

CIWP Team & Schedules

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Indicators of Quality CIWP: CIWP Team

The CIWP team includes staff reflecting the diversity of student demographics and school programs.

The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.

The CIWP team includes leaders who are responsible for implementing Foundations, those with institutional memory and those most impacted.

The CIWP team includes parents, community members, and LSC members.

All CIWP team members are meaningfully involved in the planning process for CIWP components and include other stakeholders, as appropriate for their role, with involvement along the [CPS Spectrum of Inclusive Partnerships](#) (from the CPS Equity Framework).

[CIWP Team Guidance](#)

Name	Role	Email
Dr. David Young	Principal	djyoung@cps.edu
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Ms. Franchesca Little	MYP IB Coordinator	FSLittle@cps.edu
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Ms. Sherretha Richardson	PAC Chair	sherrethabouchet12@gmail.com
Ms. Melissa Amaro	Counselor	MHernandez10@cps.edu
Ms. Callie Logan	MTSS Lead	CLogan@cps.edu
Ms. Janie Short-Lyke	LSC Chair	janie.short23@gmail.com

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	6/20/23	6/20/23
Reflection: Curriculum & Instruction (Instructional Core)	6/21/23	7/21/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/22/23	7/21/23
Reflection: Connectedness & Wellbeing	6/23/23	7/21/23
Reflection: Postsecondary Success	6/23/23	7/21/23
Reflection: Partnerships & Engagement	6/26/23	7/21/23
Priorities	6/27/23	7/28/23
Root Cause	6/27/23	7/28/23
Theory of Acton	6/29/23	7/28/23
Implementation Plans	6/29/23	7/28/23
Goals	6/29/23	7/28/23
Fund Compliance	6/30/23	8/25/23
Parent & Family Plan	6/30/23	8/25/23
Approval	6/30/23	9/1/23

SY24 Progress Monitoring Schedule

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

CIWP Progress Monitoring Meeting Dates

Quarter 1	10/20/2023
Quarter 2	12/21/2023
Quarter 3	3/22/2024
Quarter 4	6/6/2024

Jump to... [Curriculum & Instruction](#) [Inclusive & Supportive Learning](#) [Connectedness & Wellbeing](#) [Postsecondary](#) [Partnerships & Engagement](#)

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	CPS High Quality Curriculum Rubrics All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	<p>Although we see growth with the majority of our assessment metrics for our PreK-8th general education students, our diverse learner population has not shown the same level of growth. When it comes to administering the assessments, not all classrooms are effective in implementing test taking strategies. All students (and their parents) are not knowledgeable of their assessment data. We need consistency in all classrooms regarding the Inner Core, and ensuring all aspects (identity, community, and relationship) are demonstrated throughout the building.</p> <p>What is the feedback from your stakeholders?</p> <p>Educators would need training within assessment development, test taking strategies, and data conversations (for both students and parents). Also, educators would need training on how to understand the instructional standards (CCSS, NGSS, IB, etc.) and to break them down for the purpose of planning more effective Tier 1 instruction.</p> <p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>We are currently in process of planning improvement efforts, but we wanted to conduct this reflection protocol first as a team. Based upon the reflection analysis, we determined that we need the following:</p> <ul style="list-style-type: none"> - Assessment Professional Development: focusing on creating universal assessments (incorporating both depth and breadth of student learning as well ensuring the questions are evidence-based), Test taking strategies, and Data Conversations for both students and parents - Tier 1 Instructional Planning and Delivery PD: focusing on understanding what the expectations from the instructional standard and focusing the components of the Inner Core (identity, community, relationship) - Possible summer planning for instruction within the upcoming school year - Monitoring of Gradebook and Branching Minds 	iAR (Math) iAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading) STAR (Math) iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold Interim Assessment Data
Yes	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction Students experience grade-level, standards-aligned instruction.		
Partially	Powerful Practices Rubric Learning Conditions 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	Continuum of ILT Effectiveness Distributed Leadership The ILT leads instructional improvement through distributed leadership.		
Partially	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development 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	Assessment for Learning Reference Document Evidence-based assessment for learning practices are enacted daily in every classroom.		
<p>What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>1. Universal implementation of inner core 2. Assessments are not universally based and do not address the depth and breath of learning.</p>			

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	MTSS Integrity Memo MTSS Continuum Roots Survey 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.	<p>Based upon assessment data, the diverse learner population did not growth within the assessment metrics. Ensure that all teams complete the MTSS cycle including the problem solving process.</p> <p>What is the feedback from your stakeholders?</p> <p>What does the instruction look like in the classroom in alignment with the child's IEP? How does the support staff operate within the classroom? How do we truly get to the root cause to address solutions to problems within our teams?</p>	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS) Quality Indicators of Specially Designed Curriculum
Partially	MTSS Integrity Memo School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.		
Partially	LRE Dashboard Page 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.		
	IDEA Procedural Manual		EL Program Review Tool

Partially	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. 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?

