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).

Resources 🚀

CIWP Team Guidance

Name ✍	Role ✍	Email ✍
Donyell Beck	Curriculum & Instruction Lead	dkbeck@cps.edu
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Donnell Rader	Principal	dlrader@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	7/13/23	7/17/23
Reflection: Curriculum & Instruction (Instructional Core)	7/13/23	7/20/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	7/13/23	7/20/23
Reflection: Connectedness & Wellbeing	7/13/23	7/20/23
Reflection: Postsecondary Success	7/13/23	7/20/23
Reflection: Partnerships & Engagement	7/13/23	7/20/23
Priorities	7/13/23	7/31/23
Root Cause	7/13/23	7/31/23
Theory of Acton	7/13/23	7/31/23
Implementation Plans	7/13/23	7/31/23
Goals	7/13/23	7/31/23
Fund Compliance	7/13/23	7/20/23
Parent & Family Plan	7/13/23	7/20/23
Approval	9/12/23	9/12/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates ✍	
Quarter 1	October 23, 2023
Quarter 2	December 18, 2023
Quarter 3	March 11, 2024
Quarter 4	May 20, 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

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	According to the metrics provided we are doing well but there is still room for improvement. We are consistently providing high-quality curriculum within our classrooms, but with some of the curriculum newly adopted and having gained new teachers mid year, we see that we need to maintain and/or increase the quality and fidelity of implementation. Teacher collaboration is a must to ensure that......teachers are able to plan, implement, assess and reflect..... ✏️	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) / PSAT (Math) / STAR (Reading)
Yes	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric / Learning Conditions	**What is the feedback from your stakeholders?** Communication regarding what curriculum is being used and the strategies to assist at home tend to vary. Stakeholders would like to see more consistency amongst the grade levels/teachers regarding the implementation of the Social Emotional Learning (SEL) curriculum in upper grades. As well as provide more opportunities for parent engagement whether it be volunteering within the school, workshops or family projects (assignments). Stakeholders would also like to see a revision of student entry and dissmissal protcedures to better ensure the safety of the students. ✏️	STAR (Math) / iReady (Reading) / iReady (Math) / Cultivate / Grades / ACCESS
Yes	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness / Distributed Leadership		TS Gold / Interim Assessment Data
Yes	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan / ES Assessment Plan Development Guide / HS Assessment Plan Development		
Yes	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**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?** Adoption of new literacy program, Skyline, for grades K-8. As well as Great First Eight for Kindergarten. We have high-quality curriculum in the classrooms, but with some of the curriculum newly introduced to staff and/or new teachers entering mid quarter, we need to increase the quality and fidelity of implementation. Additional staff have also been hired to increase supervision and provide support in the classrooms. Instructional coaches and interventionist are pulling data to create small groups with students needing the most support. ✏️	

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 had difficulty navigating the assessment websites which affected the students performance. Some teachers feel as if the Eureka curriculum is not vertically aligned and assumes that students have mastered or had exposure to a particular concept in the previous grade level. ✏️

Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo / MTSS Continuum / Roots Survey	Encourage more collaboration between teacher and parent as it relates to explaining the IEP process, such as structures and protocols. We are currently 100% compliance. Branching minds was implemented in the 4th quarter. This year we will implement in the begining of the school year. ✏️	Unit/Lesson Inventory for Language Objectives (School Level Data)
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		MTSS Continuum / Roots Survey / ACCESS / MTSS Academic Tier Movement / Annual Evaluation of Compliance (ODLSS) / Quality Indicators of Specially Designed Curriculum
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?** Stakeholders are aware of the continuous support provided for our diverse learners. Staff needs to be more aware of their roles and responsibilities when it comes to IEP's. ✏️	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
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.	

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

Provide more collaboration between the gen ed and diverse learner teachers. Continue providing Branching Minds professional development to assist teachers in entering data and progress monitoring students to better assist them at reaching their goals. ✏️

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.

