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 ✍
Otis L. Dunson	Principal	oldunson
Donna H. Bedtke	AP	dhbedtke
Amit Thaker	AP	athaker
Paul Hartman	Curriculum & Instruction Lead	pwhartman
Cindy Kang	Other Bilingual Lead Teacher	ckang
Anna Vlahandreas	Other Case Manager	avlahandrea
Liza Spyrakos-Coca	Other MTSS Service Provider	lspyrakos-coca
Nancy Goldberg	Other Diverse Learner Teacher	ndgoldberg
Abigail Chamberlain	Other BHT	achamberlai3
Tekenya Gant	Other Counselor	tgant
Jessica Huegel	Other Student Council Moderator	jahuegel
Courtney Horgan	Teacher Leader	cahorgan

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	1/10/23	1/10/23
Reflection: Curriculum & Instruction (Instructional Core)	1/17/23	2/7/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	2/14/23	2/28/23
Reflection: Connectedness & Wellbeing	3/7/23	3/14/23
Reflection: Postsecondary Success	3/21/23	3/24/23
Reflection: Partnerships & Engagement	3/28/23	3/31/23
Priorities	4/4/23	4/18/23
Root Cause	1/17/23	3/31/23
Theory of Acton	3/28/23	4/25/23
Implementation Plans	5/2/23	5/9/23
Goals	5/2/23	5/9/23
Fund Compliance	4/4/23	4/18/23
Parent & Family Plan	4/4/23	4/18/23
Approval		

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	October 27, 2023
Quarter 2	December 22, 2023
Quarter 3	April 1, 2024
Quarter 4	June 7, 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

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	English Learners are underperforming in relation to their peers in Reading and in Math. Diverse Learners are not making expected gains in reading or math. Our Hispanic subgroup underperforms the school in Reading and in Math. Adequate high quality, multi cultural instructional materials are available. Teaching is aligned to Grade Level Common Core Standards. Multiple team leads work together to provide instructional improvements. Common assessments need work among and between Grade Levels. More work is needed in leveraging student backgrounds, cultures, and languages into the instruction. ✏️	IAR (Math)
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric; Teacher Team Learning Cycle Protocols; Quality Indicators Of Specially Designed Instruction		IAR (English); Rigor Walk Data (School Level Data); PSAT (EBRW)
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	**What is the feedback from your stakeholders?** Increasing student voice could improve student conduct and increase student engagement. More support is needed for our refugee students and ESL students. Student attendance has declined since pre covid. Student classroom efforts and homework efforts have declined since pre covid. Teachers have been overwhelmed with learning about iReady, Star360, Skyline, Branching Minds, and other new district changes. ✏️	PSAT (Math); STAR (Reading); STAR (Math); iReady (Reading)
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness; Distributed Leadership		iReady (Math); Cultivate; Grades; ACCESS
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	**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?**	TS Gold; Interim Assessment Data
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	We continue to work on hiring tutors to support EL's in the classroom. We continue to support our teachers to obtain their ESL endorsements. We provide afterschool supports for our EL students. We use Language Line to communicate with our non English speaking parents. Curriculum Maps have been documented and shared for alignment. Armstrong moved to adopt SKYLINE Science K-5 and Social Studies K-8 in 22-23 and SKYLINE Reading and Math K-8 in 23-24. ✏️	

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.

Below 50% of students are at or above grade level on the IAR in reading and math. Students cultural backgrounds should be more highly leveraged to increase student engagement. Common Assessments are not implemented across all grade levels and content areas. Students who are Diveres Learners are consistently behind in growth. ✏️

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	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	Lesson plans do not always reflect high quality, relevant language objectives or MPIs for the various levels of language proficiency present. Teachers have improved on their documentation of their implementation of MTSS in reading and math. State audit of our EL program was not as favorable as we would prefer. The state requirements for EL instruction in the building are not realistic given our available resources and the number of languages spoken by our students and their families. Compliance indicators for our DL students are favorable. ✏️	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?** Teachers are just getting familiar with Branching Minds and are requesting more professional development on high quality interventions for reading, math, and social emotional tiers. ✏️	Quality Indicators of Specially Designed Curriculum; EL Program Review Tool

Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
Partially	There are language objectives (that demonstrate HOW students will use language) across the content.	

Teachers are requesting more strategic supports for behavior challenges in the classroom.

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

Teachers have requested more support for ELs in their classroom resulting in the hiring of tutors. More high quality tutors are needed. Our BLT is reviewing lesson plans, and reviewing SKYLINE curriculum for appropriate language supports including visual supports, academic language supports and MPIs. Our BHT is up and running with an effective and timely referral process.