Based on this reflection, DL teachers will have PDs on instructional practices, SECAs will have PD on supporting students, but the ILT will monitor the implementation, and all school teams will go through a PD on the problem solving process as well as implementation and monitoring with the ILT/MTSS team. 🍌

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.

We know diverse learner students are placed and have an IEP, but is the IEP being fully implemented. Not all school teams are consistent in implementing the full MTSS process. 🍌

[Return to Top](#) **Connectedness & Wellbeing**

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	BHT Key Component Assessment SEL Teaming Structure	While we are providing extra curriculum activities during our after school programs, we need to think of how we can provide SEL in our classrooms in conjunction with our instructional schedules. We need to better educate our parents and students on how attendance impacts grades and provide them with a bigger picture on how post elementary/middle school life can alter if the child does not have good attendance. 🍌	% 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
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.		
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	What is the feedback from your stakeholders? How often are we taking students' voices into consideration when designing extracurricular activities? What is the attendance plan for students based on each grade band (primary/intermediate/upper) as parents impact attendance more at one level compared to the other? How does the teacher ensure the classroom is safe and welcoming environment every day? How does the school ensure it has a safe and welcoming environment every day? 🍌	
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity? School counselors are going to provide PD with teachers on Tier 1 SEL instruction that will be incorporated during the instructional schedule when school starts. The MTSS/Attendance Team will work on developing schoolwide incentives and differentiated approaches for chronic absentee students. 🍌	
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.			
1. Not all classrooms are providing Tier 1 SEL instruction and if they are it is not provided on regularly during the week. 2. Attendance meetings with chronic absentee students and their parents are needed with the teacher and someone from the Leadership Team to address how attendance and grades matters. 🍌			

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

What are the takeaways after the review of metrics?	Metrics
The school counselors are working on developing plans for implementing the College & Career Curriculum, ILPs, and Work Based Learning activities. 📌	Graduation Rate 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

What is the feedback from your stakeholders?	
How are the school counselors communicating to families and community members the implementation of their work? 📌	9th and 10th Grade On Track Cultivate (Relevance to the Future) Freshmen Connection Programs Offered (School Level Data)

What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?	
The school counselors are going to develop their plans for the upcoming school year and present them to the staff during Week 0. The school counselors will also ensure they have communicated to parents and community members their work via monthly newsletters and LSC meetings. 📌	

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.

How are the school counselors both developing and implementing the College and Career Competency Curriculum? How have the school counselors addressed the ILPs with the 6-8 teachers and gathered their input for implementation? How has the school counselors design a yearlong calendar of Work Based Learning activities for students that involves the continuum of career awareness, career exploration, and career development experiences? 📌

[Return to Top](#) **Partnership & Engagement**

Using the associated references, is this practice consistently implemented?		References
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
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	Student Voice Infrastructure Rubric

What are the takeaways after the review of metrics?	Metrics
We partner with various community organizations, and we have extended opportunities for parents to volunteer during school functions (ex. field trips). Our LSC and PAC are very much involved within our school. We could do a better job in ensuring all teachers are consistently communicating with parents and developing relations with them. Also, we need to cultivate student leaders within our school to be active participants within the building. 📌	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) Formal and informal family and community feedback received locally. (School Level Data)

What is the feedback from your stakeholders?

Priority: Centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).

We must develop deeper connections between teachers and parents and provide opportunities to develop students as future leaders. 📌

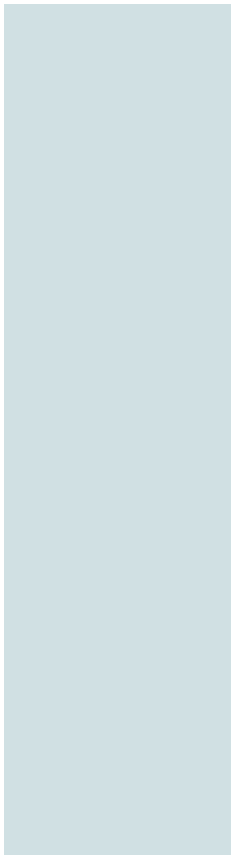
What student-centered problems have surfaced during this reflection?

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

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

While we do provide opportunities to get student input within school decisions, we to have a better infrastructure in place creates student leaders within our building 📌

Teachers will have continuous professional learning around immediate parental engagement within the classroom and how they can foster good relations with parents. We are planning on implementing a student advisory council or student council within the timeframe of this CIWP. 📌



Jump to... [Priority Reflection](#) [TOA Root Cause](#) [Goal Setting Implementation Plan](#) [Progress Monitoring](#) Select the Priority Foundation to pull over your Reflections here =>

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
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?

