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).

Name ✏️	Role ✏️	Email ✏️
Scott Scherquist	Principal	sscherquist@cps.edu
Kelli Stanley	AP	krstanley@cps.edu
Rodney Weems	Teacher Leader	rtweems@cps.edu
Jewel Wilson	LSC Member	aldw3410@gmail.com
Chanel Spruiel	Curriculum & Instruction Lead	cspruiel@cps.edu
Auyana Orr	Partnerships & Engagement Lead	aorr@arielinvestments.com
Sir Love	Curriculum & Instruction Lead	slove@cps.edu
Cody Spencer	Teacher Leader	cdspencer@cps.edu
Cathy Mallare	Curriculum & Instruction Lead	acbrown@cps.edu
Anotnio David	Connectedness & Wellbeing Lead	aldavid1@cps.edu
Amy Barton	Inclusive & Supportive Learning Lead	albarton@cps.edu
Cherice Ramey	Inclusive & Supportive Learning Lead	cmmcgowan@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✏️	Planned Completion Date ✏️
Team & Schedule	7/3/23	7/15/23
Reflection: Curriculum & Instruction (Instructional Core)	7/3/23	7/20/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/3/23	7/20/23
Reflection: Connectedness & Wellbeing	7/3/23	7/20/23
Reflection: Postsecondary Success	8/29/2023	9/5/2023
Reflection: Partnerships & Engagement	7/3/23	7/20/23
Priorities	7/15/23	7/20/23
Root Cause	7/15/23	7/20/23
Theory of Acton	8/16/23	9/5/2023
Implementation Plans	8/16/23	9/5/2023
Goals	8/17/23	9/5/2023
Fund Compliance	8/16/23	9/5/2023
Parent & Family Plan	8/16/23	9/5/2023
Approval	7/31/23	9/5/2023

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	9/12
Quarter 2	10/25
Quarter 3	1/17
Quarter 4	3/22

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

Curriculum & Instruction

Return to Top

Using the associated references, is this practice consistently implemented?		References
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
Partially	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
Partially	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 are the takeaways after the review of metrics?

While teachers do have access to high level curriculum, usage is inconsistent. We are looking to focus on raising rigor across the board, while ensuring targeted instrucdtion where needed. ✏️

What is the feedback from your stakeholders?

Feedback from other stakeholders was consistent with administration. However, based on student responses in the 5 Essentials, student responses reflected 'Partial' to ' No'. ✏️

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?

Instructional rounds that are admin centered and additionally rounds that are teacher centered have served to bring a uniform awareness of current instructional practices and areas for improvement. ✏️

Metrics

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.

Instructional decisions are not conistently informed by uniform data. This has created inconsistent tiered instruction with an enlarged Tier 2. ✏️

Inclusive & Supportive Learning Environment

Return to Top

Using the associated references, is this practice consistently implemented?		References
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
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
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 are the takeaways after the review of metrics?

There are focussed supports for students with IEPs, however, our Tier 2 and 3 students need to be better identified through stronger Tier 1 practices and a stronger system of identifying students with tier 2 and 3 needs. ✏️

What is the feedback from your stakeholders?

While staff and parent feedback is favorable, student responses on the 5 essentials demonstrates issues with teacher trust. ✏️

Metrics

Unit/Lesson Inventory for Language Objectives (School Level Data)

MTSS Continuum

Roots Survey

ACCESS

MTSS Academic Tier Movement

Annual Evaluation of Compliance (ODLSS)

Quality Indicators of Specially Designed Curriculum

EL Program Review Tool

Yes	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
No	There are language objectives (that demonstrate HOW students will use language) across the content.	
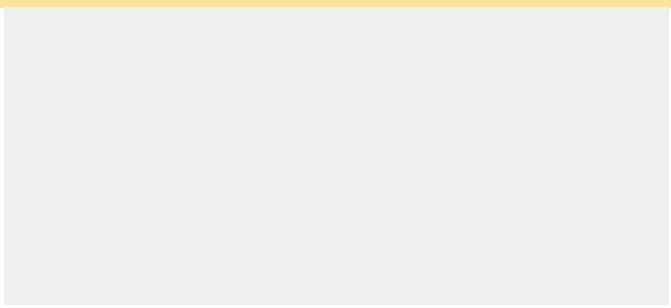
What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?