Encourage more collaboration between teacher and parent as it relates to explaining the IEP process, such as structures and protocols. Working with students that are in the process of receiving additional services. ✏️

Connectedness & Wellbeing

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Using the associated references, is this practice consistently implemented?	**References**	**What are the takeaways after the review of metrics?**	**Metrics**
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	.....several extended and/or chronic absences with little to no re-entry plan in place...... ✏️	% of Students receiving Tier 2/3 interventions meeting targets
Yes — Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			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
Yes — All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		**What is the feedback from your stakeholders?** ...What is the protocol regarding when a student misses so many days of instruction? Some families receive the automated call stating that your child is absent...then what? ✏️	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)
Partially — Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.			Enrichment Program Participation: Enrollment & Attendance / Student Voice Infrastructure / Reduction in number of students with dropout codes at EOY

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 absences leads to loss of instruction and students unable to keep up with the learning thats taking place in class....students test scores are reflective of not being present in class... ✏️

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?

Skyline has incorporated SEL within the first 3 lessons which focuses on rules, routines, compassion, tools needed for success...etc... Some teachers have reached out to the families of those with poor attendance, scheduled conferences to offer support as well as given make-up assignments. Before and after-school programs are offered to all students/families based on student interest and needs. ✏️

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
No	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)	We have systems in place that expose our students to high school readiness activities, i.e, highschool fairs, junior achievement curriculum,etc. We have not developed a plan for implementing College and Career curriculum to the 6th-8th students as a whole. The opportunities provided have been on a smaller scale and/or optional. We see that there is a need for students to be exposed to College and Career opportunities so that they can discover what interest they have after high school. Providing College and Career exposure will assist students in figuring out what steps they need to take to secure a job in their chosen field, including completing specific college coursework, earning a professional degree, or finishing a technical education program.	Graduation Rate
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		Program Inquiry: Programs/participation/attainment rates of % of ECCC 3 - 8 On Track Learn, Plan, Succeed % of KPIs Completed (12th Grade) College Enrollment and Persistence Rate 9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)
Partially	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit	**What is the feedback from your stakeholders?** Incorporate college and career fairs, in addition to the already planned high school fairs. Assignments within the curriculum can be given to allow for students to research postsecondary options. Introduce students to creating goals or vision boards. Allow for career professionals to give presentations related to their field.	
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?**	
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager	Our school counselor has taught students how to create vision boards. Mentoring programs such as Chicago Urban League and Pebbles have come in speak to students about current and relatable events as well as discussion of future plans. Students were involved in a future leaders projects, i.e, shark tank competition, which provided business (career) opportunities to the winner.	

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 don't know how to or understand the need for planning for the future.

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	...we need to ask ourselves... "How can we involve students?" "How can we highlight student achievement more?" "What examples of student-adult collaborations have we seen happening in the building?" "How are our own student collaborations going?" "What have we learned from our students?".	Cultivate 5 Essentials Parent Participation Rate 5E: Involved Families 5E: Supportive Environment Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data) Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)
Yes	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit		

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?

Participation ceased due to Covid and then was limited. Participation is steady on the up hill. What other opportunities can we provide to increase the participation of the students, parents, stakeholders, etc? Let's bring back some of ur previous activities as well as new ones, inviting families and stakeholders to Famiy Academic Night, Open House, Skate Night, Bake Sale, Career showcase, Spelling Bee judges, Father/Daughter dance, Popcorn with the Principal, Muffins with mom, Family Paint party, etc.

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.

...lack of student self-motivation for class participation and extra curricular activities as well as inconsistent or lack of encouragment at home...

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?