What student-centered problems have surfaced during this reflection?
If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

The high number of EL students, of varying languages and proficiencies, in each class is resulting in inadequate language instruction support. The wide range of languages does not allow native language instruction for the majority of our students. Each year, high student mobility leads to an influx of students with unidentified DL needs to our classes without the needed supports in place. Lesson plans need to be more thorough for the various proficiencies of the ELs they service including meaningful language objectives, explicitly taught academic language, and appropriate model performance indicators (MPIs). This deeper planning will benefit our DL students as well. The range of student ability in every classroom is so broad that differentiation is essential for ALL students to show growth. Tying differentiation and MTSS interventions to data evidenced student needs continues to be a work in progress.

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		References
Yes	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
Yes	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?

The number of students with chronic absenteeism has increased . The number of students with repeated disruptive behaviors has increased. We have less than the targeted percentage of DL students participating in OST. Overall OST attendance is favorable. More mentoring programs are needed. Counseling supports are difficult to obtain, many of our students are on waiting lists for mental health services throughout the city and suburbs. Second Step is not consistently and thoroughly implemented throughout every homeroom.

What is the feedback from your stakeholders?

Stakeholders are requesting even more incentives for attendance. Stakeholders are requesting even more afterschool programming but available staff is limited. Parent Information Meetings in grade bands (Admin led) would be helpful. Test Rallies for testing times or stress reducing activities. Encouraging Bulletin boards.

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?

Principal awards have returned. BHT reached out to all students experiencing chronic absenteeism and parent meetings were held with those parents who agreed to come. Staff agrees that PBIS incentives expansion is necessary. Northwestern University CITIES mentoring program will be implemented in the '23-'24 school year.

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 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.

Chronic absenteeism has not returned to pre-COVID levels. Some of the attendance issues are related to student behavioral or health challenges and some of the issues result from a lack of parent partnership with the school. Improving student behavior is a priority and our PBIS needs to be rooted in EVERY classroom and supplemented in hallways and common areas. Communication among teachers, BHT and admin needs to be improved so that consistent, effective SEL interventions and supports can be implemented as quickly as possible. ASPEN Journal feature must be used by all parties so that information is accurate and accessible to all

Postsecondary Success

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

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)		References	What are the takeaways after the review of metrics?	Metrics
Partially	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	Our students would benefit from more career awareness through consistent, scheduled implementation of C4. More afterschool OST programs are needed for our upper grade students transitioning to high school. Executive functioning skills need to be explicitly reinforced throughout all grade levels.	Graduation Rate
Yes	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		Program Inquiry: Programs/participation/attainment rates of % of ECCC
				3 - 8 On Track
				Learn, Plan, Succeed
Yes	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?** Have High school students visit Armstrong to share their experiences, such as a high school panel (possibly during report card pickup) Encourage shadow days at high schools. Schedule field trips to tour neighborhood High Schools and local colleges. Link curriculum to possible careers. Encourage participation in Freshman connection. Increase leadership opportunities such as Student Council, Junior Counselors, Junior Coaches, etc. Summer Opportunities for all ages are posted on the resources page on the BHT page.	% of KPIs Completed (12th Grade)
				College Enrollment and Persistence Rate
				9th and 10th Grade On Track
Partially	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).			Cultivate (Relevance to the Future)
Partially	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		Freshmen Connection Programs Offered (School Level Data)
Partially	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?** Career oriented field trips and college visit field trips are increasingly provided to our students. HIGH JUMP partnership with Northwestern University engages students in year round college readiness curriculum. We have joined the Cities Project, which is a research-based mentorship program where Northwestern Univ. undergraduate students serve as mentors to CPS students.	
Partially	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.

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	Cultivate data shows positive staff to student relationships but supports are needed in positive student to student relationship building. BAC and PAC meeting participation has been growing post covid. Participation in our family curriculum nights has been very high. Having even more community partners would benefit Armstrong.	Cultivate
				5 Essentials Parent Participation Rate
				5E: Involved Families
		Reimagining With Community Toolkit		5E: Supportive Environment

Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	
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

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)

Formal and informal family and community feedback received locally.
 (School Level Data)

What is the feedback from your stakeholders?

More opportunities for student leadership and student voice are needed.

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.

Student voice opportunities need to be more abundant throughout the school and throughout the year. It is difficult to translate every piece of written communication in the MANY languages of our families. More parent participation would be welcome. The community efforts to Reestablish a Parent Teacher Organization have been slow.

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?

Several parents are working towards a new PTO. Student Council met weekly all year and hosted fundraisers, assisted with school projects, and organized assemblies. Junior Coaches assit with Recess Leadership and attend an annual leadership building event. School newspaper is student created.   Language Line is used to facilitate communication.

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

English Learners are underperforming in relation to their peers in Reading and in Math. Diverse Learners are not making expected gains in reading or math. Our Hispanic subgroup underperforms the school in Reading and in Math. Adequate high quality, multi cultural instructional materials are available. Teaching is aligned to Grade Level Common Core Standards. Multiple team leads work together to provide instructional improvements. Common assessments need work among and between Grade Levels. More work is needed in leveraging student backgrounds, cultures, and languages into the instruction.