A dedicated teaching position to monitor MTSS/Branching minds. As well as supporting teachers with interventions.

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 have expressed not trusting all adults in the building.

Connectedness & Wellbeing

Return to Top

Using the associated references, is this practice consistently implemented?		**References**
Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment SEL Teaming Structure
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	
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?

This is an area we need to strengthen as a school. While we do have school wide practices to support various tiers, we will work this year to develop a system with specifics roles and reporting procedures to keep accurate records to better plan and monitor supports.

Metrics

% of Students receiving Tier 2/3 interventions meeting targets

Reduction in OSS per 100

Reduction in repeated disruptive behaviors (4-6 SCC)

Access to OST

Increase Average Daily Attendance

Increased Attendance for Chronically Absent Students

Reconnected by 20th Day, Reconnected after 8 out of 10 days absent

Cultivate (Belonging & Identity)

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

Enrichment Program Participation; Enrollment & Attendance

Student Voice Infrastructure

Reduction in number of students with dropout codes at EOY

What is the feedback from your stakeholders?

Feedback from staff and families have been positive and support the need for additional after-school reinforcment and extensions of learning. Additional data based on 5 Essentials further supports the need for student/staff connectedness. The school is fully commited and has planned accordingly to commit to further OST and school budget based after-school programming.

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.

Parent/guardian support came up during the reflection. We have experienced a very wide range of parent/guardian response to incidents. From defensiveness to over sensative. We have worked to delegate more to our parent and community organizer and that has helped. This coming year we would like to create workshops for parents on anti-bullying and clearly defining bullying for all stake-holders.

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 past year we utilized a cadre to support our tier 2 and 3 interventions. While not sustainable, it did allow for us to create a system for Branching Minds monitoring and will continue to build upon this for 23-24 school year with a full time dedicated staff member.

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)	This is one of our areas of growth this year. Building on feedback from our families, there is a gap in high school readiness when it comes to career paths, HS choice and the value of postsecondary continued educaiton.	Graduation Rate Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track
No — Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate
No — Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit	**What is the feedback from your stakeholders?** Feedback from families was expanidng supports given in 8th grade down to our 7th. As a result we have crafted a high schoool readiness down to sixth grade.	9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
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	**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 have chaged our counselor's Character Ed. work to High School Readiness Education. We have also held our first High School Readiness meeting last week (8/23) and will break down 8thn grade classes by alpha to create a follow-up in small groups for families.	
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		

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.

There needs to be stronger communication and support on high school readiness, school selection and exposure to post secondary pathways for students. Communication must inlcude families as well as students.

Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes — The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	Our school has made great strides in engaging the community through various parent/student activities.	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families
Yes — Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		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	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric		Formal and informal family and community feedback received locally. (School Level Data)

What is the feedback from your stakeholders?

Positive feedback from parents involved.

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.

While not chosen as a priority, community engagement continues to be a priority for the school.

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

Our school has worked hard to engage parents/guardians through a number of events, frequent calls and newsletters.

| Jump to... | Priority | TOA | Goal Setting | Progress |
| Reflection | Root Cause | Implementation Plan | | Monitoring |

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

Connectedness & Wellbeing

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

This is an area we need to strengthen as a school. While we do have school wide practices to support various tiers, we will work this year to develop a system with specifics roles and reporting procedures to keep accurate records to better plan and monitor supports.

What is the feedback from your stakeholders?

Feedback from staff and families have been positive and support the need for additional after-school reinforcement and extensions of learning. Additional data based on 5 Essentials further supports the need for student/staff connectedness. The school is fully commited and has planned accordingly to commit to further OST and school budget based after-school programming.

What student-centered problems have surfaced during this reflection?

Parent/guardian support came up during the reflection. We have experienced a very wide range of parent/guardian response to incidents. From defensiveness to over sensative. We have worked to delegate more to our parent and community organizer and that has helped. This coming year we would like to create workshops for parents on anti-bullying and clearly defining bullying for all stake-holders.