Although we see growth with the majority of our assessment metrics for our PreK-8th general education students, our diverse learner population has not shown the same level of growth. When it comes to administering the assessments, not all classrooms are effective in implementing test taking strategies. All students (and their parents) are not knowledgeable of their assessment data. We need consistency in all classrooms regarding the Inner Core, and ensuring all aspects (identity, community, and relationship) are demonstrated throughout the building.

What is the feedback from your stakeholders?

Educators would need training within assessment development, test taking strategies, and data conversations (for both students and parents). Also, educators would need training on how to understand the instructional standards (CCSS, NGSS, IB, etc.) and to break them down for the purpose of planning more effective Tier 1 instruction.

What student-centered problems have surfaced during this reflection?

1. Universal implementation of inner core 2. Assessments are not universally based and do not address the depth and breath of learning.

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

We are currently in process of planning improvement efforts, but we wanted to conduct this reflection protocol first as a team. Based upon the reflection analysis, we determined that we need the following:

- Assessment Professional Development: focusing on creating universal assessments (incorporating both depth and breadth of student learning as well ensuring the questions are evidence-based), Test taking strategies, and Data Conversations for both students and parents
- Tier 1 Instructional Planning and Delivery PD: focusing on understanding what the expectations from the instructional standard and focusing the components of the Inner Core (identity, community, relationship)
- Possible summer planning for instruction within the upcoming school year
- Monitoring of Gradebook and Branching Minds

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Determine Priorities

Resources: 

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

[Determine Priorities Protocol](#)

Students...

were not provided consistent instruction via the state standards and IB, and how this aligns with the inner core components: identity, community, and relationships. Also, students were not provided consistent assessments that are universal and evidence based.



Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core. Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative). For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation. Priorities are determined by impact on students' daily experiences.

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Root Cause

Resources: 

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

[5 Whys Root Cause Protocol](#)

As adults in the building, we...

did not focus as much on the complete implementation of the District's inner core as it relates to classroom instruction. Also, we were not effective in monitoring all classroom assessments.



Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team. The root cause is based on evidence found when examining the student-centered problem. Root causes are specific statements about adult practice. Root causes are within the school's control.

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Theory of Action

What is your Theory of Action?

If we....

provide quality instruction while designing both formative and summative assessments aligned to planned IB Units/lesson plans, which consists of instructional standards, (i.e. CCSS, NGSS, ILS, etc.), IB Standards & Practices, and District's Inner Core focus, that embed a range of high to low level questions which engage students within their capacity to respond critically to a given question inclusive of writing



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.

Resources: 

then we see....

teachers become more effective in their capacity to implement differentiated approaches towards core instruction based on short term (formative assessment) and long term (summative assessment) student performance data, which will decrease the amount of reteach/retake opportunities for students



which leads to...

minimum of 60% of our students in grades 3-8 On Track, a minimum of 50% of our students in grades 3-8 achieving at/above on MOY STAR 360, while a minimum of 60% of all 3-8th grade achieving at/above on EOY STAR 360. In addition, and 75% of K-2nd grade achieving at/above benchmark on EOY primary assessments. 🍌

