention uploading and recording results. Student feedback will be forthcoming.

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.

School wide depth of understanding and implementation of the MTSS Framework.   ✍️

Connectedness & Wellbeing

	Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
✍️		BHT Key Component Assessment	Our school recognizes the importance of social, emotional and behaviral support in helping students achieve academically. As a result, we developed a Behavioral Health Team and Cullture Team which is composed of our school counselor, social worker, administrator and other staff members. The idea was to provide support to staff with Tier 1 interventions to minimize the number of write ups sent to administration which	% of Students receiving Tier 2/3 interventions meeting targets

Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	[SEL Teaming Structure](#)	

Tier 1 interventions to minimize the number of write ups sent to administration which were 12 Group 1; 62 Group 2, 8 Group 3 and 11 Group 4. In addition, an SEL curriculum was developed to support students socially and emotionally. Although the SEL Curriculum was accessible to all staff, not all teachers implemented the SEL curriulum with fidelity. It was noted and encouraged but 7/21 teachers did not implement SEL, with fidelity, and those were the classrooms with the most behavior write ups. Monthly BHT meetings allowed for brainstorming ideas on how to support teachers with handling Tier 1 interventions and gathering data for additional interventions. The BHT also monitors and supports the implementation of the SEL curriulum. Most of the Student Code of Conduct (SCC), violations were from Group 1 and Group 2, as stated above, which should have been handled using Tie 1 classroom interventions.   For disruptive and more serious behavior incidents, the BHT coordinated with staff in identifyig and referring students with the right support services and Tier 2 or 3 interventions. Some of the Tier 2 and 3 interventions incuded the development of a healing center/calm room, check-in check-out with the couselor or social worker, and a behavior plan. The focus was to handle behavior issues through restorative practices as opposed to punitive. As a result, students felt supported, valued and cared which supported them academically.   In conclusion, we have school wide structures for Tier 1 support, which range from classrrom expectations to school-wide expectations. Administration and BHT support with Tier 2 and 3 Interventions.

[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](#)

What is the feedback from your stakeholders?

Students in 5th through 8th grade had access to after shool sports program. Primary students had access to afterschool enrichment programs, which offered responsive needs and interests. Throught these programs, students develop skills that support them academically as well as provide enjoyment. Students look forward to participation.   Teachers who used the SEL curriculum, with fidelity, shared that not only did they find themselves doing SEL in the mornig, but also touch on it throughout the day as needed. Teachers also reached out to parents, when needed, and as a result developed realtionships which supported students by working together to promote appropriate behavior.   Parents received the SEL monthly calandar to inform and allow for support in reinforceing what was taught in school.

[Cultivate (Belonging & Identity)](#)

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

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

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.

Partially	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?**
Fidelity in tracking and Follow-up on Chronic Absent students. Lack of all teachers incorporating SEL into their curriculum to reduce the number of minor behaviors. ✍	The Behavioral Health Team provided a professional development to all staff on week 0 of SY24 giving an overview of all the resources available to support students in promoting connectedness and wellbing. Participation in the implementation of SEL is to expected to be 100%. As a result, students will be supported with Tier 1 interventions which will reduce the number of Group 1 and 2 behavior incidents. There is evidence of school-wide implementation of SEL through informal administration walk throughs. Some barriers/obstacles might be isolated incidents that may lead to more serious or repeated Group violatios which may be caused by family/individual trauma which will need the intervention and referral of the BHT to support in providing the right support services in-school as well as out of school support services. ✍