Stakeholders have the opportunity to join and/or attend PAC, LSC, PTA, CIWP, volunteer with dismissal/drop off, volunteer on field trips, assist in the classroom, donations, attend parent/teacher conferences. Students have the opportunity to complete the My School My Voice Survey every year, join the student council, run for student LSC representative, participate in classroom votes, strive to be the valedictorian/salutatorian. We have partnerships with a local church, mentoring programing and corporate sponsorship has been established which has resulted in donations of athletic apparal, shoes, school supplies, celebrity guest athletes, radio personalities and actors visiting, incentive parties, etc.

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

What are the takeaways after the review of metrics?

According to the metrics provided we are doing well but there is still room for improvement. We are consistently providing high-quality curriculum within our classrooms, but with some of the curriculum newly adopted and having gained new teachers mid year, we see that we need to maintain and/or increase the quality and fidelity of implementation. Teacher collaboration is a must to ensure that......teachers are able to plan, implement, assess and reflect.....

What is the feedback from your stakeholders?

Communication regarding what curriculum is being used and the strategies to assist at home tend to vary. Stakeholders would like to see more consistency amongst the grade levels/teachers regarding the implementation of the Social Emotional Learning (SEL) curriculum in upper grades. As well as provide more opportunities for parent engagement whether it be volunteering within the school, workshops or family projects (assignments). Stakeholders would also like to see a revision of student entry and dissmissal protcedures to better ensure the safety of the students.

What student-centered problems have surfaced during this reflection?

Students had difficulty navigating the assessment websites which affected the students performance. Some teachers feel as if the Eureka curriculum is not vertically aligned and assumes that students have mastered or had exposure to a particular concept in the previous grade level.

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?

Adoption of new literacy program, Skyline, for grades K-8. As well as Great First Eight for Kindergarten. We have high-quality curriculum in the classrooms, but with some of the curriculum newly introduced to staff and/or new teachers entering mid quarter, we need to increase the quality and fidelity of implementation. Additional staff have also been hired to increase supervision and provide support in the classrooms. Instructional coaches and interventionist are pulling data to create small groups with students needing the most support.

Determine Priorities

Resources: 🚀

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

Students...

Students need more exposure to computer based practice assesments. Additionally, teachers should provide students with daily exposure to grade level contentent, and grade level student tasks.

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

Resources: 🚀

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

As adults in the building, we...

Esposure to practices tests in IAR to better assist with Star 360 as far as the type of questions provided. Create practice asssesments in Mastery Connect. Align our vocabulary used in class to provide students exposure in preparation for the test. Tutorial videos and going throught the steps with the students, more handons. Provide other opportunities for students that are not tech savy. Teachers need to be strategic with the scope and sequence of the curriculum to ensure that students are exposed to concepts and are close to mastery. Vertical planning should also occur amongst teachers.

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....

Expose students to more complex questioning, in all subjects, on the daily basis...

then we see....

...students able to confidently navigate the assessment sites and understand the type of questions provided...

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.

which leads to...