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?

This past year we utilized a cadre to support our tier 2 and 3 interventions. While not sustainable, it did allow for us to create a system for Branching Minds monitoring and will continue to build upon this for 23-24 school year with a full time dedicated staff member.

Return to Top
Determine Priorities

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

Students...

Students lack confidence in staff/student relationships (according to 5 Essentials)
Lack of Inner Core (informed differentiation)

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...

Have not yet built strong relationships to establish trust to inform and build conections with students.
Have not motivated students who do not seem to be intrinsically motivated
Do not yet have strong systems in place to inform interventions (how we make data actionable)
... as teachers, we are not successfully communicating care and empathy regarding growth

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....

create systems for relationship building with students (greeting students, communicating strong expecations while maintaining empathy)

then we see....

An increase in student efficacy, a more inclusive culture and a better understanding of learners' expectations

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.

Jump to...	Priority	TOA	Goal Setting	Progress Monitoring
Reflection	Root Cause	Implementation Plan		

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

Connectedness & Wellbeing

which leads to...

stronger teacher-student relationships as measured through Cultivate and the 5 Essential Survey. And greater academic growth and achievement as measured through our iReady BoY, MoY and EoY. ✍️

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 ✍️

CIWP Team, all staff

Dates for Progress Monitoring Check Ins

Q1	9/12	Q3	1/17
Q2	10/25	Q4	3/22

SY24 Implementation Milestones & Action Steps ✍️	**Who** ✍️	**By When** ✍️	**Progress Monitoring**
Implementation Milestone 1 — Creating plan on what/how data will be collected to help inform MTSS. Additionally, what systems staff will be ready to put in place for student return that support in building strong relationships.	CIWP/ILT	August 28th	Completed
Action Step 1 — Looking at 5 Essentials data and i_ready/Star Data	CIWP/ILT	July 17th	Completed
Action Step 2 — Creating Foundational training for staff return	Administration / ILT	August 5th	Completed
Action Step 3 — Monitoring / Instructional rounds, walk throughs and student discuss	Admin/Staff	Ongoing	In Progress
Action Step 4 — Administering model 5 Essential Surveys for student feedback	Staff	Each Quarter	Not Started
Action Step 5			Select Status
Implementation Milestone 2			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 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	[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?]	✍️
SY26 Anticipated Milestones	[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?]	✍️

Return to Top | **Goal Setting**

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] ✍️

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍	SY24	SY25	SY26
An increase in Classroom Rigor and Course Clarity as measured by the 5 Essentials, from Very Weak to Strong.	Yes	Cultivate	Overall	(4) Very Weak (5 Essentials)	60	80	95
			Overall	(4) Very Weak (5 Essentials)			
Student efficacy and course understanding.	Yes	Other	Other [Specify]				
			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&I:2 Students experience grade-level, standards-aligned instruction.	Using Rigor Walk model admin will conduct weekly rounds and share feedback with staff. Staff will conduct Peer Rigor Walks and data will be shared at teacher meetings to support growth.		
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Uniform procudures for student greetings and check in/out.		
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.	As a secondary goal we will strengthen attendance through positive relationship building and mentorship. Each truant and/or chronically absent student will have an adult assigned to them for check in/out.		

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
An increase in Classroom Rigor and Course Clarity as measured by the 5 Essentials, from Very Weak to Strong.	Cultivate	Overall	(4) Very Weak (5 Essentials)	60	Select Status	Select Status	Select Status	Select Status
		Overall	(4) Very Weak (5 Essentials)		Select Status	Select Status	Select Status	Select Status
Student efficacy and course understanding.	Other	Other [Specify]			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Identified Practices	SY24	Progress Monitoring			
		Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	Using Rigor Walk model admin will conduct weekly rounds and share feedback with staff. Staff will conduct Peer Rigor Walks and data will be shared at teacher meetings to support growth.	Select Status	Select Status	Select Status	Select Status
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Uniform procudures for student greetings and check in/out.	Select Status	Select Status	Select Status	Select Status
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.	As a secondary goal we will strengthen attendance through positive relationship building and mentorship. Each truant and/or chronically absent student will have an adult assigned to them for check in/out.	Select Status	Select Status	Select Status	Select Status

Jump to...	Priority	TOA	Goal Setting	Progress
Reflection	Root Cause	Implementation Plan		Monitoring

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

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.
Partially	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?