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**
Yes ✍	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)	Beginning the SY23, each classroom chose a college to represent. They researched it and made banners. Students engaged in discussions around different careers and the requirements as well as the different colleges. The students made banners and were posted in the classroom and hallway. An assembly was held where school expectations were shared as well as different colleges were celebrated and shared by students. We have 100% graduation rate in our school. In addition, our 8th grade students are offered Algebra through The Virtual Academy. A group of 14 students were selected for the class. They have a high percentage passing grade, which receive high school credit. In addition, our 6th grade students did welcome to middle school, Goal setting (short vs. long), Understanding self (strengths and weaknesses), preparing for 7th grade, who's in your corner (trusted adults), learning its ok to ask for help. Our 7th grade students did HS exloration, Undestanding GPA, who's inn your corner (trusted adults), Dream Program 8weeks (Discussing relationships in early adolescence). 8th grade students researched Colleges, nderstanding GPA, Transitioning planning to H.S., Algebra, Be your own role model (Identity), Dream Program 8 weeks (Discusssing Relationships in early adolescence). ✍	Graduation Rate
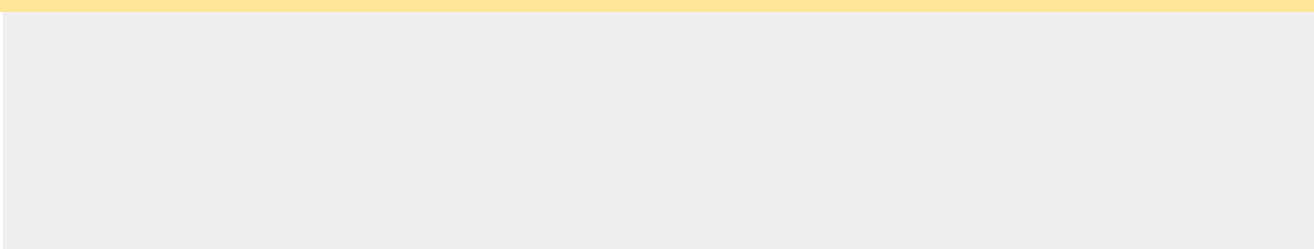
Program Inquiry: Programs/participation/attainment rates of % of ECCC

3 - 8 On Track

Learn, Plan, Succeed |
| | Structure for supporting the completion of | Individualized Learning Plans | | |

Yes	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).		
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	

% 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?

Students created banners as a result of researching colleges. They understood how the GPA works and were held accountable for tracking it regularly by taking it home and having parents sign it. Teachers and students worked togther throughout the year in monitoring their GPA. The 7th grade students learned about high schools and set goals to make it possible to attend thier high school choice. Teachers supported throughotu the year. Through conferencing, teachers monitored student's goals, discussed their strengths and weaknesses, and identity throughout the year.
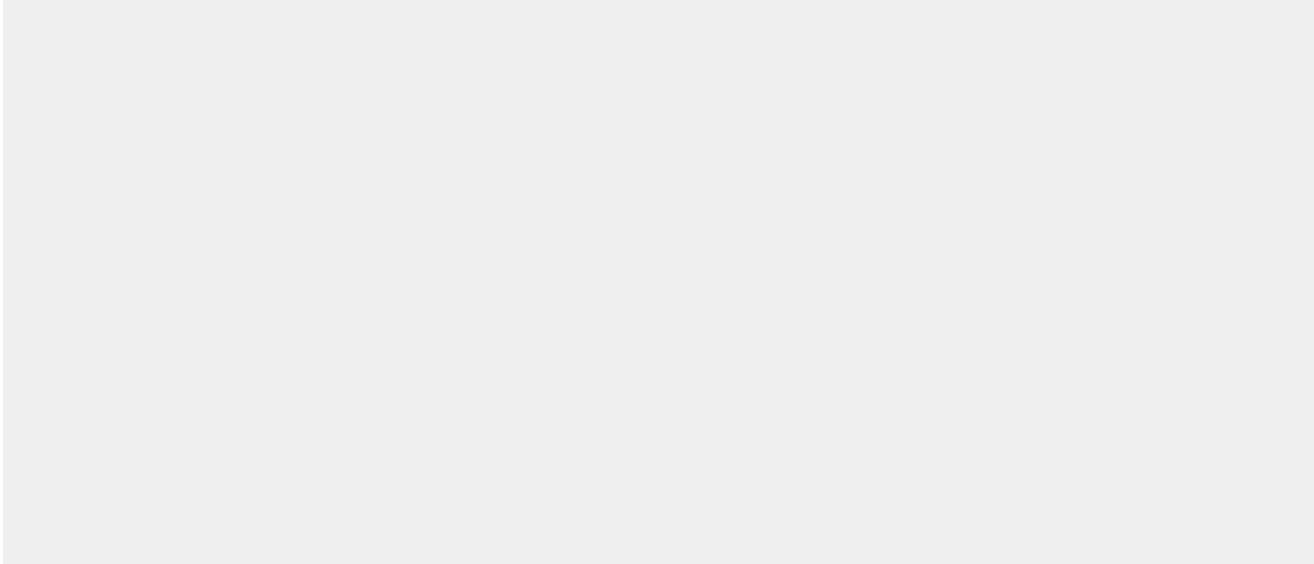
What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?