...Increased student academic growth and attainment. ✏️

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 ✏️

Classroom Teachers

Dates for Progress Monitoring Check Ins

Q1	October 23, 2	Q3	March 11, 2024
Q2	December 18,	Q4	May 20, 2024

SY24 Implementation Milestones & Action Steps ✏️	Who ✏️	By When ✏️	Progress Monitoring
Implementation Milestone 1 — Teachers will provide daily "grade level" instruction to increase student growth.	Teachers	June 2024	In Progress
Action Step 1 — Ongoing teacher training	Teacher/Inst.Coach/Admin	June 2024	In Progress
Action Step 2 — Differentiated instructional support (coaching and modeling).	Teacher/Inst.Coach/Admin	June 2024	In Progress
Action Step 3 — Planning collaboration with grade-level team.	Teacher/Inst.Coach/Admin	June 2024	In Progress
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 2 — Teachers will implement Skyline Literacy Curriculum.	Teachers	June 2024	In Progress
Action Step 1 — On going professional development.	Teacher/Inst.Coach/Admin	June 2024	In Progress
Action Step 2 — Differentiated instructional support (coaching and modeling).	Teacher/Inst.Coach/Admin	June 2024	In Progress
Action Step 3 — Planning collaboration with grade-level team.	Teacher/Inst.Coach/Admin	June 2024	In Progress
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 3 — Teachers will implement Eureka Math.	Teachers	June 2024	In Progress
Action Step 1 — On going professional development.	Teacher/Inst.Coach/Admin	June 2024	In Progress
Action Step 2 — Differentiated instructional support (coaching and modeling).	Teacher/Inst.Coach/Admin	June 2024	In Progress
Action Step 3 — Planning collaboration with grade-level team.	Teacher/Inst.Coach/Admin	June 2024	In Progress
Action Step 4			Select Status
Action Step 5			Select Status
Implementation Milestone 4 — Teachers will implement Generation Genius Online Science program.	Teachers	June 2024	In Progress
Action Step 1 — On going professional development.	Teacher/Inst.Coach/Admin	June 2024	In Progress
Action Step 2 — Differentiated instructional support (coaching and modeling).	Teacher/Inst.Coach/Admin	June 2024	In Progress
Action Step 3 — Planning collaboration with grade-level team.	Teacher/Inst.Coach/Admin	June 2024	In Progress
Action Step 4			Select Status
Action Step 5			Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones — With the adoption of skyline, we see vertical planning will take place. All students are exposed to the same texts and skill. We should see increased student academic growth and attainment. ✏️

SY26 Anticipated Milestones — Provide ample opportunities for vertical teacher collaboration. ✏️

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

All teachers will have access to standardized high quality curriculum resources for all students.	Yes	iReady (Reading)	Overall				
			Students with an IEP				
Increase student academic growth and attainment on iReady and Star 360 assessments.	Yes	3 - 8 On Track	Overall				
			Students with an IEP				

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.			
C&I:2 Students experience grade-level, standards-aligned instruction.			
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.			

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
All teachers will have access to standardized high quality curriculum resources for all students.	iReady (Reading)	Overall			Limited Progress	Select Status	Select Status	Select Status
		Students with an IEP			Limited Progress	Select Status	Select Status	Select Status
Increase student academic growth and attainment on iReady and Star 360 assessments.	3 - 8 On Track	Overall			Limited Progress	Select Status	Select Status	Select Status
		Students with an IEP			Limited Progress	Select Status	Select Status	Select Status

Practice Goals

Identified Practices	SY24	Progress Monitoring			
		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.		Select Status	Select Status	Select Status	Select Status
C&I:2 Students experience grade-level, standards-aligned instruction.		Select Status	Select Status	Select Status	Select Status
C&I:6 Evidence-based assessment for learning practices are enacted daily in every classroom.		Select Status	Select Status	Select Status	Select Status

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

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
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.
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

Encourage more collaboration between teacher and parent as it relates to explaining the IEP process, such as structures and protocols. We are currently 100% compliance. Branching minds was implented in the 4th quarter. This year we will implement in the begining of the school year.

What is the feedback from your stakeholders?

Stakeholders are aware of the continuous support provided for our diverse learners. Staff needs to be more aware of their roles and responsibilities when it comes to IEP's.

What student-centered problems have surfaced during this reflection?

Encourage more collaboration between teacher and parent as it relates to explaining the IEP process, such as structures and protocols. Working with students that are in the process of receiving additional services.

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?

Provide more collaboration between the gen ed and diverse learner teachers. Continue providing Branching Minds professional development to assist teachers in entering data and progress monitoring students to better assist them at reaching their goals.

Determine Priorities

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

Students...

Encourage more collaboration between teacher and parent as it relates to explaining the IEP process, such as structures and protocols. Working with students that are in the process of receiving additional services.

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...