What is the feedback from your stakeholders?

Increasing student voice could improve student conduct and increase student engagement. More support is needed for our refugee students and ESL students. Student attendance has declined since pre covid. Student classroom efforts and homework efforts have declined since pre covid. Teachers have been overwhelmed with learning about iReady, Star360, Skyline, Branching Minds, and other new district changes.

What student-centered problems have surfaced during this reflection?

Below 50% of students are at or above grade level on the IAR in reading and math. Students cultural backgrounds should be more highly leveraged to increase student engagement. Common Assessments are not implemented across all grade levels and content areas. Students who are Diveres Learners are consistently behind in growth.

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

We continue to work on hiring tutors to support EL's in the classroom. We continue to support our teachers to obtain their ESL endorsements. We provide afterschool supports for our EL students. We use Language Line to communicate with our non English speaking parents. Curriculum Maps have been documented and shared for alignment. Armstrong moved to adopt SKYLINE Science K-5 and Social Studies K-8 in 22-23 and SKYLINE Reading and Math K-8 in 23-24.

Determine Priorities

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

Students...

Across the grade level are not consistently being evaluated based on common assessments in Reading and Math.

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.

Root Cause

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

As adults in the building, we...

Do not have a tight vertical curriculum alignment based on common assessments that allow us to compare progress from room to room and student to student.

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.

Theory of Action

What is your Theory of Action?

If we....

If we implement explicit phonics instruction, meet daily with reading groups based on timely data, implement research based vocabulary strategies, align SKYLINE reading/writing instruction vertically, administer and analyze common assessments, apply RACE strategies and aligned grammar strategies in all curricular areas

then we see....

improvements in students' ability to decode, increases in oral reading fluency, improved comprehension,improved written responses and growth in students' vocabulary

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 =>

which leads to...

an increase in the percentage of students at or above grade level on the IAR/STAR360 iReady. ✍️

Implementation Plan

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Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍️

Harman/Coca/Kang/Vlahandreas

Dates for Progress Monitoring Check Ins

Q1	October 27, 2	Q3	April 1, 2024
Q2	December 22	Q4	June 7, 2024

SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	100% of staff complete SKYLINE ELA & UFLI Foundations Training	Hartman	10/27/2023	In Progress
Action Step 1	Implement Foundations training for all ELA staff K-5	Hartman/Coca	6/30/2023	In Progress
Action Step 2	Send staff to Skyline ELA training sessions	Dunson	9/22/2023	In Progress
Action Step 3	Implement Read Aloud Training for ELA staff K-5 and observe teachers conducting an IRA and provide informal feedback	Hartman/Coca	9/30/2023	In Progress
Action Step 4	Review best practices vocabulary strategies and Tier 2 vocabulary. Review Vocab and ensure vocab is assessed	Hartman/Kang	9/30/2023	In Progress
Action Step 5	Dibels8 Training	Hartman	8/16/2023	In Progress
Implementation Milestone 2	95% of students have a common assessment entered into Checkpoint	Thaker	12/22/2023	Not Started
Action Step 1	Review Q1 assessment blueprints for Skyline ELA at each grade level band	Hartman	12/16	In Progress
Action Step 2	Classroom walkthrough to review environment, word walls, anchor charts, etc.	Dunson		Not Started
Action Step 3	Review available accommodations for DL / EL students	Kang/Vlahandreas		In Progress
Action Step 4	Administer Interim 1 assessment and review results by grade level	Hartman		Not Started
Action Step 5	Assist teachers with creating groups using data	Hartman/Coca/Thaker		Not Started
Implementation Milestone 3	100% of Tier 2 and 3 students have on track implementation of reading and math interventions		4/1/2024	Not Started
Action Step 1	Weekly progress monitor with UFLI			Not Started
Action Step 2	Set goals for Tier 2/3 reading students in Branching Minds			Not Started
Action Step 3	Assist teachers with selecting the best interventions based on student data			Select Status
Action Step 4	Regular progress monitoring with mathCBM			Select Status
Action Step 5	Students will use Freckle to improve math skills and teachers will track progress			Select Status
Implementation Milestone 4	RACE strategies, vocab strategies and grammar expectations will be aligned across Social Studies and Science curriculum		6/7/2024	Not Started
Action Step 1	Introduce RACE strategies, vocab strategies and grammar standards to the SS and Science Teachers	Hartman		Not Started
Action Step 2	Review assessment rubrics and checklists and grading strategies to align expectations across content areas	Hartman		Not Started
Action Step 3	Review academic vocabulary by grade and unit	Kang		Not Started
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones

By the end of SY24 (School Year 2025), all teachers will review and revise their unit plans created using Skyline, incorporating a new data set to better meet the needs of incoming students. Each teacher will complete the revision of their unit plans by July 1, 2024, and the effectiveness of these revisions will be assessed through a rubric designed to evaluate the inclusion of strategies for all learners, including diverse learners and English Language (EL) students. ✍️

SY26 Anticipated Milestones

By the end of SY25 (School Year 2025), all teachers will thoroughly review and revise their SY25 Skyline unit plans to identify any gaps in instruction. We will also integrate data analysis to meet the needs of all learners and ensure that the unit plans incorporate strategies that reflect Social and Emotional Learning (SEL) principles. The effectiveness of these revisions in addressing instructional gaps, meeting diverse learner needs, and integrating SEL strategies will be assessed through a rubric or evaluation process by July 1, 2025. ✍️

Goal Setting

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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.