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Implementation Plan

[Resources:](#) 🚀

Indicators of a Quality CIWP: Implementation Planning

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

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

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

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

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

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan 🍌

ILT and GLTs

Dates for Progress Monitoring Check Ins

Q1 10/20/2023

Q3 3/22/2024

Q2 12/21/2023

Q4 6/6/2024

	SY24 Implementation Milestones & Action Steps 🍌	Who 🍌	By When 🍌	Progress Monitoring
Implementation Milestone 1	The Instructional Leadership Team will review and adjust the current Instructional Check-In Protocol as well as the Pre- & Post-Assessment Analysis Protocols.	ILT	9/15/23	Select Status
Action Step 1	Review the schoolwide Check-In Protocol.	ILT	9/15/23	Select Status
Action Step 2	Review the schoolwide Pre- and Post-Assessment Protocol	ILT	9/15/23	Select Status
Action Step 3	Communicate all protocols to all grade level teacher teams.	ILT	9/22/23	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Design a PL Calendar for teachers regarding classroom instructional practices and assessment design. The Quarterly Extended Day IB PDs will be part of this calendar.	ILT	9/21/23	Select Status
Action Step 1	Ensure that all teachers are implementing the IB Standards and Practices upon review their IB units and instruction.	ILT	9/21/23	Select Status
Action Step 2	All classrooms are using small group instruction to meet the needs of all students in accessing Tier 1 learning	Teachers	Daily	Select Status
Action Step 3	Address progress monitoring practices for Tier 1 instruction.	Teachers	Weekly	Select Status
Action Step 4	Review enhancements to IB unit plans and provide teachers with feedback	IB Coordinators	Ongoing	Select Status
Action Step 5				Select Status
Implementation Milestone 3	Implement the updated Instructional Practices Check-In Protocol and provide ongoing feedback to teachers	Teachers	Monthly	Select Status
Action Step 1	The protocol is based on the learning from the professional development	ILT	9/22/23	Select Status
Action Step 2	Gradebook will be an essential part of this protocol as it monitors Tier 1 instruction	Teachers	9/22/23	Select Status
Action Step 3	Engage in data conversations with teacher teams and individual teachers based on progress monitoring and gradebook data	ILT	Ongoing	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	5th & 10th Week Monitoring of summative assessments during Weekly Grade Level Meetings	GLT	Monthly	Select Status
Action Step 1	Teachers will work on the pre- summative assessment analysis during GLT (they will bring the assessments to the meeting)	Teachers	Monthly	Select Status
Action Step 2	Once all assessment expectations are embeded within the assessment, the teachers will implement the assessment	Teachers	Monthly	Select Status
Action Step 3	Teachers will come back and complete the post assessment analysis during GLT and discuss any trends within the data as a group	Teachers	Monthly	Select Status
Action Step 4	Based on the findings within the post assessment analysis, the teacher will have to develop next steps to ensure the student will be able to master the standards addressed within the assessment	Teachers	Monthly	Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	We anticipate continuing our focus regarding assessment development and alignment with core instructional practices. We will go deeper into the analysis of rigor and critical thinking as it relates to both assessments and classroom assignments. Also, we will continue to ensure that IB standards and practices are embedded within the assessments. 🍌
SY26 Anticipated Milestones	We anticipate continuing our focus regarding assessment development and alignment with core instructional practices. We will review the item analysis work provided during the post assessment analysis, and work with teachers on ways to lessen the amount of reteach by revisiting how the initial core lesson was delivered to the students. 🍌

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Goal Setting

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Indicators of a Quality CIWP: Goal Setting

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

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

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 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
Ensure increases in student reading proficiency by 10% each year	Yes	IAR (English)	Overall	11%	20%	30%	40%
			Select Group or Overall				
Ensure increases in student math proficiency by 10% each year.	Yes	IAR (Math)	Overall	6%	10%	20%	30%
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 🏆	Specify your practice goal and identify how you will measure progress towards this goal. 🏆		
	SY24	SY25	SY26
C&I:2 Students experience grade-level, standards-aligned instruction.	Ensure all PreK-8th grade teachers are providing rigorous grade level core instruction aligned to the state standards. We will conduct weekly observations using our check-in protocols to monitor teacher practices. Also, we will conduct data deep dive meetings during GLMs to analyze all student data sets.	Teachers will receive differentiated supports based on classroom observations that will include professional development, school instructional coach, and N12 ISLs. The check-in visits will be based on the differentiated supports provided to the teachers. We will also analyze student performance based on the differentiated supports provided to the teachers.	We will develop teacher leaders to work with novice and practitioner teachers to cultivate the school environment on both shared leadership and effectiveness of instructional practices. This work will be monitored through check in visits with both the teacher and an administrator, and next steps will be development with both the teacher and focus teacher together.
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	All formative and summative assessments will incorporate higher order thinking questions, constructive responses, and IB standards and practices to ensure each classroom is providing grade level rigorous learning in alignment with the state standards. We will use the pre- and post assessment review tools during GLMs to ensure students are engaged within rigorous assessments.	Teachers will embedded higher order thinking questions in both classroom assignments and assessments to analyze how core instruction is providing students an opportunity to think critically. We will monitor this work within weekly GLMs in analyzing both the post assessment item analysis and weekly classroom assignments.	Teachers will review the post item analysis on their assessments in alignment with their lesson plans to reflect on how the initial core instruction was provided. The teachers will retool their lesson plans with the foresight of student abilities to ensure fewer reteach opportunities. This will be monitored during weekly GLMs.
Select a Practice			

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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
Ensure increases in student reading proficiency by 10% each year	IAR (English)	Overall	11%	20%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Ensure increases in student math proficiency by 10% each year.	IAR (Math)	Overall	6%	10%	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	Ensure all PreK-8th grade teachers are providing rigorous grade level core instruction aligned to the state standards. We will conduct weekly observations using our check-in protocols to monitor teacher practices. Also, we will conduct data deep dive meetings during GLMs to analyze all student data sets.	On Track	Select Status	Select Status	Select Status
C&I:5 School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	All formative and summative assessments will incorporate higher order thinking questions, constructive responses, and IB standards and practices to ensure each classroom is providing grade level rigorous learning in alignment with the state standards. We will use the pre- and post assessment review tools during GLMs to ensure students are engaged within rigorous assessments.	On Track	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Jump to... [Priority](#) [TOA](#) [Goal Setting](#) [Progress Monitoring](#) [Reflection](#) [Root Cause](#) [Implementation Plan](#) [Monitoring](#) 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.
Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
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?

Based upon assessment data, the diverse learner population did not growth within the assessment metrics. Ensure that all teams complete the MTSS cycle including the problem solving process.