This school year, SY24, 11 students are taking Algebra. This group of students will attending class as a group in a separate learning environment that the group of student did last year. Last year, the group of students took Algebra during their regular math class. This year's goal is to have a higher passing percentage since the students will be supervised by an adult without interruptions.

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.

To create a Post Secondary Leadership team to strengthen the access to vocational and college knowledge for our Middle school students and their families.

Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	[Spectrum of Inclusive Partnerships](#) 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.	Addams has active LSC, PAC, BAC and PTO. The parents who attend these meeting work with Administrators and teachers to open lines of communication and to increase parent engagement. Prior to Covid Addams had a very active parent community with parents running the school assemblies and a vasriety of cultural experiences for our students. SY23 was a successful year in re-engaging our PAC, BAC and PTO in bringing parents back into the school and using surveys to gage interest in the type of workshops parents need. In SY24 we help a volunteer booth at Orientation evenings. We have set our BAC Organization meeting for 9/21/23 and our PAC organizational meeting for 9/28/23. The Officers from last year will be reaching out in phone banks to get EL parents to attend their meeting and the PAC will sent home a message to all families along with a survey on needs or interests for SY24 parent workshops. Addams is a Personalized Learning School that is inbedding student voice in multiple areas with in the school community. Some of our current student leadership roles are Student Council, Monthly rotation of School Morning Announcments, Students on the BHT Team, LSC, PTO, Student buddies program supporting at risk students in primary grades and students survey respondes to enrichments ideas.	[Cultivate](#) [5 Essentials Parent Participation Rate](#) [5E: Involved Families](#)
Yes	[Reimagining With Community Toolkit](#) Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.		[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)
Partially	[Student Voice Infrastructure Rubric](#) School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels	**What is the feedback from your stakeholders?**	Formal and informal family and community feedback received locally. (School Level Data)

Partially   centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).

Parent Groups - Would like to see more parent engagement so they set up a booth (volunteer) at the 2 Orientation Meeting to meet and encourage more involvement with committees. Addams has a dedicated Personalized Coordinator and is actively engaging teachers in ways to engage students in project choices and ways to begin adding student voice into their classroom instructional time. Addams has student committees but is always open to adding to our opportunities so all students feel welcome and accepted. ✍

What student-centered problems have surfaced during this reflection?
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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?

Creating more opportunities for students to develop leadership skills in our school. ✍

Our improvement is the addition of a dedicated PL Coordinator. This support for our staff and students to foster communication - relationship building that allows students to voice their ideas and open opportunities to be Leaders within the school community. Obstacle: a few staff members who relucenly release the ability for students to have ownership in decisions on teaching and learning. ✍

Curriculum & Instruction

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.
Partially	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?

Yes, Addams teachers in Pre-K through 8th grade have excess to high quality curriculum. The school adopted Skyline Curriculum in the Summer of 2022. (Budgetary reasons) Out of K-8th grade, 11 /16 (approx. 68%) classroom teachers attended summer trainings and implemented the program at varried rates. . In addition, these teachers used supplemental materials/Edtech to support instruction based on student data reports or identifying the focus of the IAR for that grade level. The 16 teachers continued to attend trainings throughtout the school year.   The EOY data was refective of the teachers who implemented Skyline and used monitoring assessments vs those who didn't.   (The teachers who trained commented it was a lot of lessons and they had some difficulty in navigating assessments) So, again pre-planning sessions and teacher content teams need to work together to develop short term Learning plans (5 weeks at a time) aligned to CCSS . The EOY iReady and Star 360 data results reflected the 1st years implementation of this assessment too!. Some teachers took the trainings after the windows closed. So the conclusion is that the schools' focus will be on preparation prior to teaching a new curriculum and data analysys talks utilizing pre, end of unit, and interim assessments to inform instruction. Then understanding the connection between Star360 (State IAR) and the IAR assessment to support rigor in instruction.   The group most impacted by the new curriculum and new assessment were ou DL students. In review of the EOY-Star 360 and the IAR 23 , both with and with out DL students were consistent. Students in the "Did not Yet Meet" category showed 2-4 students per grade level and in in the "Partially Met" category 2-3 students were DL's. Since there are approx. 7-8 DL's per grade level this is a high number not performing.   Our second group impacted by the lack of pre-planning on the new curriculum and assessments, was our 3rd - 8th grade EL students at 3.5 or below on ACCESS. These are 55 students, 14 students were in the "urgent " categoty, 5 students in the "intervention" category, 4 students are on the "watch" category and 31 are in the "Met" category.