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

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

Curriculum & Instruction

student groups named in the designation within the goals above and any other IL-EMPOWER goals

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.

Performance Goals

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍	Numerical Targets [Optional] ✍		
					SY24	SY25	SY26
Within three years, 50% of Armstrong students will meet/exceed grade level expectations in literacy achievement.	Yes	IAR (English)	Overall	38	44	47	50
			Select Group or Overall				
Within three years, 45% of Armstrong students will meet/exceed grade level expectations in math achievement.	Yes	IAR (Math)	Overall	28	34	40	45
			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:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	100% of instructional plans will be standards-based using Skyline in Literacy, Science, Writing, Social Science, along with Envisions K-5 and using high standards of rigor, reflecting cultural responsivity and inclusivity.	100% of plans will be standards-based from skyline using high standards of rigor, and refect cultural responsivity.	100% of plans will be standards-based from Skyline using high standards of rigor, reflecting cultural responsivity and inclusivity.
C&I:2 Students experience grade-level, standards-aligned instruction.	Observations (admin pop ins, peer observations and rigor walks) will be used to observe and see 100% of classrooms using the Skyline Curriculum in Literacy, Science, Writing and Social Science and Envisions Math and 100% of classrooms will have been observed using a range .	Observations (admin pop ins, peer observations and rigor walks) will be used to observe and see 100% of classrooms using the Skyline Curriculum in Literacy, Science, Writing and Social Science and Envisions Math and 100% of classrooms will have been observed using a range .	Observations (admin pop ins, peer observations and rigor walks) will be used to observe and see 100% of classrooms using the Skyline Curriculum in Literacy, Science, Writing and Social Science and Envisions Math and 100% of classrooms will have been observed using a range .
Select a Practice			

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
Within three years, 50% of Armstrong students will meet/exceed grade level expectations in literacy achievement.	IAR (English)	Overall	38	44	On Track	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Within three years, 45% of Armstrong students will meet/exceed grade level expectations in math achievement.	IAR (Math)	Overall	28	34	On Track	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&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	100% of instructional plans will be standards-based using Skyline in Literacy, Science, Writing, Social Science, along with Envisions K-5 and using high standards of rigor, reflecting cultural responsivity and inclusivity.	On Track	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Observations (admin pop ins, peer observations and rigor walks) will be used to observe and see 100% of classrooms using the Skyline Curriculum in Literacy, Science, Writing and Social Science and Envisions Math and 100% of classrooms will have been observed using a range .	On Track	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

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

What are the takeaways after the review of metrics?

Lesson plans do not always reflect high quality, relevant language objectives or MPIs for the various levels of language proficiency present. Teachers have improved on their documentation of their implementation of MTSS in reading and math. State audit of our EL program was not as favorable as we would prefer. The state requirements for EL instruction in the building are not realistic given our available resources and the number of languages spoken by our students and their families. Compliance indicators for our DL students are favorable.

What is the feedback from your stakeholders?

Teachers are just getting familiar with Branching Minds and are requesting more professional development on high quality interventions for reading, math, and social emotional tiers. Teachers are requesting more strategic supports for behavior challenges in the classroom.

What student-centered problems have surfaced during this reflection?

The high number of EL students, of varying languages and proficiencies, in each class is resulting in inadequate language instruction support. The wide range of languages does not allow native language instruction for the majority of our students. Each year, high student mobility leads to an influx of students with unidentified DL needs to our classes without the needed supports in place. Lesson plans need to be more thorough for the various proficiencies of the ELs they service including meaningful language objectives, explicitly taught academic language, and appropriate model performance indicators (MPIs). This deeper planning will benefit our DL students as well. The range of student ability in every classroom is so broad that differentiation is essential for ALL students to show growth. Tying differentiation and MTSS interventions to data evidenced student needs continues to be a work in progress.

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

Teachers have requested more support for ELs in their classroom resulting in the hiring of tutors. More high quality tutors are needed. Our BLT is reviewing lesson plans, and reviewing SKYLINE curriculum for appropriate language supports including visual supports, academic language supports and MPIs. Our BHT is up and running with an effective and timely referral process.

Determine Priorities

Return to Top

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

Students…

Not ALL students are receiving high quality differentiation or tiered interventions in all subject areas.