What is the feedback from your stakeholders?

What does the instruction look like in the classroom in alignment with the child's IEP? How does the support staff operate within the classroom? How do we truly get to the root cause to address solutions to problems within our teams?

What student-centered problems have surfaced during this reflection?

We know diverse learner students are placed and have an IEP, but is the IEP being fully implemented. Not all school teams are consistent in implementing the full MTSS process.

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?

Based on this reflection, DL teachers will have PDs on instructional practices, SECAs will have PD on supporting students, but the ILT will monitor the implementation, and all school teams will go through a PD on the problem solving process as well as implementation and monitoring with the ILT/MTSS team.

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Determine Priorities

Resources: 

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

Students...

are not growing or achieving mastery within core content via District and state assessments even with the incorporation of the IEP's accommodations and modifications.

[Determine Priorities Protocol](#)

Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.
Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).
For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.
Priorities are determined by impact on students' daily experiences.

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Root Cause

Resources: 

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

As adults in the building, we...

are not consistently aligning the needs of the students with the expectations from the state standards, while incorporating the student's IEP or MTSS referral in progress.

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

Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.
The root cause is based on evidence found when examining the student-centered problem.
Root causes are specific statements about adult practice.
Root causes are within the school's control.

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Theory of Action

What is your Theory of Action?

If we....

provide professional development for all DL teachers on aligning the child's IEP with CCSS (Literacy & Mathematics), NGSS, and IB while incorporating instructional strategies like differentiation and scaffolding with a plan for implementation



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.

then we see....

teachers focusing more on their lesson development and execution using the student's IEP while ensuring both grade level content and targeted areas of support are embedded



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.

Resources: 

which leads to...

an increase in the percentage of 3rd-8th grade students with IEPs gaining grade level proficiency by 5% on District/State assessments, as well as K-2 students on EOY assessments. In addition, we will have a minimum of 25% of our 3rd - 8th grade DL students on On-Track by SY26. 🍌

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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 🍌

School Administration, ILT, DL Teacher Team

Dates for Progress Monitoring Check Ins

Q1 10/20/2023

Q3 3/22/2024

Q2 12/21/2023

Q4 6/6/2024

	SY24 Implementation Milestones & Action Steps 🍌	Who 🍌	By When 🍌	Progress Monitoring
Implementation Milestone 1	Design Professional Development sessions regarding DL instructional practices aligned to CCSS, NGSS, ILS, IB, targeted supports for students based on students needs per the IEP.	ILT/Teachers	SY23-24 Mid Quarter 1	Select Status
Action Step 1	Develop a Needs Survey regarding instructional practices that can DL teachers can complete	ILT	9/15/23	Select Status
Action Step 2	Based on the Needs Survey, professional development for DL teachers will be provided with the goal of 100% implementation of new learning	Teachers	9/22/23	Select Status
Action Step 3	Design Classroom Look Fors based on the new learning from the professional development sessions	ILT	9/29/23	Select Status
Action Step 4	Collaboration in the design of professional development with ODLSS/N12 for DL teachers	ILT	Ongoing	Select Status
Action Step 5				Select Status
Implementation Milestone 2	Implement co-teaching practices for when Diverse Learners are working within the General Education setting for core content areas	Teacher	SY23-24 End of Quarter 2	Select Status
Action Step 1	Schedule a PD on co-teaching practices for all Diverse Learner teachers with the expectation of 100% implementation	ILT	11/17/23	Select Status
Action Step 2	If teachers need to see an example of co-teaching in practice, schedule peer observations either within or outside N12	ILT	12/1/23	Select Status
Action Step 3	Align the expectations of co-teaching to the Classroom Look Fors document.	ILT	12/8/23	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Create a Check In Visit Protocol for DL classrooms in alignment with the new learning from professional developments	ILT/Teacher	SY23-24 Beginning of Quarter 2	Select Status
Action Step 1	Review the Classroom Look Fors document and design the Check-In Visit protocol	ILT	1/12/24	Select Status
Action Step 2	All Diverse Learner teachers must have an up to date Student Progress Monitoring Binder that will be part of the Check-In Visit protocol	Case Manager	1/26/24	Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	Schedule Staying Connected PM Sessions with Diverse Learner Teachers to review both professional practices and student outcome data	ILT/Teacher	SY23-24 Beginning of Quarter 2	Select Status
Action Step 1	Meet with teachers regarding expectations for this meeting	ILT	1/3/23	Select Status
Action Step 2	Ensure all teachers that are presenting create presentations that will address both their professional practices and outcome student data	ILT/Teachers	1/3/23	Select Status
Action Step 3	Provide feedback at the end of each presentation with next steps incorporated	ILT	Ongoing	Select Status
Action Step 4	Give ongoing support to teachers for implementation of next steps	ILT	Ongoing	Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	We anticipate continuing our focus regarding Diverse Learner (DL) teacher instructional practices by providing targeted professional development opportunities for specific teachers that need ongoing support. We will also continue the work of analyzing student performance in alignment with the child's IEP by reviewing student work samples (ex. Classroom assignments, quizzes, etc.) and meet with the DL teacher to reflect on their practices for purpose of improvement. 🍌
SY26 Anticipated Milestones	We anticipate continuing our focus regarding Diverse Learner (DL) teacher instructional practices by providing targeted professional development opportunities regarding co-teaching. We will observe the co-teaching practices that are taking place within the classroom post professional development, and provide ongoing support. 🍌