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Students not understanding what the Star 360 Assessment and Standards meant, showed some data gaps. Also, the inadequate preparation of instruction from the teachers who did not attend the trainings compared to the data from the students who's teachers did attend the trainings (11/16 teachers), data showed a correlation in instruction.   In addition, students transitioning from taking the NWEA BOY, MOY and EOY Assessment for over 14 years, to the Star 360 was an adjustment.   The ILT Team is composed of grade level teachers and teacher leads. The teachers who attended the traings (11/16 teachers) commented on being a lot of lessons and had difficulty navigating the curriculum. Teachers also met in their grade level to support each other navigating the curriculum as well as to supplement their lessons using Edtech and other resources to support the rigor of instruction.   Our parents, through BAC, PAC and LSC meetings, had diffiulty understanding the new curriculum which would lead to a new Assessment.   They had become very familiar with the previous NWEA Assessment.   In conclusion, continuous conversations around the results of the Star 360 data in grade level, ILT, BAC, PAC and LSC meetings will allow our teachers to make adjustments in their instruction to support student performance. The conversations will allow teachers to become familir, using common language, when looking at data.

Curriculum & Instruction

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Teachers utilizing assessment (embed in skyline) as part of their daily instruction and planning. Utilize and follow their time distribution for a 60 - 90-120 minute classes. Meet in grade level teams during teacher preparation time to analyze data, plan and make adjustments to 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?

Improvements in place at the start of SY23: We now have a dedicated ELPT after 2.5 years without. All of the 16 homeroom teachers and the 5 DL teachers have completed the skyline trainings. The teachers in 3rd - 8th had STAR 360 data meetings over the summer with our PL coach. Our K - 2nd teachers reviewed iReady data and wilson intensive data with our MTSS Interventionist. Barriers/obstacles for our EL's was WIDA standards being incorporated into lessons and unmet consultation minutes. With our dedicated ELPT holding monthly meetings and classroom observations, support will be provided for this group. Barriers/obstacles for our DL students could be the rigor of the instruction for the students pulled-out for most of their instruction. Additional trainings on Tier 3 interventions for pull-out students will be addresses as a request for DL teacher support was completed in August and the first workshop is on 9/22.

Determine Priorities

Return to Top

Resources: 🚀

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

[Determine Priorities Protocol](#)

Students...

More students will experience rigorous Tier 1 instruction with ongoing informative assessments. Increasing the percentage of teachers utilizing data to make adjustemnts in instruction that meet the students needs. ✍️

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

Return to Top

Resources: 🚀

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

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

As adults in the building, we...

As adults in the building, we...have a lack of planning due to a lack of common prep (Substitute shortage). Time to analyze data intentionally as a team, drawing conclusions that support students needs. ✍️

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.

Theory of Action

Return to Top

What is your Theory of Action?

If we....

We encourage and monitor the use of data analysis during , professional development days, grade level and department meeting. Data analysis will become an integral part of our planning. ✍️

then we see....

more rigrious instruction that will allow students to close learning gaps leading to an increase in student achievement. ✍️

which leads to...

increased student achievement. ✍️

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.

Implementation Plan

Return to Top

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.