Resources: 🚀

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

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

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

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

Priorities are determined by impact on students' daily experiences.

Root Cause

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

As adults in the building, we…

Must review the language proficiency levels of our students and plan effective lessons to support their needs that include visual supports, academic language supports and targeted model performance indicators.

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.

Theory of Action

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What is your Theory of Action?

If we….

build cross curricular academic vocabulary and targeted language objectives into unit plans, increase use of visual supports and oral language models, incorporate can do descriptors and key uses to differentiate instruction and assessments based on students' proficiency levels and leverage students' backgrounds in our curriculum

then we see….

increased student engagement, improved student vocabulary and an increase in students speaking, listening, reading and writing in English as well as more opportunities for students to engage in meaningful dialogue with one another

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.

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

Inclusive & Supportive Learning Environment

which leads to...

increased student engagement, improved student vocabulary and an increase in students speaking, reading and writing in English and an ncrease in the percentage of EL Subgroup students scoring at or above grade level on STAR360 Reading ✏️

| **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 ✏️

EL Team and BHT

Dates for Progress Monitoring Check Ins

Q1	October 27, 2	Q3	April 1, 2024
Q2	December 22	Q4	June 7, 2024

	SY24 Implementation Milestones & Action Steps ✏️	Who ✏️	By When ✏️	Progress Monitoring
Implementation Milestone 1	MTSS Support and Training	Anna Vlahandreas	8/17/2023	Select Status
Action Step 1	Create objectives, and agenda and design the training course for Branching Minds	Anna Vlahandreas	8/14/2023	Select Status
Action Step 2	Branching Minds Data Review after each assessement window closes, to be completed during Principal Directed Meetings	Anna Vlahandreas		Select Status
Action Step 3	Meet with teachers to review appropriate academic and behavioral tiered interventions and plans uploaded in Branching Minds- at Grade Level Meetings	Cindy Kang/ Anna Vlahandreas/ BHT		Select Status
Action Step 4	Tier 2/3 academic intervention review for EL/DL students- staff wide trainings on PD days	Cindy Kang/ Anna Vlahandreas		Select Status
Action Step 5	ILT will review data collected in Branching Minds for Tier 3 students to assess validity and reliability of data	ILT		Select Status
Implementation Milestone 2	Academic Language Supporting Tiered Instruction			Select Status
Action Step 1	Deliver PD on ESL and Assessing Language	Cindy Kang		Select Status
Action Step 2	Coach Staff: Primary, Intermediate, & Upper Grade teachers	Cindy Kang		Select Status
Action Step 3	Create and review sentence frames teachers can use in order to teach academic language during grade level/principal directed meeting	Cindy Kang		Select Status
Action Step 4	ILT will conduct school wide walk throughs to review classroom word walls, anchor charts and language objectives	ILT		Select Status
Action Step 5	Staff training for student lead turn and talk, using discussion	ILT		Select Status
Implementation Milestone 3	Lesson Plan Review to identify implementation of differentiation for all students	ILT		Select Status
Action Step 1	ILT will review lesson plans and recorded accommodations/ modifications for each unit	Cindy Kang/ Anisa Khan/ Paul Hartman/ Anna Vlahandreas		Select Status
Action Step 2	Staff support of appropriate modifications to new curriculum- Skyline	Cindy Kang/ Paul Hartman/ Anna Vlahandreas		Select Status
Action Step 3	Provide modeling and teacher support in class for lesson implementation	Paul Hartman/ Anisa Khan		Select Status
Action Step 4	Support teachers in creating ESL lesson plans	Cindy Kang		Select Status
Action Step 5	Review Pre and Post assessments built within Skyline, and review checkpoint assessments that can be tailored to student goals and standards	Cindy Kang/ Anisa Khan/ Paul Hartman/ Anna Vlahandreas		Select Status
Implementation Milestone 4	Peer Observations and ILT Observation Support	ILT		Select Status
Action Step 1	Peer observations will be scheduled to review the use of academic language, to increase cross curricular language within/across grade levels.	Cindy Kang/ Anisa Khan/ Paul Hartman/ Anna Vlahandreas		Select Status
Action Step 2	Create common anchor charts and word walls for core language	Cindy Kang/ Anisa Khan/ Paul Hartman/ Anna Vlahandreas		Select Status
Action Step 3	Schedule time to discuss peer observation findings reviewing language objectives and practices	Cindy Kang/ Anisa Khan/ Paul Hartman/ Anna Vlahandreas		Select Status
Action Step 4	Collaborative planning between teachers and social worker, reviewing 504s, including accommodations, implementation within lesson plans and student led conference on using their accommodation	Cindy Kang/ Anisa Khan/ Paul Hartman/ Anna Vlahandreas/BHT		Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	By the end of the first semester of SY24 (School Year 2025), our educational team will thoroughly review the language proficiency levels of all students in our school and develop customized lesson plans to support their language needs. These lesson plans will include visual supports, academic language supports, and targeted model performance indicators. We will track the progress of this goal by assessing the completion of language proficiency level reviews and the development of corresponding lesson plans for each student. The effectiveness of these plans in addressing language needs will also be assessed through ongoing evaluations.	✏️
SY26 Anticipated Milestones	By the end of SY25 (School Year 2026), our school will enhance the quality and relevance of lesson plans to better align with the language objectives and Model Performance Indicators (MPIs) required for the diverse levels of language proficiency among our students. We will measure progress by evaluating lesson plans for their alignment with language objectives and MPIs, as well as tracking documentation of MTSS implementation in reading	✏️

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

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

Inclusive & Supportive Learning Environment

and math. We will also monitor compliance indicators for dual language (DL) students.