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Goal Setting

[Resources:](#) 🚀

Indicators of a Quality CIWP: Goal Setting

IL-EMPOWER Goal Requirements

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.

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
Ensure an increase in student reading proficiency by 5% each year	Yes	IAR (English)	Students with an IEP	2	5	10	15
			Select Group or Overall				
Ensure an increase in student math proficiency by 5% each year	Yes	IAR (Math)	Students with an IEP	4	5	10	15
			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. 📌

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: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.	Diverse Learner teachers will incorporate strategies like GRR (Gradual Release of Responsibility) while providing core instruction. The teachers will ensure the tasks are differentiated based on the student's IEP, but the heart of the assignment is still at grade level. We will conduct check-in visits to observe the implementation of these practices and provide feedback with next steps.	Provide ongoing support to DL teachers regarding instructional practices and monitoring the implementation through classroom observations. Teachers will receive feedback and next steps based on the observations	DL and GenEd teachers will implement co-teaching practices within some of the core content areas (literacy, mathematics, science, and social science) to include DL students within the GenEd setting. An observation of these practices will be conducted and feedback with next steps will be provided to both teachers.
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	Case Manager and other members of the administrative team will conduct weekly check in visits with the goal of the visit to move towards biweekly and eventually monthly	All DL Teachers will keep a Goal Binder which will breakdown how the teachers is working with students towards their goals. The Case Manager will provide an audit of the binder in alignment with the student's performance within Gradebook and provide feedback and next steps.	We will continue with the practice of analyzing the Goal Binders with the Case Manager providing the review with feedback and next steps for the teacher.
Select a Practice			

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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
Ensure an increase in student reading proficiency by 5% each year	IAR (English)	Students with an IEP	2	5	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Ensure an increase in student math proficiency by 5% each year	IAR (Math)	Students with an IEP	4	5	Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
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.	Diverse Learner teachers will incorporate strategies like GRR (Gradual Release of Responsibility) while providing core instruction. The teachers will ensure the tasks are differentiated based on the student's IEP, but the heart of the assignment is still at grade level. We will conduct check-in visits to observe the implementation of these practices and provide feedback with next steps.	On Track	Select Status	Select Status	Select Status
I&S:4 Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	Case Manager and other members of the administrative team will conduct weekly check in visits with the goal of the visit to move towards biweekly and eventually monthly	On Track	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Jump to... [Priority](#) [TOA](#) [Goal Setting](#) [Progress](#) [Reflection](#) [Root Cause](#) [Implementation Plan](#) [Monitoring](#) Select the Priority Foundation to pull over your Reflections here =>

Connectedness & Wellbeing

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

While we are providing extra curriculum activities during our after school programs, we need to think of how we can provide SEL in our classrooms in conjunction with our instructional schedules. We need to better educate our parents and students on how attendance impacts grades and provide them with a bigger picture on how post elementary/middle school life can alter if the child does not have good attendance.

What is the feedback from your stakeholders?

How often are we taking students' voices into consideration when designing extracurricular activities? What is the attendance plan for students based on each grade band (primary/intermediate/upper) as parents impact attendance more at one level compared to the other? How does the teacher ensure the classroom is safe and welcoming environment every day? How does the school ensure it has a safe and welcoming environment every day?

What student-centered problems have surfaced during this reflection?

1. Not all classrooms are providing Tier 1 SEL instruction and if they are it is not provided on regularly during the week. 2. Attendance meetings with chronic absentee students and their parents are needed with the teacher and someone from the Leadership Team to address how attendance and grades matters.

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?

School counselors are going to provide PD with teachers on Tier 1 SEL instruction that will be incorporated during the instructional schedule when school starts. The MTSS/Attendance Team will work on developing schoolwide incentives and differentiated approaches for chronic absentee students.

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Determine Priorities

Resources: 

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

[Determine Priorities Protocol](#)

Students...

will feel the school is welcoming to everyone. Students will find staff members that will work with both their academic and SEL needs. Students will understand why their attendance is important to their development within high school and beyond.



Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.
Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).
For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.
Priorities are determined by impact on students' daily experiences.

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Root Cause

Resources: 

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

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

As adults in the building, we...

need to do a better job in consistently providing SEL instruction across all classrooms. All staff must communicate to students why their attendance matters, but also demonstrate why the students matter to us.



Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.
The root cause is based on evidence found when examining the student-centered problem.
Root causes are specific statements about adult practice.
Root causes are within the school's control.

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Theory of Action

What is your Theory of Action?

If we....

provide professional development for staff on how to cultivate a nurturing classroom environment by implementing SEL practices and expressing the importance of attending student daily



Indicators of a Quality CIWP: Theory of Action

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

Theory of Action is an impactful strategy that counters the associated root cause.

Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.

Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"

All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

then we see....

better student-teacher connections within all classrooms and students feeling more part of the school community

Resources: 

which leads to...

increases in student attendance by 5% within grades PreK-2nd and 10% within grades 3rd-8th. We will see a minimum of 60% of our students in grades 3-8 On Track. We will also see increases within the student survey feedback on the 5 Essentials/My School My Voice and Cultivate data. 🍌

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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 🍌

School Counselors, GLTs, Attendance Team

Dates for Progress Monitoring Check Ins

Q1 10/20/2023

Q3 3/22/2024

Q2 12/21/2023

Q4 6/6/2024

	SY24 Implementation Milestones & Action Steps 🍌	Who 🍌	By When 🍌	Progress Monitoring
Implementation Milestone 1	Provide professional development to staff on SEL practices	School Counselors	SY23-24 By the end of Quarter 1	Select Status
Action Step 1	When designing the PD, student attendance and how SEL plays a factor within it must be incorporated	School Counselors	10/13/23	Select Status
Action Step 2	Develop SEL Implementation Look Fors Protocol based on the PD	School Counselors	10/13/23	Select Status
Action Step 3	Provide team-teaching modeling for classroom teachers regarding Second Step and SEL classroom instruction	School Counselors	Ongoing	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 2	Create an SEL Check-In Visit tool to observe in classrooms	School Counselors/Teachers	SY23-24 By the end of Quarter 1	Select Status
Action Step 1	The tool will be based on the SEL Implementation Look Fors Protocol	School Counselors	10/13/23	Select Status
Action Step 2	Design observation calendar for when the check in tool will be utilized and in which rooms	School Counselors	10/13/23	Select Status
Action Step 3	Provide ongoing support for teachers based on check in feedback	School Counselors/Teachers	Ongoing	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 3	Review/implement the re-entry procedures and design an intervention tracker for chronic absentees	Attendance Team	SY23-24 By the end of Quarter 1	Select Status
Action Step 1	Address the re-entry procedures from the District and align them to the school's attendance plan	Attendance Team	9/29/23	Select Status
Action Step 2	Implement school attendance plan with focus on tiered supports for chronic absentees	Attendance Team	9/29/23	Select Status
Action Step 3	Develop an intervention tracker for chronic absentees and monitor the impact of the supports provided	Attendance Team	9/29/23	Select Status
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	Implement recognitions for student attendance and SEL	Attendance & MTSS Team	SY23-24 By the end of Quarter 1	Select Status
Action Step 1	Provide daily recognitions of classrooms that have perfect attendance via end of day announcements and classroom displays that are teacher created to promote "Attendance Matters" and SEL	Attendance & MTSS Team	Ongoing	Select Status
Action Step 2	Provide monthly summaries of schoolwide attendance data by classroom and over time including ytd percentages to raise student awareness about their shared responsibility for attendance.	Attendance & MTSS Team	Ongoing	Select Status
Action Step 3	Celebrate quarterly student recognitions of perfect attendance, most improved attendance and SEL within each quarter milestone.	Attendance & MTSS Team	Ongoing	Select Status
Action Step 4	Provide walking trophy for classrooms that have the top 2 classrooms that have highest attendance percentages within the school.	Attendance & MTSS Team	Ongoing	Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	We anticipate continuing our focus regarding SEL instruction and the work of our school counselors developing our teachers to implement practices in the classroom to ensure all students feel welcomed. We will embed SEL reflection activities during weekly GLMs so that teachers can share how they are cultivating their classroom environments in a positive fashion. We will also work on our attendance practices in alignment with SEL by way of analyzing how teachers are communicating with parents for the purpose of making the classroom to home connection. 🍌
SY26 Anticipated Milestones	We anticipate continuing our focus regarding our school counselors and our Behavioral Health Team in cultivating a positive learning environment within the entire school community. We will also continue working with our MTSS & Attendance Team on targeted supports for chronic truancy and absenteeism. 🍌

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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).

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

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.