Curriculum & Instruction

Team/Individual Responsible for Implementation Plan ✍️

ILT Team, Department Teams and classroom teachers

Dates for Progress Monitoring Check Ins

Q1	8/15/2023	Q3	01/19/2024
Q2	10/27/2023	Q4	4/18/2024

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	Presenting staff with the data expectations and dates of all professional Development days, grade levels, and Department meeting dates. Providing teachers with the Assessment plan including assessment dates.	Administration	8/18/23	Completed
Action Step 1	Staff Handbook - access to information	Principal	8/14/2023	Completed
Action Step 2	Department meetings during week -0- IAR, Star360, iReady	Dept. Chairs	8/17/2023	Completed
Action Step 3	Utilize the student attendance tracker to begin monitoring chronic absentism	BHT/Counselor	8/17/23	In Progress
Action Step 4	Tier 3 Interventions - DL	ODLSS	9/22/23	Not Started
Action Step 5	BOY Data analysis - Branching Minds	ILT Team	9/22/23	Not Started
Implementation Milestone 2	Monitoring - Ongoing	ILT Team, Administration	10/27/23	Not Started
Action Step 1	Ongoing grade levels and department meetings, agendas and meeting minutes	Dept. Chairs and Teachers	10/27/23	Not Started
Action Step 2	Analyse attendance to see patterns with low data	SEL/BHT Team/Counselor	10/27/23	Not Started
Action Step 3	ILT Team leading 2 grade levels a month - Reviewing data, Branching Minds and interventions. Providing teacher supports as needed	ILT Team/Teachers	10/27/23	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Data results indicate more students are receiving rigrious instruction and a decrease in chronic absentism	ILT, Dept. Chairs & Teachers	1/19/24	Not Started
Action Step 1	Analyze the MOY data of iReady, Star360, Interim assessments	Teachers	1//19/24	Not Started
Action Step 2	ILT Team leading 2 grade levels a month - Reviewing data, Branching Minds and interventions. Providing teacher supports as needed	ILT/Team - Teachers	1/19/24	In Progress
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

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

Curriculum & Instruction

Implementation Milestone 4	Increase in students at or above growth is evident in the data.			Select Status
Action Step 1	Analyze the EOY data iReady, Star360,	Teachers	4/18/0224	Not Started
Action Step 2	ILT Team leading 2 grade levels a month - Reviewing data, Branching Minds and interventions. Providing teacher supports as needed	ILT Team/Teachers	4/18/24	In Progress
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Data driven instruction and planning will become our schools norm and students will consistantly receive rigorous instruction and just right intervnetions as needed.. Depth of understanding for DL teachers on Tier 3 interventions that foster student growth data.	✍️
SY26 Anticipated Milestones	All students at Addams will experience rigrious Tier 1 instruction that is data driven and teacher planning is the norm, Tier 1 behaviors are monitored by students in peer to peer discussions groups.	✍️

Return to Top

Goal Setting

Resources: 🚀

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.

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

Performance Goals

Numerical Targets [Optional] ✍️

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

Curriculum & Instruction

Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	SY24	SY25	SY26
Rooted in data, teachers will design rigorous instruction that will increase student achievement.	Yes	*STAR (Reading)*	Overall	49%	61%	68%	74%
			Students with an IEP	13%	23%	30%	40%
Rooted in data, teachers will design rigorous instruction that will increase student achievement.	Yes	STAR (Math)	Overall	40%	62%	68%	75%
			Students with an IEP	13%	23%	30%	40%

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍️	Specify your practice goal and identify how you will measure progress towards this goal. ✍️		
	SY24	SY25	SY26
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Dedicated time during meetings to analyze data, meeting minutes as to outcomes and next steps, student performance on iReady, Star 360, interim , IAR. Students PLP's, goal setting and achieving their goals.	Dedicated time during meetings to analyze data, meeting minutes as to outcomes and next steps, student performance on iReady, Star 360, interim , IAR. Students PLP's, goal setting and achieving their goals. Students selecting the work that will show mastery of a standard	Dedicated time during meetings to analyze data, meeting minutes as to outcomes and next steps, student performance on iReady, Star 360, interim , IAR. Students PLP's, goal setting and achieving their goals. Students will select the type of work that will demonstrate mastery of a standard and have a voice/imput in theinstructional practices in their grade band.
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.	Dedicated time during meetings to analyze data, meeting minutes as to outcomes and next steps, student performance on progress monitoring interventions...moving to Tier 1, Students PLP's, goal setting and achieving their goals.	Dedicated time during meetings to analyze data, meeting minutes as to outcomes and next steps, student performance on progress monitoring interventions...moving to Tier 1, Students PLP's, goal setting and achieving their goals.	Dedicated time during meetings to analyze data, meeting minutes as to outcomes and next steps, student performance on progressmonitoring interventions...moving to Tier 1, Students PLP's, goal setting and achieving their goals.