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Goal Setting

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data).

Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).

Goals seek to address priorities and opportunity gaps by embracing the principles of Targeted Universalism.

There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.

Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.

Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

Resources: 🚀

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

Performance Goals

Specify the Goal ✏️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✏️	SY24	SY25	SY26
Percentage of students reaching profiency on Access of 4.8 overall that stay at Armstrong.	Yes	ACCESS	English Learners	2	10	15	25
			Select Group or Overall				
Reduce the number of students that require Tier 2 and Tier 3 interventional support in Reading.	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall	28	20	14	5
			Select Group or Overall				

Numerical Targets [Optional] ✏️

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✏️	Specify your practice goal and identify how you will measure progress towards this goal. ✏️		
	SY24	**SY25**	**SY26**
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	100% of teachers will have language objectives embedded in literacy and math by MOY. By EOY, 100% of teachers will be offering supports and specific EL strategies alighed to their language objectives.	100% of teachers will be offering supports and specific strategies aligned to their language objectives and ACCESS scores.	EL students are able to identify
C&I:2 Students experience grade-level, standards-aligned instruction.	Observations (admin pop ins, peer observations and rigor walks) will be used to observe and see 100% of classrooms using the Skyline Curriculum in Literacy, Science, Writing and Social Science and Envisions Math and 100% of classrooms will have been observed using a range .	Observations (admin pop ins, peer observations and rigor walks) will be used to observe and see 100% of classrooms using the Skyline Curriculum in Literacy, Science, Writing and Social Science and Envisions Math and 100% of classrooms will have been observed using a range .	Observations (admin pop ins, peer observations and rigor walks) will be used to observe and see 100% of classrooms using the Skyline Curriculum in Literacy, Science, Writing and Social Science and Envisions Math and 100% of classrooms will have been observed using a range .
I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	75% of EL students are places with an EL endorsed teacher in reading/math.	75% of EL students are placed with an EL endorsed teacher in reading/writing/math/ss/science.	90% of EL students are placed with an EL endorsed teacher in reading/writing/math/ss/science.

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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
Percentage of students reaching profiency on Access of 4.8 overall that stay at Armstrong.	ACCESS	English Learners	2	10	On Track	*Select Status*	*Select Status*	*Select Status*
		Select Group or Overall			*Select Status*	*Select Status*	*Select Status*	*Select Status*
Reduce the number of students that require Tier 2 and Tier 3 interventional support in Reading.	% of Students receiving Tier 2/3 interventions meeting targets	Overall	28	20	On Track	*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**
I&S:7 There are language objectives (that demonstrate HOW students will use language) across the content.	100% of teachers will have language objectives embedded in literac	On Track	*Select Status*	*Select Status*	*Select Status*

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

Inclusive & Supportive Learning Environment

		On Track	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.	Observations (admin pop ins, peer observations and rigor walks) wil	On Track	Select Status	Select Status	Select Status
I&S:5 English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	75% of EL students are places with an EL endorsed teacher in read	On Track	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 =>

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.
Yes	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?

The number of students with chronic absenteeism has increased . The number of students with repeated disruptive behaviors has increased. We have less than the targeted percentage of DL students participating in OST. Overall OST attendance is favorable. More mentoring programs are needed. Counseling supports are difficult to obtain, many of our students are on waiting lists for mental health services throughout the city and suburbs. Second Step is not consistently and thoroughly implemented throughout every homeroom.

What is the feedback from your stakeholders?

Stakeholders are requesting even more incentives for attendance. Stakeholders are requesting even more afterschool programming but available staff is limited. Parent Information Meetings in grade bands (Admin led) would be helpful. Test Rallies for testing times or stress reducing activities. Encouraging Bulletin boards.

What student-centered problems have surfaced during this reflection?

Chronic absenteeism has not returned to pre-COVID levels. Some of the attendance issues are related to student behavioral or health challenges and some of the issues result from a lack of parent partnership with the school. Improving student behavior is a priority and our PBIS needs to be rooted in EVERY classroom and supplemented in hallways and common areas. Communication among teachers, BHT and admin needs to be improved so that consistent, effective SEL interventions and supports can be implemented as quickly as possible. ASPEN Journal feature must be used by all parties so that information is accurate and accessible to all

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?