While teachers do have access to high level curriculum, usage is inconsistent. We are looking to focus on raising rigor across the board, while ensuring targeted instrucdtion where needed.

What is the feedback from your stakeholders?

Feedback from other stakeholders was consistent with administration. However, based on student responses in the 5 Essentials, student responses reflected 'Partial' to ' No'.

What student-centered problems have surfaced during this reflection?

Instructional decisions are not conistently informed by uniform data. This has created inconsistent tiered instruction with an enlarged Tier 2.

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?

Instructional rounds that are admin centered and additionally rounds that are teacher centered have served to bring a uniform awareness of current instructional practices and areas for improvement.

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Determine Priorities

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

Students...

Based on student and parent feedback and supported by the 5 Essentials, data gathered from rigor walks and BoY, MoY and EoY data, instruction is not targeted and allowing opportunity gaps to continue.

Resources: 🚀

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

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Root Cause

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

As adults in the building, we...

Have low expectations of students and therefore do not furnish rigorous tasks or ensure standards alignment to tasks and instructions.

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.

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Theory of Action

What is your Theory of Action?

If we....

Using quantitative (i-Ready, assessments, IAR, taks performance) and qualitative (interactions, SEL, student to teacher afnd teacher to student interactions) data we will discern more clearly specific opportunity gaps and create differentiate intervention strategies.

then we see....

Target and informed interventions and differentiated and aligned teaching practices.

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.

<div align="right">

Curriculum & Instruction

</div>

which leads to...

Enhanced student performance and more effective teaching practices. ✍️

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 ✍️

ILT, admin, BHT

Dates for Progress Monitoring Check Ins

Q1	9/12		Q3	1/17
Q2	10/25		Q4	3/22

	SY24 Implementation Milestones & Action Steps ✍️	**Who** ✍️	**By When** ✍️	**Progress Monitoring**
Implementation Milestone 1	Grounding staff in Branching Minds and Q1 curriculum with PD	All staff	By Foundations 8/17-18	Completed
Action Step 1	Creating cadence of instructional rounds and data analysis during grade level meetings	Teacher teams	Ongoing, weekly	In Progress
Action Step 2	Montioring system of lesson plan submissiona and alignment	Admin and ILT	Ongoing, weekly	In Progress
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2				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 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	[What milestones do we anticipate working towards, in SY25, to fully achieve our Theory of Action?] ✍️
SY26 Anticipated Milestones	[What milestones do we anticipate working towards, in SY26, to fully achieve our Theory of Action?] ✍️

Return to Top   **Goal Setting**

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] ✍️

Curriculum & Instruction

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍	SY24	SY25	SY26
Yellow and Red levels will decrease from BoY to MoY..	Yes	iReady (Reading)	Overall	TBA			
			Students with an IEP	TBA			
Yellow and Red levels will decrease from BoY to MoY..	Yes	iReady (Math)	Overall	TBA			
			Students with an IEP	TBA			

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.	All staff will have access to iReady and agreed upon data to monitor student practice and create strategic and effective interventions for students.		
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	All staff will utilize Branching Minds for Tier 2 and 3 students. Working to better balance our MTSS pyramid.		
C&I:2 Students experience grade-level, standards-aligned instruction.	Consistent across both priorities, instructional practices must be grade-level and differentiated to meet the needs of various students from where they are.		

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
Yellow and Red levels will decrease from BoY to MoY..	iReady (Reading)	Overall	TBA		Select Status	Select Status	Select Status	Select Status
		Students with an IEP	TBA		Select Status	Select Status	Select Status	Select Status
Yellow and Red levels will decrease from BoY to MoY..	iReady (Math)	Overall	TBA		Select Status	Select Status	Select Status	Select Status
		Students with an IEP	TBA		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.	All staff will have access to iReady and agreed upon data to monitor	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.	All staff will utilize Branching Minds for Tier 2 and 3 students. Workin	Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Consistent across both priorities, instructional practices must be gra	Select Status	Select Status	Select Status	Select Status

IL-Empower

IL-EMPOWER GRANT ASSURANCES

By checking the boxes below, you indicate that your school understands and complies with each of the grant assurances listed.