Provide data to the related service professionals and diverse learner team regarding a student needing and or receiving services. We will try and clear up misconceptions that parents have regarding the process. Also provide parents and staff with a FAQ sheet or refer them to the Office of stuent and support services....website. Seek the support of case mangaer regarding protocol and information to distribute to parent. Planning should occur with the gen ed and diverse learner teachers during the school day and/or afterschool bi-monthly (formally). Daily interactions informally take place amongst the staff regarding students of interest.

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....

...provide data to the related service professionals and diverse learner team regarding a student needing and/or receiving services; address the misconceptions that parents have regarding the IEP process; Seek the support of the case mangaer regarding protocol;

then we see....

...more informed and patient parents regarding the process that occurs when requesting an IEP for their child, as well as an increase in the collaboration amongst the gen ed and diverse learner team...

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.

which leads to...

...students receiving the services needed for academic success; Parents understanding their rights regarding requesting an IEP and next steps which should include communication from the case manager and/or a member of the related service professional team; a more informed staff regarding understanding the difference between equity, entitlement and opinion; which also leads to the staff being able to better understand and meet the needs of the student as a whole.

Implementation Plan

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍️

Teachers/Case Manager/Admin

Dates for Progress Monitoring Check Ins

Q1	October 23, 2	Q3	March 11, 2024
Q2	December 18,	Q4	May 20, 2024

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	Seek the support of the case mangaer regarding protocols for diverse learners.	Teachers	June 2024	In Progress
Action Step 1	conduct formal bi-monthly checkins with the gen ed and diverse learner teachers	Teachers/Case Manager/Admin	June 2024	In Progress
Action Step 2	daily informal interactions amongst the staff regarding the student(s) of interest.	Teachers/Case Manager/Admin	June 2024	In Progress
Action Step 3	Attend IEP meetings	Teachers/Case Manager/Admin/Parents	June 2024	In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Address the misconceptions that parents have regarding the IEP process.	Case Manager	June 2024	In Progress
Action Step 1	Provide parents and staff with a FAQ sheet.	Teachers/Case Manager/Admin	June 2024	In Progress
Action Step 2	Refer those with questions or concerns to ODLSS (website).	Teachers/Case Manager/Admin	June 2024	In Progress
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	Diverse learners will receive the services needed for academic success.	✍️
SY26 Anticipated Milestones	Parents and staff will be more informed regarding the difference between equity, entitlement and opinion; which also leads to the staff being able to better understand and meet the needs of the student as a whole.	✍️

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 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
Teachers will implement, and progress monitor academic intervention plans in the Branching Minds platform.	Yes	STAR (Reading)	Overall				
			Students with an IEP				
Teachers will implement, and progress monitor academic intervention plans in the Branching Minds platform.	Yes	% of Students receiving Tier 2/3 interventions meeting targets	Overall				
			Students with an IEP				

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:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.			
I&S:3 Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.			
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.			

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
Teachers will implement, and progress monitor academic intervention plans in the Branching Minds platform.	STAR (Reading)	Overall			Limited Progress	No Progress	No Progress	No Progress
		Students with an IEP			Limited Progress	No Progress	No Progress	No Progress
Teachers will implement, and progress monitor academic intervention plans in the Branching Minds platform.	% of Students receiving Tier 2/3 interventions meeting targets	Overall			Limited Progress	No Progress	No Progress	No Progress
		Students with an IEP			Limited Progress	No Progress	No Progress	No Progress

Practice Goals

Identified Practices	SY24	Progress Monitoring			
		Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.		Select Status	Select Status	Select Status	Select Status
I&S:3 Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.		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.		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	3 - 8 On Track: Increase student academic growth and attainment on iRe...	Overall				
		Students with an IEP				
Required Reading Goal	STAR (Reading): Teachers will implement, and progress monitor academi...	Overall				
		Students with an IEP				
Optional Goal	Select a Goal					

Parent and Family Plan

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.**
No action needed		**(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.

We will provide parent trainings in Reading Support, Math Support and SEL Support.

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