Principal awards have returned. BHT reached out to all students experiencing chronic absenteeism and parent meetings were held with those parents who agreed to come. Staff agrees that PBIS incentives expansion is necessary. Northwestern University CITIES mentoring program will be implemented in the '23-'24 school year.

Determine Priorities

Return to Top

Resources: 🚀

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

Students...

Attendance is lower than Armstrong's goal rate of 95% or higher. The number of students with chronic absenteeism has increased greatly since pre COVID.

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.

Root Cause

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Resources: 🚀

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

As adults in the building, we...

must increase communication with parents to share attendance expectations and to share the effect the low attendance is having on student performance. We must communicate with the students and their families to discover the cause of the absences so we can find solutions. We must place a higher value on attendance through announcements and incentives.

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.

Theory of Action

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What is your Theory of Action?

If we....

Create a positive and welcoming atmosphere/culture, track and communicate attendance percentages, make frequent family calls to students with unexcused absences, and provide class attendance incentives

then we see....

fewer student unexcused absences

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 | Select the Priority Foundation to |
| Reflection | Root Cause | Implementation Plan | | Monitoring | pull over your Reflections here => |

Connectedness & Wellbeing

which leads to...

a decrease in chronic absenteeism and a schoolwide attendance rate of 95% or higher. 🖌️

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 🖌️

Culture and Climate team, Attendance Clerk

Dates for Progress Monitoring Check Ins

Q1	October 27, 2	Q3	April 1, 2024
Q2	December 22	Q4	June 7, 2024

	SY24 Implementation Milestones & Action Steps 🖌️	Who 🖌️	By When 🖌️	Progress Monitoring
Implementation Milestone 1	Implement Tier I interventions to create a positive and welcoming atmosphere	Whole school	October 27, 2023	In Progress
Action Step 1	Teachers and students work together to create classroom agreements and procedures	Classroom Teachers	First week of school	Completed
Action Step 2	Facilitate Second Step Tier I SEL Curriculum	Classroom Teachers with support of BHT	End of first quarter	In Progress
Action Step 3	Plan schoolwide events that engage students (e.g., International Day, Math Wars, etc.)	Curriculum teams	End of school year	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Communicate importance of Attendance	Whole school	Ongoing	In Progress
Action Step 1	Expectations for attendance are communicated in the classroom	Classroom teachers	First week of school	Completed
Action Step 2	Phone calls and parent meetings with chronically absent students	Teachers, Culture/Climate team	Ongoing	In Progress
Action Step 3	Implement Tier II intervention - attendance contract with students and parents as needed	Teachers, Culture/Climate team	Ongoing	In Progress
Action Step 4	Targeted attendance robocalls to families of students with more than 3 unexcused absences	Administrative team	Every progress report period	In Progress
Action Step 5				Select Status
Implementation Milestone 3	Incentivize good attendance	Culture/climate team	Ongoing	Not Started
Action Step 1	Teacher-led attendance incentives	Classroom teachers	Ongoing	Not Started
Action Step 2	Popcorn parties for full week of perfect attendance	Misc. Employees	Ongoing	Not Started
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

By the end of the school year SY24 (School Year 2025), Armstrong will implement a comprehensive Attendance and Behavior Improvement Program to address the increasing chronic absenteeism by decreasing by 3% and repeated disruptive behaviors among students in the classroom . Additionally, we will increase Diverse Learners (DL) student participation in Out-of-School Time (OST) activities ot 20%, ensure consistent implementation of the Second Step program to 100% implementation . We will also work to improve access to counseling and mental health services for our students. We will track progress by monitoring attendance records, behavior incident reports, DL student participation in OST, and frequency of Second Step program implementation. We will also measure success by reducing chronic absenteeism and disruptive behaviors while increasing DL student engagement in OST. 🖌️

SY26 Anticipated Milestones

By the end of SY25 (School Year 2026), Armstrong will implement a comprehensive Attendance and Communication Enhancement Program to improve communication with parents, students, and their families regarding attendance expectations and the impact of low attendance on student performance. The program will also focus on identifying the causes of absences and collaboratively finding solutions. Additionally, we will enhance the value placed on attendance through regular announcements and incentives. We will track progress by measuring the frequency and quality of communication with parents, students, and families. This will include tracking attendance percentages, the number of family calls made to students with unexcused absences, and the effectiveness of class attendance incentives. We will also monitor the reduction in unexcused absences and the overall improvement in student attendance rates. 🖌️