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

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
Rooted in data, teachers will design rigorous instruction that will increase student achievement.	STAR (Reading)	Overall	49%	61%	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	13%	23%	Select Status	Select Status	Select Status	Select Status
Rooted in data, teachers will design rigorous instruction that will increase student achievement.	STAR (Math)	Overall	40%	62%	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	13%	23%	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: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.	Dedicated time during meetings to analyze data, meeting minutes as to outcomes and next steps, student performance on iReady, Star 360, interim , IAR. Students PLP's, goal setting and achieving their goals.	On Track	Select Status	Select Status	Select Status

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

Curriculum & Instruction

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.	Dedicated time during meetings to analyze data, meeting minutes as to outcomes and next steps, student performance on progress monitoring interventions...moving to Tier 1, Students PLP's, goal setting and achieving their goals.	On Track	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Connectedness & Wellbeing

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.
Partially	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?

Our school recognizes the importance of social, emotional and behaviral support in helping students achieve academically. As a result, we developed a Behavioral Health Team and Cullture Team which is composed of our school counselor, social worker, administrator and other staff members. The idea was to provide support to staff with Tier 1 interventions to minimize the number of write ups sent to administration which were 12 Group 1; 62 Group 2, 8 Group 3 and 11 Group 4. In addition, an SEL curriculum was developed to support students socially and emotionally. Although the SEL Curriculum was accessible to all staff, not all teachers implemented the SEL curriulum with fidelity. It was noted and encouraged but 7/21 teachers did not implement SEL, with fidelity, and those were the classrooms with the most behavior write ups. Monthly BHT meetings allowed for brainstorming ideas on how to support teachers with handling Tier 1 interventions and gathering data for additional interventions. The BHT also monitors and supports the implementation of the SEL curriulum. Most of the Student Code of Conduct (SCC), violations were from Group 1 and Group 2, as stated above, which should have been handled using Tie 1 classroom interventions.   For disruptive and more serious behavior incidents, the BHT coordinated with staff in identifyig and referring students with the right support services and Tier 2 or 3 interventions. Some of the Tier 2 and 3 interventions incuded the development of a healing center/calm room, check-in check-out with the couselor or social worker, and a behavior plan. The focus was to handle behavior issues through restorative practices as opposed to punitive. As a result, students felt supported, valued and cared which supported them academically.   In conclusion, we have school wide structures for Tier 1 support, which range from classrrom expectations to school-wide expectations. Administration and BHT support with Tier 2 and 3 Interventions.

What is the feedback from your stakeholders?

Students in 5th through 8th grade had access to after shool sports program. Primary students had access to afterschool enrichment programs, which offered responsive needs and interests. Throught these programs, students develop skills that support them academically as well as provide enjoyment.   Students look forward to participation. Teachers who used the SEL curriculum, with fidelity, shared that not only did they find themselves doing SEL in the mornig, but also touch on it throughout the day as needed. Teachers also reached out to parents, when needed, and as a result developed realtionships which supported students by working together to promote appropriate behavior.   Parents received the SEL monthly calandar to inform and allow for support in reinforceing what was taught in school.

What student-centered problems have surfaced during this reflection?

Fidelity in tracking and Follow-up on Chronic Absent students.   Lack of all teachers incorporating SEL into their curriculum to reduce the number of minor

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?