The CIWP includes a main 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
75% of the 3rd - 8th grade is on-track	Yes	3 - 8 On Track	Overall		65%	70%	75%
			Students with an IEP		35%	40%	45%
Achieve 96% student attendance percentage by SY26	Yes	Increase Average Daily Attendance	Overall	87.20%	90%	93%	96%
			Students with an IEP	86%	88%	90%	92%

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 📌	Specify your practice goal and identify how you will measure progress towards this goal. 📌		
	SY24	SY25	SY26
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	The school counselors will provide professional development for staff on SEL practices and how student attendance is connected. We will develop a check-in tool to monitor how teachers are implement the new learning for the PD, and we will be reviewing student attendance of those who have implemented everything that is expected. with the goal of using them as exemplars.	We will continue with the practice of our school counselors working with teachers on implementing SEL instruction within all classes. The school counselors will monitor this work through the use of the check-in tool, and provide feedback with next steps for teachers.	The school counselors in conjunction with our Behavior Health Team (BHT) will work on how we can implement SEL activities schoolwide, and how we can engage parents within SEL. The monitoring of this work will come from surveys that will be developed within the BHT to monitor the effectiveness of all schoolwide SEL activities and parent engagement.
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	The attendance team is going to review the re-entry procedures and implement them with the a goal of tracking all interventions that were provided to impacted students/families. We will be monitoring the students attendance with a goal to honor any improvements during our quarterly awards assemblies.	The attendance team will continue the work of analyzing chronic absenteeism, and provide interventions for those students. We will ensure that any student that has improved their attendance will be recognized.	We will review all attendance interventions that have taken place, and analyze the impact it had on students in previous years to determine effectiveness
Select a Practice			

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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
75% of the 3rd - 8th grade is on-track	3 - 8 On Track	Overall		65%	Select Status	Select Status	Select Status	Select Status
		Students with an IEP		35%	Select Status	Select Status	Select Status	Select Status
Achieve 96% student attendance percentage by SY26	Increase Average Daily Attendance	Overall	87.20%	90%	Select Status	Select Status	Select Status	Select Status
		Students with an IEP	86%	88%	Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:2 Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	The school counselors will provide professional development for staff on SEL practices and how student attendance is connected. We will develop a check-in tool to monitor how teachers are implement the new learning for the PD, and we will be reviewing student attendance of those who have implemented everything that is expected. with the goal of using them as exemplars.	On Track	Select Status	Select Status	Select Status
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	The attendance team is going to review the re-entry procedures and implement them with the a goal of tracking all interventions that were provided to impacted students/families. We will be monitoring the students attendance with a goal to honor any improvements during our quarterly awards assemblies.	On Track	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

If Checked:
Complete IL-Empower Section below

If Checked:
No action needed

- Our school receives school improvement funding through Title I, Part A, 1003 (IL-Empower)**
This CIWP serves as your School Improvement Plan, which is required for schools in school improvement status (comprehensive or targeted) as identified by the Illinois State Board of Education (ISBE). The following section, "IL-Empower," addresses grant requirements, assurances, and alignment across your CIWP, grant budget, and state designation.
- Our school DOES NOT receive school improvement funding through Title I, Part A, 1003 (IL-Empower). (Continue to Parent & Family Plan)**

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

Required Math Goal

IAR (English): Ensure an increase in student reading proficiency by 5% each year

Required Reading Goal

IAR (Math): Ensure an increase in student math proficiency by 5% each year

Optional Goal

Select a Goal

Student Groups	Baseline	SY24	SY25	SY26
Students with an IEP	2	5	10	15
Select Group or Overall				
Students with an IEP	4	5	10	15
Select Group or Overall				

Parent and Family Plan

If Checked:	<input checked="" type="checkbox"/>	<p>Our school is a Title I school operating a Schoolwide Program</p> <p>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.</p>
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		
If Checked:	<input type="checkbox"/>	<p>Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)</p>
No action needed		

SCHOOL & FAMILY ENGAGEMENT POLICY

ESSA, Title I, Part A law requires schools to develop a parent and family policy that reflects their commitment to develop best engagement practices and maximizes meaningful consultation. Checking the boxes below indicates that your school understands and complies with each requirement listed.

- The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.
- At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.
- Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.
- Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.
- Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.
- Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.
- Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.
- Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.


SCHOOL & FAMILY COMPACT

Your school shall jointly develop, with parents, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. Checking off the statements below indicates your school will develop a compact that complies with each requirement. Compact statements will be housed at the school and shared with all parents.

- The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.
- The school will hold parent-teacher conferences.
- The school will provide parents with frequent reports on their children's progress.
- The school will provide parents reasonable access to staff.
- The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.
- The parents will support their children's learning.
- The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

The overarching goal for Title I Parent & Family Engagement funds is to increase student academic achievement through parental and family engagement and supporting skills development. In the box below, identify the academic priority areas around which your parent engagement & skills development will be aligned. As a reminder, use of your funds must occur in consultation with parents.

We will prioritize content training around core instruction and SEL supports for parents and families. We will also provide Family Nights that will focus on Literacy, STEM, and IB. We want to provide incentives for our families by implementing Family Movie Nights throughout the year using our school auditorium. Also, we want to provide bookbags, coats, and other essential items to the families within our school that need them. 

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