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 ✍ | Numerical Targets [Optional] ✍ | | |
					SY24	SY25	SY26
Number of students with chronic attendance concerns has decreased by 5% compared to SY23 Engaging parents to take ownership of their students' school success via good attendance habits	Yes	Increase Average Daily Attendance	Overall	93	95	96	97
			Select Group or Overall				
Number of students with chronic and at risk attendance concerns will decrease by 5% compared to SY23	Yes	Increased Attendance for Chronically Absent Students	Overall	28	20	15	10
			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
P&E:1 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.	• Analyze absenteeism rates to establish a baseline. • Record attendance and participation levels in school-sponsored community events, workshops, and meetings. • Create an inventory of available family and community resources that can be leveraged to support the school's goals. • Continuously monitor and analyze attendance records to identify trends and areas for improvement.	• Conduct a survey to assess the current level of family and community engagement. • Analyze absenteeism rates to establish a baseline. • Record attendance and participation levels in school-sponsored community events, workshops, and meetings. • Create an inventory of available family and community resources that can be leveraged to support the school's goals. • Continuously monitor and analyze attendance records to identify trends and areas for improvement. • Assess attendance, participation levels, and feedback from parents attending workshops focused on instilling good attendance habits.	• Conduct a survey to assess the current level of family and community engagement. • Analyze absenteeism rates to establish a baseline. • Record attendance and participation levels in school-sponsored community events, workshops, and meetings. • Continuously monitor and analyze attendance records to identify trends and areas for improvement. • Assess attendance, participation levels, and feedback from parents attending workshops focused on instilling good attendance habits. • Conduct focus groups or surveys with parents, seeking their perspective on the effectiveness of the attendance improvement initiatives. • Compare absenteeism rates from SY24 to SY26 to evaluate progress towards the 5% reduction goal.
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	• Conduct periodic assessments of team effectiveness using surveys and feedback from students, staff, and parents. • Administer surveys to gauge students' feelings of connectedness to the school community and the effectiveness of teaming structures. • Track and analyze attendance data for students with chronic and at-risk attendance concerns, comparing trends to the previous academic year (SY23). • Monitor the implementation and impact of interventions and support provided by the Behavioral Health Team for students facing mental health challenges.	• Conduct periodic assessments of team effectiveness using surveys and feedback from students, staff, and parents. • Administer surveys to gauge students' feelings of connectedness to the school community and the effectiveness of teaming structures. • Track and analyze attendance data for students with chronic and at-risk attendance concerns, comparing trends to the previous academic year (SY24). • Monitor the implementation and impact of interventions and support provided by the Behavioral Health Team for students facing mental health challenges. • Evaluate the effectiveness of Climate and Culture Team initiatives in fostering a positive and inclusive school environment.	• Conduct periodic assessments of team effectiveness using surveys and feedback from students, staff, and parents. • Administer surveys to gauge students' feelings of connectedness to the school community and the effectiveness of teaming structures. • Track and analyze attendance data for students with chronic and at-risk attendance concerns, comparing trends to the previous academic year (SY25). • Monitor the implementation and impact of interventions and support provided by the Behavioral Health Team for students facing mental health challenges. • Track the progress of individual students who were identified with attendance concerns, documenting improvements or setbacks. • Seek feedback from parents and guardians regarding their perception of the support provided by the teams and its impact on their child's wellbeing and attendance. • Compare the number of students with chronic and at-risk attendance concerns in SY26 to the baseline data from SY24 to assess progress towards the 5% reduction goal.
Select a Practice			

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
Number of students with chronic attendance concerns has decreased by 5% compared to SY23 Engaging parents to take ownership of their students' school success via good attendance habits	Increase Average Daily Attendance	Overall	93	95	On Track	*Select Status*	*Select Status*	*Select Status*
		Select Group or Overall			*Select Status*	*Select Status*	*Select Status*	*Select Status*
Number of students with chronic and at risk attendance concerns will decrease by 5% compared to SY23	Increased Attendance for Chronically Absent Students	Overall	28	20	Limited Progress	*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

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

Connectedness & Wellbeing

P&E:1 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.	• Analyze absenteeism rates to establish a baseline. • Record attendance and participation levels in school-sponsored • Create an inventory of available family and community resources • Continuously monitor and analyze attendance records to identify	On Track	Select Status	Select Status	Select Status
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	• Conduct periodic assessments of team effectiveness using su • Administer surveys to gauge students' feelings of connectedne • Track and analyze attendance data for students with chronic a • Monitor the implementation and impact of interventions and su	On Track	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:	☐	**Our school DOES NOT receive school improvement funding through Title I, Part A, 1003 (IL-Empower). (Continue to Parent & Family Plan)**
No action needed		

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	Select a Goal					
Required Reading Goal	Select a Goal					
Optional Goal	Select a Goal					

| If Checked:

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

No action needed | ☐ | **Our school is a non-Title I school that does not receive any Title I funds.**
(Continue to Approval) |

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.

1,000.00	Instructional Materials (Non-Digital)
1,600.00	Commodities - Supplies
1,500.00	Property - Equipment
3,000.00	Services - Professional/Administrative
1,190.00	Instructional Materials (Non-Digital)
466.90	Commodities - Supplies
1,200.00	Commodities - Supplied Food

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