☑ The purpose of the IL-Empower grant funds, authorized under Title I, Part A, Section 1003 School Improvement of the Elementary and Secondary Education Act, is to support local education agencies (LEAs), via the Statewide System of Technical Assistance and Support (IL-EMPOWER) to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities. The goal is to provide all children significant opportunity to receive a fair, equitable, and high-quality education by providing adequate resources to substantially raise the achievement of students in lowest and underperforming schools, as defined by the Illinois State Board of Education (ISBE).

☑ The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status.

☑ Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:
a) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
b) Contracting for professional services from State-Approved Learning Partners
c) Conducting school-level needs assessments
d) Analyzing data
e) Identifying resource inequities
f) Researching and implementing evidence-based interventions
g) Purchasing standards-aligned curriculum and materials
h) Purchasing and administering local assessments for progress monitoring

☑ Supplement, not supplant is in effect. Schools and LEAs shall use IL-Empower grant funds only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.

☑ Schools designated for comprehensive or targeted support can expect four years of continuation funding from the initial summative designation. Improvement status defines the up-to-four-year term that runs concurrently with the IL-EMPOWER grant program. Status and funding begin with an initial summative designation of comprehensive or targeted and continue through the remaining part of the first year in the planning phase of the grant and are followed by three consecutive years of implementation. School Improvement funding is awarded concurrently with improvement status. Improvement status and grant funding continue concurrently for up to four years regardless of positive changes in annual summative designations because IL-EMPOWER is structured to support local efforts with scaffolded support of sufficient size and longevity to improve outcomes for students and exit improvement status within a four-year grant term.

☑ School Improvement Reports (SIR) are due on a triannual basis.

☑ Schools in comprehensive improvement status must work with a State-Approved Learning Partner to address areas identified in the respective school improvement plans. Schools in targeted improvement status may or may not elect to work with a State-Approved Learning Partner. Approved Learning Partners are contracted by ISBE and are authorized to provide direct professional learning services in evidence-based practices to LEAs and comprehensive and targeted schools. Only vendors selected for an executed contract with ISBE may provide services to IL-Empower districts and schools (both comprehensive and targeted) using Title I, Part A, Section 1003 School Improvement funds, and likewise only those subcontractors included in either the executed contract or subsequent written approval by ISBE may provide services to IL-EMPOWER districts and schools.

☑ As a grant recipient, you may be required to participate in program evaluation activities, site monitoring visits, and audit protocols.

☑ As part of annual grant application and amendment processes, you may be asked to submit additional information regarding budget requests and alignment of budget allocations to CIWP.

IL-EMPOWER SMART GOALS

Of the goals developed earlier in this CIWP, please choose at least 2, and up to 3, that will be your focus areas for IL-Empower. These goals should be in alignment with your ISBE designation and reference specific student groups, as applicable. As part of the annual grant application and amendment processes, please be prepared to outline how your IL-Empower grant budgets will support the chosen goal(s).

IL-Empower Goals Must have a Numerical Target	**Select a Goal Below**	**Student Groups**	**Baseline**	**SY24**	**SY25**	**SY26**
Required Math Goal	iReady (Math): Yellow and Red levels will decrease from BoY to MoY..	**Overall**	TBA			
		Students with an IEP	TBA			
Required Reading Goal	iReady (Reading): Yellow and Red levels will decrease from BoY to MoY..	**Overall**	TBA			
		Students with an IEP	TBA			
Optional Goal	Cultivate : An increase in Classroom Rigor and Course Clarity as measure...	**Overall**	(4) Very Weak (5 Essentials)	60	80	95
		Overall	(4) Very Weak (5 Essentials)			

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.

PAC and ALSC has express interest in using budge engagement targeted on parent outreach around restorative practices.

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