The Behavioral Health Team provided a professional development to all staff on week 0 of SY24 giving an overview of all the resources available to support students in promoting

Connectedness & Wellbeing

behaviors.

connectedness and wellbing. Participation in the implementation of SEL is to expected to be 100%. As a result, students will be supported with Tier 1 interventions which will reduce the number of Group 1 and 2 behavior incidents. There is evidence of school-wide implementation of SEL through informal administration walk throughs. Some barriers/obstacles might be isolated incidents that may lead to more serious or repeated Group violatios which may be caused by family/individual trauma which will need the intervention and referral of the BHT to support in providing the right support services in-school as well as out of school support services.

Determine Priorities

Return to Top

Resources: 🚀

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

Determine Priorities Protocol

Students...

Will receive services as we begin tracking and providing supports to student and family. Students will develop more self management, self functing and time management skills to monitor their own behaviors.

✍️

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

Return to Top

Resources: 🚀

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

5 Why's Root Cause Protocol

As adults in the building, we...

Homeroom teachers will make stronger home - school connections and inquire about a student's absence. Home room teacher will email the parent and include the student in the initial email.   Outcome EOY - all staff utilize the Dedicated time 8am - 8:30am to set the daily intention and then embed SEL into the content area instruction.

✍️

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.

Theory of Action

Return to Top

What is your Theory of Action?

If we....

If we intentionally set Chronic absentism practices and SEL set "SEL" as what we do at Addams. These practices will become a standard of practice at Addams. ✍️

then we see....

We will see a decrease in student absentism, increase in parent support, an increase in students self management skills. ✍️

which leads to...

Our attendance rate increasing to a goal of 95% and a decrease in students minor SCC 1,2, and 3's. The outcomes would be higher Academic success for all students. ✍️

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.

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 ✍️

Administrators, ILT, Teacher Leaders, full staff

Dates for Progress Monitoring Check Ins

Q1　8/15/2023　　　Q3　01/19/2024
Q2　10/27/2023　　　Q4　4/18/2024

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

Connectedness & Wellbeing

	SY24 Implementation Milestones & Action Steps	Who ✍	By When ✍	Progress Monitoring
Implementation Milestone 1	Evidence of all classrooms incorporating SEL - Observation/Feedback forms.Teachers and ESP's understanding Tier 1 Behavior Expectations in the classrooms, hallways and lunchroom.	Administration	9/8/23	Completed
Action Step 1	All classrooms Focus on Identity, Relationship, Community	CLassroom teachers	9/8/23	In Progress
Action Step 2	All classrooms Focus on Identity, Relationship, Community	Staff	9/8/23	In Progress
Action Step 3	Tracking Tardiness patterns and 5+ days absent	Teachers/Attendance Team	10/21'23	In Progress
Action Step 4	Student Leadership on the BHT/SEL Team	BHT/SEL Teams/Students	10/21/23	In Progress
Action Step 5	Student Morning PA Announcers - rotate monthly	Clerks/SS/Civics Team	9/8/23	Completed
Implementation Milestone 2	Tracking system for chronic absentism	classroom teacher/Attendance Team	9/15/23	In Progress
Action Step 1	Classroom teacher emailing parent and student	classroom teacher	9/15/23	In Progress
Action Step 2	Peer Buddies completing Check-in/out with lower grade students	Counselor/Student pairs	9/22/23	In Progress
Action Step 3	Cultivate Survey data	Teachers/Administration	12/20/23	Not Started
Action Step 4	Attendance team posting weekly attendance & monthly perfect attendance awards	Clerks/Attendance team/classroom teachers	10/21/23	In Progress
Action Step 5				Select Status
Implementation Milestone 3	MOY data indicates a reduction in Group 1 and 2 incidents as a result of Tier 1 Behavioral expectations well established in the classrooms.	Administration	1/19/24	In Progress
Action Step 1	Bi-monthly report Group 1 and Group 2 data - indicating deline/adjustments	Administration	1/19/24	Not Started
Action Step 2	Tracking/contacting families - excessive Tardy patterns and 5+ days absent	Clerks/Attendance Team	1/19/24	Not Started
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	A decrease in Group 1 and 2 incidents and an Increase in attendance reflects students improved well being and connectedness to their classroom and school.	Staff & Administration	4/18/24	In Progress
Action Step 1	Q3 attendance data reports		4/18/24	Not Started

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

Connectedness & Wellbeing

Action Step 2	Bi-monthly report Group 1 and Group 2 data - indicating deline/adjustments		4/18/24	In Progress
Action Step 3	EOY Cultivate survey data -		4/18/24	Not Started
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Evidence of all classrooms incorporating SEL - Observation/Feedback forms.Teachers and ESP's understanding Tier 1 Behavior Expectations in the classrooms, hallways and lunchroom.	✍️
SY26 Anticipated Milestones	Evidence of all classrooms incorporating SEL - Observation/Feedback forms.Teachers and ESP's understanding Tier 1 Behavior Expectations in the classrooms, hallways and lunchroom. Students are participants in setting and monitoring tier 1 academic and tier 1 behavioral school goals.	✍️

Return to Top

Goal Setting

Resources: 🚀

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.

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 ✍️	SY24	SY25	SY26

Numerical Targets [Optional] ✍️

Connectedness & Wellbeing

Addams will attain 95% attendance rate by EOY.	Yes	Increase Average Daily Attendance	Overall	89.90%	95%	95%	96%
			Select Group or Overall				
Students will have a voice in Academics, BHT Student Leaders, School-wide morning announcements and in choice of enrichments offered these are in addition to Student Council	Yes	Cultivate (Belonging & Identity)	Overall	30%	48%	60%	75%
			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:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	A decrease in the number of Group 1 and Group 2 incidents having to be written up. Students will learn to use clam corners and /or calming rooms to reset and re-engage their feeling/emotions to focus on their academics.	Tier 1 healing centers are well established and students are able to complete requests for supports that help foster positive environments where students feel safe and supported, and address universal needs related to social/emotional health and well-being.	Tier 1 healing centers are well established and students are able to complete requests for supports that help foster positive environments where students feel safe and supported, and address universal needs related to social/emotional health and well-being. Student Leaders help peers with presenting problem solving strategies and skills.
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.	Student attendance improves to 95% as the weekly number of absent students decreases.Students with a pattern will be paired with a check-in/out buddy and/or counseling as needed to continue enrollment.	Student Attendance improves with students feeling school pride and maintains a consistancy of 96%	Student Attendance is 96% each quarter and chronic tardies have been eliminated as the school is a highly desirable school in the community centered on acceptance of all students and cultures.

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

Connectedness & Wellbeing

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
Addams will attain 95% attendance rate by EOY.	Increase Average Daily Attendance	Overall	89.90%	95%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Students will have a voice in Academics, BHT Student Leaders, School-wide morning announcements and in choice of enrichments offered these are in addition to Student Council	Cultivate (Belonging & Identity)	Overall	30%	48%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

		Progress Monitoring			
Identified Practices	**SY24**	**Quarter 1**	**Quarter 2**	**Quarter 3**	**Quarter 4**
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	A decrease in the number of Group 1 and Group 2 incidents having to be written up. Students will learn to use clam corners and /or calming rooms to reset and re-engage their feeling/emotions to focus on their academics.	Select Status	Select Status	Select Status	Select Status

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

Connectedness & Wellbeing

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.

Student attendance improves to 95% as the weekly number of absent students decreases.Students with a pattern will be paired with a check-in/out buddy and/or counseling as needed to continue enrollment.

| Select Status | Select Status | Select Status | Select Status |

Select a Practice

| Select Status | Select Status | Select Status | Select Status |

If Checked:	☐	**Our school receives school improvement funding through Title I, Part A, 1003 (IL-Empower)**
Complete IL-Empower Section below		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)**

		Select a Goal					
		Select a Goal					
		Select a Goal					

If Checked:

☑ **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:

☐ **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.

The parents survey from last spring was reviewed by the ILT team. The top request was to learn how to read and know what various student data tells about their childs academic and SEL growth. Then how will their child's needs be met and what kinds of support can they provide at home to assure their childs success.   Second are parents requested is around connectedness and wellbeing. The PAC school coordinator and PAC chair will present a few workshop options to the committee after a new survey results are available. They will seasrch vendors to locate the one that meets most parents request.

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